



# ECHE6020

## Early Childhood Development

Session 1, Online-flexible 2022

*Macquarie School of Education*

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#### **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

Unit Convenor and Lecturer

Helen Little

Contact via via iLearn Dialogue

29 WW, Room 235

By appointment - Monday to Wednesday only

Tutor

Emma Sutherland

Contact via via iLearn Dialogue

Credit points

10

Prerequisites

Admission to MTeach(0-5) or GradCertEChild

Corequisites

Co-badged status

Unit description

This unit examines major theories and current issues in child development and the application of developmental theory to educational practice. It provides students with an understanding of how theory and cultural assumptions influence practice and how to recognise the implications of theory and research for teaching. The initial part of the unit is concerned with theories of development and the middle to latter sections deal with domains of development and areas of specific interest in child development for the early childhood years.

## 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:** Understand the many and varying influences important to the development of a child.

**ULO2:** Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.

**ULO3:** Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.

**ULO4:** Demonstrate awareness and respect for cultural, historical and contextual influences on child.

**ULO5:** Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

## **General Assessment Information**

**Please refer to unit iLearn site for more detailed information about assessment tasks.**

### **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.
- 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 their submission has been successful and 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.

### **Quiz Assessments**

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the [Academic Integrity policy](#) for more information.

### **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 this requirement is not met you will be awarded an FA grade with a maximum mark of 45.

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

In order to ensure clear distinctions between grades, final marks of 49, 64, 74 and 84 will not be used. 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.

<p><b>P</b> (Pass)</p>	<p>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</p>
<p><b>F</b> (Fail)</p>	<p>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.</p>

## 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](#).

## Withdrawing from this PG 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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Learning Activity 1: “Key Understandings of Two Major Theories”</a>	25%	No	27/03/2022
<a href="#">Topic quiz 1</a>	15%	No	26/04/2022
<a href="#">Learning Activity 2: Understanding Development</a>	45%	No	15/05/2022
<a href="#">Topic quiz 2</a>	15%	No	03/06/2022

## Learning Activity 1: “Key Understandings of Two Major Theories”

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

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

Due: **27/03/2022**

Weighting: **25%**

900 word outline of two selected theories

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.

## Topic quiz 1

Assessment Type **1**: Quiz/Test

Indicative Time on Task **2**: 15 hours

Due: **26/04/2022**

Weighting: **15%**

Online quiz covering topics from first half of unit

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

## Learning Activity 2: Understanding Development

Assessment Type **1**: Essay

Indicative Time on Task **2**: 40 hours

Due: **15/05/2022**

Weighting: **45%**

1800 word essay on specified child development topic

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
- Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

## Topic quiz 2

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 15 hours

Due: **03/06/2022**

Weighting: **15%**

Online quiz covering content from second half of semester

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
- Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

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<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

### Required and recommended texts

#### **Prescribed Text:**

Peterson, C. (2015). *Looking forward through the lifespan. Developmental psychology: Birth to middle childhood*. (Custom edition). Sydney: Pearson.

Note: It is also fine to use the 6th edition of Peterson (2014). *Looking forward through the lifespan. Developmental psychology*. Sydney: Pearson. Please do not buy another textbook if you already have this version.

#### **Recommended Text:**

This text is particularly useful for the first module of the unit and your first assessment task but it is not essential. It is available from the university library as an e-book.

Crain, W. (2010). *Theories of child development: Concepts and applications* (6<sup>th</sup> ed.). London: Routledge.

### Unit Structure

The unit comprises weekly lectures and a two-hour weekly seminar. **All lecture content in this unit is pre-recorded and available in the relevant section for each topic** within the topic 'book' sections (NB: Unlike other units, lectures are not accessed via ECHO360) .

Discussion forums are provided for students discuss issues and questions arising from the lectures, tasks and prescribed readings. Students are expected to base their arguments/ discussions on evidence from published research and other relevant material. Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks. Information about the weekly program for the course with the accompanying readings/ preparation is available on the following pages and on the unit iLearn site.

### **Attendance Requirements**

For students staying 'in person', attendance at all seminars is expected. There will be a supporting website for the unit providing additional readings, links and materials.

### Information about the unit iLearn site

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.

### 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**.

### 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](#).

## Unit Schedule

The following is a summary of the i-lectures for this unit, available through the ECHE/ ECHX6020 unit web site. The lecture series follows a specific sequence and has three main areas of focus: Theories of Development, Foundations of Development and Domains of Development.

