ECH 120
Foundation Studies in Early Childhood Education
S1 Day 2013

Institute of Early Childhood

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Unit guide  ECH 120 Foundation Studies in Early Childhood Education

General Information

Unit convenor and teaching staff
Unit Convenor
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Credit points
3

Prerequisites
Admission to BEd(ECE) or BTeach(0-5) or BTeach(ECS)

Co-requisites

Unit description
This unit provides foundational skills in academic study within the context of the theoretical and socio-political landscape of early childhood education. It prepares students to reflect on these contexts in their developing understandings of themselves as teachers in contemporary Australia and provides an understanding of the different educational settings where early childhood teachers are employed. This enables students to begin to understand the roles and responsibilities of teachers and the broader context of the profession.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes

1. Understand the expectations of academic study at IEC
2. Develop the skills of researching, writing, presenting and submitting academic work
3. Examine the legal, social and political contexts of Australian early childhood settings and schools
4. Examine mandatory and voluntary accountabilities for early childhood teachers
5. Identify the roles and provisions of federal, state and local governments for early childhood settings and schools
6. Identify the diversity of management structures operating in various early childhood settings and schools
7. Begin to examine the theoretical influences underpinning early childhood pedagogies and practices
8. Identify evidence of professional practice that will contribute to the development of a professional portfolio
9. Discipline specific knowledge and skills
10. Develop critical analytical and integrative thinking
11. Problem Solving & Research Capability
12. Effective Communication
13. Engaged & Ethical Local & Global Citizens
14. Creative & Innovative - capable of professional and personal judgement and initiative
15. Commitment to Continuous Learning
16. Socially & Environmentally Active & Responsible
17. Commitment to continuous learning

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>20%</td>
<td>2pm March 8</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>40%</td>
<td>2pm April 22</td>
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<tr>
<td>Assignment 3</td>
<td>40%</td>
<td>Exam period</td>
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Assignment 1

Due: 2pm March 8
Weighting: 20%

Assessment 1: On-line participation

Value: 20%
Length: Approximately 500 words.
Due: 2pm Friday March 8

This two-part assignment consists of a total of six tasks. Part one is designed to build your skills using the iLearn system and submitting assignments. Part 2 will be used to gauge your writing skills and refer you to academic writing support if needed.

This Assessment Task relates to the following Learning Outcomes:
• Understand the expectations of academic study at IEC
• Develop the skills of researching, writing, presenting and submitting academic work
• Discipline specific knowledge and skills
• Develop critical analytical and integrative thinking
• Engaged & Ethical Local & Global Citizens

Assignment 2
Due: 2pm April 22
Weighting: 40%

Assessment 2: Researching and writing an academic essay
Value: 40%
Length: 1500 words approximately.
Due: 2pm Monday April 22

This assignment is in two parts. The first part requires you to become familiar with some of the library resources that will assist you to research your future assignments. In lectures and tutorials/on-campus you will be introduced to the library catalogue and data bases and asked to seek out a number of different resources and create an accurate APA 6 style reference list of those resources.

This Assessment Task relates to the following Learning Outcomes:
• Understand the expectations of academic study at IEC
• Develop the skills of researching, writing, presenting and submitting academic work
• Begin to examine the theoretical influences underpinning early childhood pedagogies and practices
• Discipline specific knowledge and skills
• Develop critical analytical and integrative thinking
• Problem Solving & Research Capability
• Engaged & Ethical Local & Global Citizens
• Creative & Innovative - capable of professional and personal judgement and initiative
• Commitment to Continuous Learning
• Socially & Environmentally Active & Responsible

Assignment 3
Due: Exam period
Value: 40% (15% exam notes and 25% exam)

The exam will comprise of one short essay and 10 short answer questions on the unit content (lectures and readings) from weeks 4 and 8-13 (7 topics). All questions are compulsory. More information about the exam will be provided closer to the exam date.

