ECED822
Issues in Early Childhood Policy and Pedagogy
S2 External 2013

Institute of Early Childhood

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## General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
<th>Other Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alma Fleet</td>
<td><a href="mailto:alma.fleet@mq.edu.au">alma.fleet@mq.edu.au</a></td>
</tr>
<tr>
<td>Contact via <a href="mailto:alma.fleet@mq.edu.au">alma.fleet@mq.edu.au</a></td>
<td></td>
</tr>
</tbody>
</table>

**Unit Convenor**

Manjula Waniganayake

**manjula.waniganayake@mq.edu.au**

Contact via manjula.waniganayake@mq.edu.au

X5B368

By appointment - the best way to contact Manjula is her direct email address.

**Credit points**

4

**Prerequisites**

Admission to MTeach(Birth to Five Years) or MEChild or MEdLead in Early Childhood or PGDipEChild or PGCertEChild or MEd or PGDipEdS or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd

**Corequisites**

**Co-badged status**

**Unit description**

This unit explores current issues and debates affecting pedagogy, practice, politics and policy in early childhood education. Students will explore a range of responses to state, national and international influences on provision of nurturant educational services in the early childhood years. We will consider individual approaches to teaching practice as well as policy development in the delivery of various services used by young children and their families. This will include the investigation of approaches to reconceptualising early childhood pedagogy as well as the achievements of major government initiatives directed at the education, health and wellbeing of young children and their families.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at [https://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-dates)
Learning Outcomes

1. refine their professional understandings and skills in early childhood pedagogy and policy
2. examine current issues and analyse alternative perspectives
3. critique relevant literature
4. establish a personal position regarding emerging trends in the early childhood arena

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1A</td>
<td>20%</td>
<td>28 Aug</td>
</tr>
<tr>
<td>Assignment 1B</td>
<td>20%</td>
<td>1 Oct</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>40%</td>
<td>23 Oct</td>
</tr>
<tr>
<td>Assignment 1C</td>
<td>20%</td>
<td>22 Nov</td>
</tr>
</tbody>
</table>

Assignment 1A
Due: 28 Aug
Weighting: 20%

Reading Journal

This Assessment Task relates to the following Learning Outcomes:
- examine current issues and analyse alternative perspectives
- critique relevant literature

Assignment 1B
Due: 1 Oct
Weighting: 20%

Reading Journal

This Assessment Task relates to the following Learning Outcomes:
- examine current issues and analyse alternative perspectives
- critique relevant literature
Assignment 2
Due: 23 Oct
Weighting: 40%
Essay &/or Presentation

This Assessment Task relates to the following Learning Outcomes:
• refine their professional understandings and skills in early childhood pedagogy and policy
• examine current issues and analyse alternative perspectives
• critique relevant literature
• establish a personal position regarding emerging trends in the early childhood arena

Assignment 1C
Due: 22 Nov
Weighting: 20%
Reading Journal

This Assessment Task relates to the following Learning Outcomes:
• examine current issues and analyse alternative perspectives
• critique relevant literature

Delivery and Resources
Listening to lectures and preparation for and attendance at seminars as required.
This unit it supported by iLearn on-line materials which must be consulted regularly to meet unit objectives being assessed throughout the semester.
Unit resources are revised and updated on the basis of current policy impacting on both pedagogy and service policy within early childhood settings.

Unit Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 Jul</td>
<td>Understanding EC policy and politics – a conceptual overview</td>
</tr>
<tr>
<td>7 Aug</td>
<td>Early childhood policy – Global contexts</td>
</tr>
<tr>
<td>14 Aug</td>
<td>Understanding EC pedagogy</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>21 Aug</td>
<td>Early childhood policy – National contexts</td>
</tr>
<tr>
<td>24 Aug</td>
<td><strong>On Campus session for externals</strong></td>
</tr>
<tr>
<td>28 Aug</td>
<td>Reconsidering the concept of developmentally appropriate practice</td>
</tr>
<tr>
<td>4 Sep</td>
<td>Early Childhood policy – Local contexts</td>
</tr>
<tr>
<td></td>
<td><strong>POLICY EXCURSION</strong></td>
</tr>
<tr>
<td>11 Sept</td>
<td>Diversity and social justice in early childhood settings</td>
</tr>
<tr>
<td></td>
<td><strong>University Break /Study Period (16th – 27th September)</strong></td>
</tr>
<tr>
<td>2 Oct</td>
<td>Critiquing the experience of Reggio Emilia</td>
</tr>
<tr>
<td>9 Oct</td>
<td>Children’s voices in early childhood policy settings</td>
</tr>
<tr>
<td></td>
<td><strong>EVENING on campus session for external students after class</strong></td>
</tr>
<tr>
<td>16 Oct</td>
<td>Reconceptualising assumptions underpinning early childhood practices</td>
</tr>
<tr>
<td>23 Oct</td>
<td>Presentations &amp; implications: part 1</td>
</tr>
<tr>
<td>30 Oct</td>
<td>Presentations &amp; implications: part 2</td>
</tr>
<tr>
<td></td>
<td>This class is optional for students ‘on prac’ (ECED603 or ECED829)</td>
</tr>
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**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html
In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Support
Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/

UniWISE provides:
- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service
Details of these services can be accessed at http://www.student.mq.edu.au/ses/.

Equity Support
Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help
If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help/.

When using the university's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities
PG - Discipline Knowledge and Skills
Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes
- refine their professional understandings and skills in early childhood pedagogy and policy
examine current issues and analyse alternative perspectives

**Assessment tasks**

- Assignment 1A
- Assignment 1B
- Assignment 2
- Assignment 1C

**PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

**Learning outcomes**

- examine current issues and analyse alternative perspectives
- critique relevant literature

**Assessment tasks**

- Assignment 1A
- Assignment 1B
- Assignment 2
- Assignment 1C

**PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

**Learning outcome**

- establish a personal position regarding emerging trends in the early childhood arena

**Assessment tasks**

- Assignment 1A
- Assignment 1B
- Assignment 2
PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

**Learning outcomes**

- examine current issues and analyse alternative perspectives
- critique relevant literature

**Assessment task**

- Assignment 2

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

**Learning outcomes**

- examine current issues and analyse alternative perspectives
- establish a personal position regarding emerging trends in the early childhood arena

**Assessment tasks**

- Assignment 1A
- Assignment 1B
- Assignment 2
- Assignment 1C

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:
Learning outcome

• establish a personal position regarding emerging trends in the early childhood arena

Assessment task

• Assignment 2