ECHE6000
Early Childhood Philosophy and Pedagogy
Session 1, In person-scheduled-infrequent, North Ryde 2022
Macquarie School of Education

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https://unitguides.mq.edu.au/unit_offerings/148884/unit_guide/print
General Information

Unit convenor and teaching staff
Unit Convenor
Rebecca Andrews
rebecca.andrews@mq.edu.au
Contact via iLearn Dialogue
Room 277 29 Wally's Walk
By Appointment

Tutor
Tracy Redman
tracy.redman@mq.edu.au
Contact via iLearn Dialogue
Online
By Appointment

Credit points
10

Prerequisites
Admission to MTeach(0-5) or GradCertEChild

Corequisites

Co-badged status

Unit description
This unit introduces students to the philosophical and pedagogical approaches to the field of early childhood education. The unit provides students with the opportunity to develop a critical understanding of i) current philosophical and theoretical approaches to early childhood education; ii) the centrality of play, social interaction and relationships as a basis for early childhood curriculum; and iii) their own identity as early childhood educators. Overall, it aims to provide students with a crucial framework for developing professional teaching practice and for their future studies in early childhood.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes
On successful completion of this unit, you will be able to:
ULO1: demonstrate an awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
ULO2: observe and interpret children's play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children's learning and development.
ULO3: analyse environments and materials that foster children’s learning through play and inquiry
ULO4: identify intentional teaching strategies using relevant theory and reflection
ULO5: actively and theoretically contribute towards your own and others’ development and learning.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

• Allow a left and right-hand margin of at least 2cm in all assignments.
• Please type all assignments using 12-point font and 1.5 spacing.
• All assessments must be submitted through Turnitin in .doc or .pdf format.
• It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
• Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

• Students may use Turnitin’s Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
• Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
• The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
• Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

• Students should regularly save a copy of all assignments before submission.
• Students are responsible for checking that the correct file has been uploaded, that their submission has been successful, and that it has been submitted by the due date and time.

Assignment extensions and late penalties
In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: [https://students.mq.edu.au/study/my-study-program/special-consideration](https://students.mq.edu.au/study/my-study-program/special-consideration)

Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via [https://ask.mq.edu.au/](https://ask.mq.edu.au/). This will ensure consistency in the consideration of such requests is maintained.

Late submissions: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g., quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.

If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

**Requesting a re-assessment of an assignment**

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a higher/lower or unchanged grade.
- Grades are standards referenced and effort is NOT a criterion.

**University policy on grading**

[https://unitguides.mq.edu.au/unit_offerings/148884/unit_guide/print](https://unitguides.mq.edu.au/unit_offerings/148884/unit_guide/print)
Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD (High Distinction)</td>
<td>Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.</td>
</tr>
<tr>
<td>D (Distinction)</td>
<td>Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.</td>
</tr>
<tr>
<td>Cr (Credit)</td>
<td>Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.</td>
</tr>
<tr>
<td>F (Fail)</td>
<td>Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.</td>
</tr>
</tbody>
</table>

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

Results

https://unitguides.mq.edu.au/unit_offerings/148884/unit_guide/print
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation of an area of the Early Years Learning Framework</td>
<td>20%</td>
<td>No</td>
<td>21 March 2022</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11.59pm</td>
</tr>
<tr>
<td>Environment Play Analysis</td>
<td>40%</td>
<td>No</td>
<td>25 April 2022</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11.59pm</td>
</tr>
<tr>
<td>Understanding and Promoting Children’s Play and Inquiry</td>
<td>40%</td>
<td>No</td>
<td>30 May 2022</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11.59pm</td>
</tr>
</tbody>
</table>

Explanation of an area of the Early Years Learning Framework

Assessment Type 1: Report
Indicative Time on Task 2: 15 hours
Due: 21 March 2022 11.59pm
Weighting: 20%

Provide an explanation of an area of the Early Years Learning Framework [800 - 1000 words].

On successful completion you will be able to:

- demonstrate an awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
- actively and theoretically contribute towards your own and others’ development and learning.

Environment Play Analysis

Assessment Type 1: Case study/analysis
Indicative Time on Task 2: 30 hours
Due: 25 April 2022 11.59pm
Weighting: 40%

Analyse a play environment for young children [1200 words]
On successful completion you will be able to:

• demonstrate an awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
• analyse environments and materials that foster children’s learning through play and inquiry
• actively and theoretically contribute towards your own and others’ development and learning.

