



# ECHE2180

## Child Development in the Preschool and Primary School Years

Session 1, In person-scheduled-weekday, North Ryde 2022

*Macquarie School of Education*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	4
<u>Assessment Tasks</u>	7
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	10
<u>Policies and Procedures</u>	11
<u>5Rs Framework</u>	14

#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Convenor

Shirley Wyver

[shirley.wyver@mq.edu.au](mailto:shirley.wyver@mq.edu.au)

Contact via iLearn

232 29WW

By appointment

Credit points

10

Prerequisites

40cp at 1000 level or above

Corequisites

Co-badged status

Unit description

This unit offers a critical overview of current theory, research and issues in child development from the preschool years through to late middle childhood and puberty. The unit covers the major aspects of children's cognitive, physical and social/emotional development, personality, gender and moral development. The unit also considers the influence of key relationships with siblings and peers for children's development. An understanding of factors that promote and attenuate optimal development and well-being and the unique contribution of child rearing contexts is integrated throughout. In addition, students develop knowledge of strategies for the promotion of good mental health for young children. During the course of the unit, students are encouraged to engage in active interpretation of the material covered and to consider both the implications and practical application in their professional contexts. Particular attention is paid to the implications for prior to school and primary school educators within the contemporary Australian social/cultural context.

## 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 a thorough working knowledge of current research, theory and

issues in child development.

**ULO2:** Explain the many and varying influences important to the development of a child.

**ULO3:** Understand the whole child by appreciating the links between different areas of development.

**ULO4:** Appreciate cultural, historical and contextual influences on development.

**ULO5:** Appreciate the biological underpinnings of development.

**ULO6:** Examine the role of child development research for informing teaching practice.

## **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>
- 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/>. 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

#### 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-plan-ning-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.

Grade	Descriptor
<b>HD</b> (High Distinction)	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.
<b>D</b> (Distinction)	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.
<b>Cr</b> (Credit)	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.
<b>P</b> (Pass).	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

<b>F</b> (Fail)	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.
--------------------	---

Note: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.

#### 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

Results shown in iLearn, 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](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Topic Essay</a>	30%	No	14/04/22
<a href="#">Parent leaflet task</a>	30%	No	22/04/22
<a href="#">Exam</a>	40%	No	S1 Exam Period

### Topic Essay

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **14/04/22**

Weighting: **30%**

1800wds. Discuss and critically evaluate the findings of at least five research studies related to specified area of development.

On successful completion you will be able to:

- Explain the many and varying influences important to the development of a child.
- Understand the whole child by appreciating the links between different areas of

development.

- Examine the role of child development research for informing teaching practice.

## Parent leaflet task

Assessment Type <sup>1</sup>: Practice-based task

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **22/04/22**

Weighting: **30%**

2 A4 page Information sheet designed for parents of children attending EC centre/school to promote awareness of one of specified area of child development (~750-1000wds)

On successful completion you will be able to:

- Appreciate cultural, historical and contextual influences on development.
- Appreciate the biological underpinnings of development.

## Exam

Assessment Type <sup>1</sup>: Examination

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **S1 Exam Period**

Weighting: **40%**

A 2hr and 30min exam (plus 10mins reading time) that consists of a combination of multiple-choice, short answer and essay questions.

On successful completion you will be able to:

- Demonstrate a thorough working knowledge of current research, theory and issues in child development.
- Explain the many and varying influences important to the development of a child.
- Understand the whole child by appreciating the links between different areas of development.
- Appreciate cultural, historical and contextual influences on development.

---

<sup>1</sup> 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.

<sup>2</sup> 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

Before commencing ECHE2180, please read this outline carefully and ensure that you can meet all requirements (including attendance and assessment requirements). We are sympathetic that students often have significant domestic and work-related responsibilities. To be fair to our staff and to other students, however, these cannot be used to justify incomplete work or extension requests. Please ensure that you have sufficient study time before attempting this unit.

*Study includes:* listening to and taking notes from pre-recorded lectures, participating in tutorials, completing recommended readings, preparing for and completing assignments, and using the unit's iLearn site. Independent study is strongly encouraged in ECHE2180.

