



ECHE6020

Early Childhood Development

Session 1, Online-flexible 2025

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	7
<u>Policies and Procedures</u>	9

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General Information

Unit convenor and teaching staff

Unit convenor, lecturer

Helen Little

helen.little@mq.edu.au

Contact via iLearn Dialogue

By appointment, Monday - Wednesday only

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 iLearn for full details of assessments.

General Submission Information

- Please format assessments using 12-point font and 1.5 spacing.
- All assessments must be submitted electronically. Turnitin plagiarism detection software is used to check all written assessments. It is the responsibility of all students to ensure that their submitted work is in a format compatible with Turnitin software for plagiarism checking. Submissions must meet the required file type and formatting specifications outlined in the assessment guidelines. Failure to submit work in an acceptable format may result in delays in processing your submission and potential penalties for non-compliance with assessment requirements. If you are unsure about the file format or have technical difficulties, it is your responsibility to seek assistance before the submission deadline. Students should be careful to 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. 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 contact the unit convenor.
- 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.
- Word limits are strictly applied. Work above the word limit will not be marked.

Use of Artificial Intelligence (AI)

Students should be aware of and apply the University policy on academic integrity (see: <https://policies.mq.edu.au/document/view.php?id=3>). Any student suspected of using unauthorised AI in an assignment will be referred to the Faculty of Arts Discipline Committee. Penalties can include reduced marks for an assessment, being awarded '0' for a task, failing an entire unit, being excluded from a course of study. Please see each assessment task description/rubric for expectations about AI.

Special Consideration / Late Penalties

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day an assessment is not submitted, up until the 7th day (including weekends) (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>). Applications for extensions must be made via [Service Connect](#). 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 assessments (incl. essays, reports, posters, portfolios, journals, recordings etc).

Late submission of time sensitive tasks (such as tests/exams/quiz, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special Consideration application. A Special Consideration outcome may result in a new question or topic.

Quiz

The quiz is 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.

Marking

All assessments are marked using a rubric.

Marking of all assessments is moderated by the Unit Convenor.

University Policy on Grading

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the [University's Grading System](#) and [University Assessment Policy](#).

To attain a pass or higher grade in Professional Experience a student must obtain a satisfactory in both the Professional Experience component and a pass or higher grade in the academic component. For Professional Experience units the Professional Experience Evaluation Report is marked as Satisfactory or Unsatisfactory. The Macquarie Teaching Performance Assessment (MQTPA - in final WIL/PEX units) is marked as Not met, Met or Exceeds.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed because 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 [Service Connect](#).

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via [Service Connect](#) 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Topic quiz	10%	No	28/03/2025

Name	Weighting	Hurdle	Due
<u>AEDC Analysis</u>	50%	No	27/04/2025
<u>Supporting development</u>	40%	No	01/06/2025

Topic quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 10 hours

Due: **28/03/2025**

Weighting: **10%**

Online quiz covering topics from Weeks 1-4.

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.

AEDC Analysis

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 45 hours

Due: **27/04/2025**

Weighting: **50%**

Local community report using AEDC data. 2000 words.

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.

Supporting development

Assessment Type ¹: Essay

Indicative Time on Task ²: 35 hours

Due: **01/06/2025**

Weighting: **40%**

Applying research evidence to support Early Childhood development. 1800 word written response.

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.

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

Required Text

Trawick-Smith, J. (2023). *Early Childhood Development: A Multicultural Perspective* (8th edition). Pearson.

In addition to chapters from the textbook, there are supplementary readings associated with

some topics (available via Leganto unit readings/library) - refer to iLearn and weekly reading schedule for details.

Information about the unit iLearn site

This unit has a full web presence through iLearn. Information for students about access to the online component of this unit is available at <https://ilearn.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: via email onehelp@mq.edu.au or Ph: 9850 4357 or 1800 67 4357. On Campus: Ground floor at 18 Wally's Walk.

Unit Structure

The unit comprises weekly online lecture content. **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) . Online students also complete tasks embedded with the topic books in place of weekly tutorial attendance. Students studying fully online will work their way through the weekly tasks independently. Online students will also be required to participate in **one online (Zoom) session - this is an essential session related to the major assessment task**.

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 schedule for the course and accompanying readings is available on the following pages and on the unit iLearn site.

Unit Schedule

Week beginning	Lecture	Lecturer	Weekly Readings (from Textbook unless otherwise indicated)
Module 1: Theories of Development			
Week 1 24 Feb	Introduction to developmental theories	Helen Little	Chapters 1 & 2
	Research methods	Belinda Davis	
Week 2 3 March	Introduction to Theories 1 – Classic theories	Helen Little	Chapter 3

Week 3 10 March	Introduction to theories 2 - Contextual theories	Helen Little	
Module 2: Foundations of Development			
Week 4 17 March	Genetics & Individual differences	Helen Little	Chapter 4
	Prenatal development	Helen Little	
Week 5 24 March	Major studies of Child Development	Helen Little	# Goldfeld et al., 2016
Module 3: Domains of Development			
Week 6 31 March	Physical and Motor development	Helen Little	Chapters 5, 6 & 10
	Perception	Shirley Wyver	
Week 7 7 April			
Mid-semester recess 14 – 27 April			
Week 8 28 April	Temperament	Helen Little	Chapter 9
	Attachment	Helen Little	
Week 9 5 May	Emotional development	Rebecca Andrews	Chapter 13 # BeYou – Developing children's social & emotional skills
	Social development	Helen Little	
Week 10 12 May	Joint attention & mind-mindedness	Belinda Davis	Chapters 8 & 12
	Language	Helen Little	
Week 11 19 May	Cognition	Shirley Wyver	Chapters 7 & 11
	Theory of Mind	Shirley Wyver	
Week 12 26 May	Gender	Penny Van Bergen	
	Peer relationships	Helen Little	# Ladd & Sechler (2012)

Week 13	Parenting	Helen Little	Chapter 18
2 June			

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 connect.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 for the Macquarie School of Education apply to this unit.

Academic Progression Policy

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.

Communication

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

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

Attendance and Participation

See the University timetable for information about when classes begin in this unit. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

Attendance at all synchronous activities (Zoom session for assessment task support), completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is expected as the Master of Teaching (birth to 5 years) is a professional qualification. Activities completed as part of the weekly online tasks (ONLINE FLEX mode) 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.

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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), 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.

Unit information based on version 2025.02 of the [Handbook](#)