Students will be allowed to bring into the exam a maximum of 8 pages of hand written or typed study notes (8 single pages or 4 x double sided pages). These notes are to be handed in with the exam and will be assessed as per Grellier and Goerke’s (2010) recommendations on study skills and note taking (Chapter 2).

This Assessment Task relates to the following Learning Outcomes:
- Understand the expectations of academic study at IEC
- Examine the legal, social and political contexts of Australian early childhood settings and schools
- Examine mandatory and voluntary accountabilities for early childhood teachers
- Identify the roles and provisions of federal, state and local governments for early childhood settings and schools
- Identify the diversity of management structures operating in various early childhood settings and schools
- Identify evidence of professional practice that will contribute to the development of a professional portfolio
- Discipline specific knowledge and skills
- Creative & Innovative - capable of professional and personal judgement and initiative

Delivery and Resources

Unit description

ECH120 is a three-credit point unit that provides foundational skills in academic study within the context of the theoretical and socio-political landscape of early childhood education. The Unit will prepare you to reflect on these contexts in your developing
understandings of yourself as a teacher in contemporary Australia. The Unit offers you an introduction to studying early childhood education at university. It provides a foundational overview of the social, historical and theoretical influences that shape curriculum and early childhood provisions in Australia today, and of the different educational settings where early childhood teachers are employed.

**ECH120 in 2013**

The content and assessment tasks in ECH120 have been revised following an evaluation of the Unit in 2011. Every two years students complete TEDS evaluations, which are formal student evaluations administered by the University’s Teaching Evaluation for Development Service. Feedback from students in 2011 was generally positive and all areas in the TEDS evaluation received high 3s (agree) or 4s (strongly agree). Students noted that the feedback given to them on their writing assignment helped them improve both their academic writing and referencing. However students did indicate that they felt the marking criteria was not always clear. Based on this feedback a rubric has been provided for each assessment. Students also felt that it was hard to find some of the readings. In 2013 we have selected key text books to enable easy access to most readings for this unit. In addition you will be expected to use iLearn and e-reserve library resources in order to access essential unit materials. Prior to 2013 ECH 120 included a five day field experience placement. Due to a change in Professional Experience requirements ECH 120 no longer has a field placement. The lecture schedule and assignments have therefore been revised to accommodate this change.

**Classes**

The timetable for all lectures and tutorials (times and classroom locations) can be found on the university website at [https://timetables.mq.edu.au/2013/](https://timetables.mq.edu.au/2013/)

Follow this link to find where your lecture and tutorial rooms are: [http://mq.edu.au/on_campus/maps/](http://mq.edu.au/on_campus/maps/)

**Weekly lectures, tutorials for internal students, and on-campus for externals**

*Lectures* will be held from weeks 1-13 inclusive on *Mondays, 3-4pm in the Price Theatre* (W5A 230). All lectures will be recorded and made available online immediately after the lecture. Recorded lectures will be available via Echo, on the Unit’s iLearn homepage (see page 4). Owing to a public holiday on April 1, and an IEC
Curriculum Review Day on May 20, the Week 6 and 11 lectures will be pre-recorded and available only through Echo. The Centre for Open Education will post CD copies of each lecture to external students upon request.

Internal students are required to attend weekly two-hour tutorials, commencing week 1. These tutorials will be used to explore the readings and lecture content in more detail. To be eligible for an overall passing grade internal students must attend at least 80% of tutorials. Internal students are expected to have attended or listened to the weekly lecture and completed all assigned readings prior to their tutorial.

In order to be eligible for a passing grade, students must meet the following attendance requirements:

- Internal students must attend at least 80% of all tutorials
- External students must attend both on campus days
- Complete all three assessments

REQUIRED TEXTS

You are required to purchase your own copies of these three essential texts. Copies can be purchased from the University’s Co-op bookshop (Level One, The Hub C10A; Ph: 8986 4000; www.coop-bookshop.com.au).