### Textbook and readings

The required textbook for this unit is "Looking Forward Through the Lifespan" (Candida Peterson). This book can be purchased directly from Pearson Publishers, <https://www.pearson.com.au/9781488611513>, and is also used in ECHE1130. Chapters from the textbook will enhance your understanding of the material covered in this unit. Content from this textbook is examinable.

Some weeks may have additional readings and other resources posted on iLearn. These resources are optional and not directly examinable. Like the textbook, they will enhance your understanding of concepts discussed in class.

### iLearn

This unit has a full web presence through *iLearn*, and weekly access is compulsory. Students will need full access to a computer and the Internet. Important assessment information will be posted to iLearn, as will unit announcements and weekly materials. Please check iLearn before emailing your convener or tutor.

### Lectures

Weekly lectures in ECHE2180 are accessible in ECHO360 (via iLearn). There are 2 hours total per week. PowerPoint slides are also available on iLearn in advance of the weekly lectures, but please ensure you access the lecture proper and not just the slides. Slides do not contain full information on them and are designed only as a supplementary material to assist with notetaking.

## Tutorials

Participation in tutorials - virtual or face to face - is expected for all students. Please see your enrolment information for details (i.e. weekly classes for the weekday offering OR 2 x on campus days for the infrequent offering). Whether you are a weekday or infrequent student, you must be on time, actively participate, and attend the entire period. The roll will be marked.

## 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/](https://ilearn.mq.edu.au/login/MQ/). You will need to enter your student username and password. 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. Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](https://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

## 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

LECTURE TOPICS	LECTURER	READINGS	TUTORIAL TOPICS
Lecture 1: Research in Education Lecture 2: Gender Development	Penny Van Bergen	256 - 268	<b>Foundations of Development</b>
Lecture 1: Physical Development Lecture 2: Motor Development	Helen Little	205-206; 281-285; 289	
Lecture 1: Social Skills Lecture 2: Pro- and Anti-social Behaviour	Penny Van Bergen	235-240	<b>Social Development</b>
Lecture 1: Peer and Teacher Relationships Lecture 2: Sibling Relationships	Penny Van Bergen Rebecca Andrews	254-256 249-252	

Lectures 1-2: Cognitive Development	Penny Van Bergen	211-223	<b>Cognitive Development</b>
Lecture 1: Development of Memory	Penny Van Bergen	224-228	
Lecture 2: Thinking Skills		288-299	
Lecture 1: Theory of Mind	Penny Van Bergen	229-230	<b>Self-Agency</b>
Lecture 2: Moral Development		269-278	
Lecture 1: Self-concept and Self Worth	Penny Van Bergen	228-238	
Lecture 2: Assessment of Development		307-312	
Lecture 1: Emotion Development	Penny Van Bergen	228-229; 289-292	<b>Emotional Development</b>
Lecture 2: Emotional Health 1			
Lecture 1: Emotional Health 2	Helen Little	228-229; 289-292	<b>Emotional Development</b>
Lecture 2: Personality Development			

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.s.mq.edu.au) (<https://policies.s.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) (<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) (<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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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](#).

## 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

- [Social support including information about finances, tenancy and legal issues](#)

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## **School of Education Procedures**

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

## **Attendance for undergraduate units**

All Internal tutorials begin in Week 1 of Session.

## **Unit Expectations**

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen to and take notes from 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
  - Other iLearn communication functions External Students
- The on-campus sessions for external students are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
- Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

Activities completed during weekly tutorials (internal) or 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.

## 5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course <https://www.mq.edu.au/faculty-of-arts/departments-and-schools/macquarie-school-of-education/news-and-events/news/news/How-to-nurture-a-long-career-in-teaching>.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework, particularly in terms of becoming *Responsive* and *Research Engaged*. The unit commences with an overview of research in education and subsequent lectures include examples of high quality research to support critical reading of research. Tutorials will highlight how research can be used to support responsive practice in educational contexts. Assessments and tutorials provide opportunities to demonstrate understanding of Research Engaged and Responsive practice.