Week	Topic	Lecturer	Reading
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<b>Module 1: Key Theories and Research Methods</b>			
<b>Week 1:</b> 21 February	1. Research Methods	Dr Helen Little	Peterson Chapter 1
	2. Key debates in child development	Dr Helen Little	
<b>Week 2:</b> 28 February	3. Maturation/Ethology	Dr Helen Little	Peterson Chapter 2 (pp. 31-48)
	4. Psychoanalytic theory	Dr Helen Little	
	5. Learning/ Behaviourism	Dr Helen Little	
<b>Week 3:</b> 7 March	6. Cognitive Theories	Dr Helen Little	Peterson Chapter 2 (pp. 49-63)
	7. Ecological systems theory	Dr Helen Little	
	8. Dynamic systems	Dr Helen Little	
<b>Module 2: Foundations of Development</b>			
<b>Week 4:</b> 14 March	9. Genetic Contributions	Dr Helen Little	Peterson Chapter 3
	10. Prenatal Development	Dr Helen Little	
<b>Week 5:</b> 21 March	11. Physical and motor development	Dr Helen Little	Peterson Chapter 4 (pp. 104-122) Chapter 7 (pp. 205-210)
<b>Week 6:</b> 28 March	12. Perception	Dr Shirley Wyver	Peterson Chapter 4 (pp. 122-124)
<b>Week 7:</b> 4 April	13. Cognition	Dr Shirley Wyver	Peterson Chapter 4 (pp. 124-132) Chapter 7 (pp.211-241)
<b>TEACHING RECESS: 11 – 24 April</b>			
<b>Module 3: Domains of Development</b>			
<b>Week 8:</b> 25 April	14. Attachment	Dr Helen Little	Peterson Chapter 5
	15. Temperament	Dr Helen Little	
<b>Week 9:</b> 2 May	16. Joint Attention	Dr Belinda Davis	Peterson Chapter 6
	17. Language Development	Dr Helen Little	

<b>Week 10:</b> 9 May	18. Theory of Mind	Dr Shirley Wyver	Peterson Chapter 7 (pp. 228-240)
	19. Emotional development	Dr Rebecca Andrews	
<b>Week 11:</b> 16 May	20. Social Development	Dr Helen Little	BeYou – Developing children’s social & emotional skills
	21. Gender	TBC	Peterson Chapter 8 (pp. 259-268)
<b>Week 12:</b> 23 May	22. Parenting	Dr Helen Little	Peterson Chapter 8 (pp 244-249) Frosch et al. (2019)
	23. Peer relationships	Dr Helen Little	Peterson Chapter 8 (pp 254-258) Ladd & Sechler (2012)
<b>Week 13:</b> 30 May	<b>STUDYWEEK</b> <b>Preparation for Quiz 2</b>		

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](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 \(https://students.mq.edu.au/support/study/policies\)](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](#).

### **School of Education Procedures**

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

### **Attendance for postgraduate units**

All Internal seminars begin in Week 1 of Session 1.

Activities completed during weekly seminars 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 synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is required as the Master of Teaching is a professional qualification.*

### **Unit Expectations**

- Students are expected to read weekly readings before completing tasks and attending seminars
- Students are expected to listen/attend weekly lectures before completing tasks and attending seminars
- Students are required to make a genuine attempt at all assessment tasks to pass the unit.

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.

## Workload

In a 10 credit-point unit you should expect to commit nine (9) hours of your time per week to your studies.

## 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 [Note: Please do not email staff from any email account other than your uni email account.]
- The *Dialogue* function on iLearn
- Other iLearn communication functions

## 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.

## 5 Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

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 in the following important ways:

### Resilient:

- Assignment feedback aims to focus on development of academic skills and critical thinking to encourage students to use feedback on assignments to improve performance.

### Reflexive:

- Tutorial activities encourage examination of alternative interpretations of developmental research and critical thinking about own future role and implications for practice.

### Responsive:

- In tutorials students engage in practical activities to consider how children's early experiences impact development and later outcomes for children and examine ways of providing optimal environments and experiences for children to support positive outcomes.

### Ready to Learn:

- Students are supported to develop an understanding that research provides the evidence base to inform practice and to identify strategies for supporting children's development.

### Research Engaged:

- Lectures cover research methods used in child development research including specific

reference to findings from the major longitudinal studies of child development (e.g. NICHD, LSAC & LSIC).

- The major assignment requires students to engage with recent child development research and suggest implications for practice based on the research evidence.