Understanding and Promoting Children’s Play and Inquiry

Assessment Type 1: Case study/analysis
Indicative Time on Task 2: 35 hours
Due: 30 May 2022 11.59pm
Weighting: 40%


On successful completion you will be able to:

• demonstrate an awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
• observe and interpret children’s play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children’s learning and development.
• analyse environments and materials that foster children’s learning through play and inquiry
• identify intentional teaching strategies using relevant theory and reflection

1 If you need help with your assignment, please contact:
• the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
• the Writing Centre for academic skills support.

2 Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation
Delivery and Resources

Unit Delivery

There are lectures, readings and tutorials in this unit. There is a supporting website for the unit providing access to required and additional readings, links to resources and materials. Lectures will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au

The unit content is delivered via lectures and tutorials. During tutorials, students will engage with the unit lecture and reading content through small and large group discussions, analysis and reflection tasks, and practical activities. For this reason, attendance is expected. Information about COVID19 arrangements can be found on the ilearn site.

Required texts

Both texts can be purchased from Booktopia, and copies are available in the Macquarie University library.


Two additional required texts can be downloaded from the links below


Early Childhood Australia. (2016). Early childhood Australia code of ethics. Retrieved from


iLearn

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted there, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.
Lectures
Weekly lectures are available on the web through ECHO360. You must listen to all lectures.

Support resources
Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university. Please refer to the comprehensive list of support services here.

Access and technical assistance
Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ. You will need to enter your student username and password.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff. Please do NOT contact the Unit Convenor regarding iLearn technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.
- Uploading of assessment tasks to iLearn.

Unit Schedule
The topics for each week are listed below. Required readings for each week are listed on the iLearn site:

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Unit Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: 21 February</td>
<td>Introduction to Early Child Philosophy and Pedagogy</td>
</tr>
<tr>
<td>2: 28 February</td>
<td>The Early Years Learning Framework</td>
</tr>
<tr>
<td>3: 7 March</td>
<td>Relationships in Early Childhood Settings</td>
</tr>
<tr>
<td>4: 14 March</td>
<td>Play and Inquiry-based learning</td>
</tr>
<tr>
<td>5: 21 March</td>
<td>Learning Environments and Materials</td>
</tr>
</tbody>
</table>
Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct
Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance

All weekly tutorials begin in Week 1 of Session. Activities completed during weekly tutorials (internal) or infrequent on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken. Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

• Students are expected to read weekly readings before completing tasks and attending tutorials
• Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student’s responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

• Official MQ Student Email Address
• The Dialogue function on iLearn
Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
3Rs Framework

Resilience practiced inside and outside of the classroom.

In order to be more resilient to the stresses of the teaching environment, teachers need to be aware of, and maintain, their holistic health and sense of coherence. They need the confidence and clarity of mind to manage uncertain and complex issues and unexpected events whenever they arise in their career.

Teaching is demanding for everyone; however, it has been observed that the teachers who thrive on challenges are those who are able to draw on their personal resources and the social and structural supports around them.

Reflective in their teaching practice.

Teaching is about understanding multiple and changing ecologies of learning. This encompasses individual students’ needs, the affordances of classroom spaces, student and teacher relationships, curriculums, school culture, parental expectations, community demographics and needs and expectations of the profession, and the effects of government policy.

Teachers must recognise and mediate all these elements, along with their own motivations and priorities. A reflexive approach to teaching assists in making effective and impactful decisions that ensure quality student outcomes on a daily basis.

Responsive to students, colleagues, parents and professional communities.

Teaching is a relational profession. The best teachers make deep connections with their students, parents and communities. Most of us remember a great teacher, not because of what they taught, but because they were inspiring. They engaged us through the personal connections they made with us, and their recognisable care for our wellbeing and success.
Ready to learn.

When teachers graduate from university, they are far from the end of their learning journey, but rather just at the beginning.

The ongoing pursuit of learning is a mark of a quality teacher. There are always new methods and ideas to try. But in practice, learning needs are not a one-size-fits-all affair. Teachers need to identify their individual learning needs within the context of their career. Then, they can pursue that learning to the benefit of both themselves and their students.

Research engaged throughout their career.

Effective teaching practice is based on evidence. This evidence can come from their own research in the classroom and the latest academic research in learning, teaching, motivation, cognition, curriculum, technologies and spaces, to name a few. A critical understanding of data is essential, allowing it to be analysed and woven back into practice.

Data can be big or small – both types are equally important. Big data includes large-scale standardised testing, which is great for identifying unfolding trends in the teaching sector. Small data includes things like classroom assessment, which gives us details about how and why students are succeeding or failing in specific areas.

The 5Rs framework can help teachers stay focused on what’s important. It can give teachers the confidence to keep at their career, strive for personal improvement and maximise their positive impact on students.