ECHE8240

Early Childhood Development Research and Practice

Session 2, In person-scheduled-weekday, North Ryde 2024

Macquarie School of Education

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
Shirley Wyver
shirley.wyver@mq.edu.au
Contact via via iLearn
25WW B621
Any time, but appointment helpful.

Credit points
10

Prerequisites
[Admission to (MTeach(0-5) or GradCertEChild) and (ECED602 or ECHE6020)] or [admission to MEChild or MEd or MEdLead or MIndigenousEd or MSpecEd or GradCertEdS]

Corequisites

Co-badged status

Unit description
This unit is designed to extend students' knowledge of child development with a particular emphasis on approaches to understanding and measuring child development, considerations for quality in childcare, and evaluation of children's environments. Recent research studies of child development, especially in relation to prior-to-school settings, will be used as a major resource for examining contemporary theory and research in child development. Students will analyse research to develop their skills in using evidence-based approaches in teaching, to inform policy, and to evaluate programs within prior-to-school settings.

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 critical analytical and integrative thinking in applying developmental theory and research in early childhood
>
> **ULO2:** Have a good understanding of child development theory to enable the critical assessment of children's learning environments

ULO3: Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development

ULO4: Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

ULO5: Communicate child development research effectively to other professionals and parents

General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: https://policies.mq.edu.au/document/view.php?id=3)
- Unless a Special Consideration (see: https://students.mq.edu.au/study/assessment-exams/special-consideration) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (https://ask.mq.edu.au/).
- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

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. For Professional Experience (PEx) units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds.

Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt <u>all</u> assessment tasks.

Grade	Descriptor
HD (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.
D (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.

Cr (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 (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
F (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.

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 your course progression.

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 https://ask.mq.edu.au

Assessment Tasks

Name	Weighting	Hurdle	Due
Essay	50%	No	27 August (11.59pm)
Reflective Journal	50%	No	8 October (11.59pm)

Essay

Assessment Type [1]: Essay
Indicative Time on Task [2]: 50 hours
Due: **27 August (11.59pm)**
Weighting: **50%**

2000wds critical review of a selected topic in child development.

On successful completion you will be able to:
- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in early childhood
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

Reflective Journal

Assessment Type [1]: Practice-based task
Indicative Time on Task [2]: 50 hours
Due: **8 October (11.59pm)**
Weighting: **50%**

2000wd reflective journal based on theory and research covered in ECHE8240.

On successful completion you will be able to:
- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in early childhood
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Communicate child development research effectively to other professionals and parents

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[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

This unit does not have a textbook. A list of weekly readings will be provided. It is expected that you will be able to find and download journal articles from the Macquarie University Library. It is

important to read the required articles before coming to class.

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 here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

All communication outside of weekly classes occurs through iLearn. Regular communication includes discussion fora, unit convenor announcements and private messages to/from the unit convenor.

The face-to-face component covers tutorials only. Lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures.

Lecture PowerPoint slides are available in iLearn and are available in the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at https://il earn.mq.edu.au/login/index.php. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Structure

The unit structure can be found in the university timetable Creating your timetable - Enrolling | M acquarie University, Sydney (mq.edu.au)

In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

The weekly program for the course with the accompanying readings/ preparation will be available on the unit iLearn site.

Unit Schedule

A weekly schedule will be available from the ECHE8240 iLearn site. A partial schedule will be

available from iLearn no later than 15 July to allow students to prepare for the first class on 22 July.

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.

Student Support

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

dents.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 Advocacy provides independent advice on MQ policies, procedures, and processes

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/.

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.

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

Fail Rule

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

Changes from Previous Offering

The previous offering included 3 pieces of assessment. Analysis of the results from 2023 showed that only two pieces of assessment were differentiating student responses and contributing to final grades. It was therefore decided to remove one piece of assessment, which also allows students to spend more time on the two main tasks rather than dividing their time between three tasks.

5Rs 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

Teachers need to manage uncertain and complex issues and unexpected events when they arise in their career. We know teaching is challenging and demanding, however, it has been observed that teachers who thrive are able to draw on their personal resources and the social and structural supports around them.

It can be hard to keep up with changes in child development research. In this unit, you will learn some skills for keeping ahead in this constantly changing area.

Reflexive

Teaching is about understanding multiple and changing ecologies of learning: individual

students' needs, the affordances of classroom spaces, student and teacher relationships, curriculum, research evidence, school culture, parental expectations, community demographics and needs, expectations of the profession, and government policy. Teachers must recognise and mediate these elements in their career, along with their own motivations and priorities, to make effective and impactful decisions that ensure quality student outcomes every day.

This unit starts with an understanding of WEIRD to challenge our preconceptions and current knowledge.

Responsive

Teaching is a relational profession: great teachers make deep connections with students, parents and communities. Most of us remember a great teacher we had at school: not because of the content they taught, but because they were inspiring; because of the connection they made with us, their interest in us as an individual, their care for our wellbeing and success.

Understanding why children behave the way they do changes attitudes. What may be considered a behaviour problem by some is considered an important aspect of development by others. Those with a sound knowledge of child development are less likely to see problems and more likely to see potential to be nurtured.

Ready to learn

When teachers graduate from university they are not at the end of their learning journey, but at the beginning. Ongoing pursuit of learning is a mark of a quality teaching profession. There are always new challenges to deal with and new ideas to try. However, in practice, learning needs are not a one size fits all affair. Teachers need to identify their own learning needs for their context and they can pursue that learning to achieve great outcomes for all students.

This unit provides you with skills in accessing and reading new research. We will also focus on different types of publications to make your ongoing learning more efficient and effective.

Research engaged

Effective teachers base their practice on evidence. This evidence can come from their own research in the classroom and from the latest academic research in specialised areas of learning, teaching, motivation, cognition, curriculum, technologies and spaces to name a few. Understanding data is important so that it can be analysed and woven back into practice.

This unit requires students to engage with relevant, recent, and quality research literature through their assessment tasks, lectures, and prescribed readings.

Unit information based on version 2024.03 of the Handbook