Unit Schedule

WEEKLY CONTENT

Week 1 - Introduction to ECH120 and the early childhood education context
Unit guide  ECH 120 Foundation Studies in Early Childhood Education

Week 2 - Early childhood historical overview

Week 3 - The case for early childhood education: Theories of learning and development

Week 4 - Teachers as contributors to reconciliation

Week 5 - Academic skills I: Researching using databases and critiquing your sources

Week 6 - Academic skills II: Academic writing

Week 7 - Academic skills III: Academic honesty and referencing

Week 8 - Approaches to pedagogy and curriculum

Week 9 - Learning through play I

Week 10 - Learning through play II

Week 11 - The early childhood and school settings within which teachers are employed

Week 12 - Teachers as professionals: Law and ethics

Week 13 - Professional experience and your professional portfolio

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html


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.

GRADES

Grades will be awarded at the completion of the unit according to the following criteria.

HD High Distinction 85-100% denotes performance that meets all unit objectives in such an exceptional way and with such marked excellence that it deserves the highest level of recognition.

D Distinction 75-84% denotes performance that clearly deserves a very high level of recognition as an excellent achievement in the unit.

Cr Credit 65-74% denotes performance that is substantially better than would normally be expected of competent students in the unit.
P Pass 50-64% denotes performance that satisfies unit objectives.

F Fail 0-49% denotes performance that does not meet unit objectives.

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see


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.

- Macquarie University provides a range of Academic Student Support Services. Details of these services can accessed at http://www.campuslife.mq.edu.au/campus-wellbeing
- In addition there is a study skills support unit. Go to http://www.mq.edu.au/studyskillssupport/
We want our graduates to have emotional intelligence and sound interpersonal skills and to
demonstrate discernment and common sense in their professional and personal judgement.
They will exercise initiative as needed. They will be capable of risk assessment, and be able to
handle ambiguity and complexity, enabling them to be adaptable in diverse and changing
environments.

This graduate capability is supported by:

**Learning outcomes**

- Understand the expectations of academic study at IEC
- Examine the legal, social and political contexts of Australian early childhood settings and
  schools
- Examine mandatory and voluntary accountabilities for early childhood teachers
- Identify the roles and provisions of federal, state and local governments for early
  childhood settings and schools
- Identify the diversity of management structures operating in various early childhood
  settings and schools
- Begin to examine the theoretical influences underpinning early childhood pedagogies
  and practices
• Identify evidence of professional practice that will contribute to the development of a professional portfolio

**Assessment tasks**

• Assignment 2
• Assignment 3

**Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

**Learning outcomes**

• Understand the expectations of academic study at IEC
• Develop the skills of researching, writing, presenting and submitting academic work
• Examine the legal, social and political contexts of Australian early childhood settings and schools
• Examine mandatory and voluntary accountabilities for early childhood teachers
• Identify the roles and provisions of federal, state and local governments for early childhood settings and schools
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• Begin to examine the theoretical influences underpinning early childhood pedagogies and practices
• Identify evidence of professional practice that will contribute to the development of a professional portfolio

**Assessment tasks**

• Assignment 1
• Assignment 2
• Assignment 3

**Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate...
and synthesise learning and knowledge from a range of sources and environments; to be able to
critique constraints, assumptions and limitations; to be able to think independently and
systemically in relation to scholarly activity, in the workplace, and in the world. We want them to
have a level of scientific and information technology literacy.

This graduate capability is supported by:

**Learning outcomes**

- Understand the expectations of academic study at IEC
- Develop the skills of researching, writing, presenting and submitting academic work
- Examine the legal, social and political contexts of Australian early childhood settings and schools
- Examine mandatory and voluntary accountabilities for early childhood teachers
- Identify the roles and provisions of federal, state and local governments for early childhood settings and schools
- Identify the diversity of management structures operating in various early childhood settings and schools
- Begin to examine the theoretical influences underpinning early childhood pedagogies and practices

**Assessment tasks**

- Assignment 2
- Assignment 3

**Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing
data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

**Learning outcomes**

- Understand the expectations of academic study at IEC
- Develop the skills of researching, writing, presenting and submitting academic work
- Examine the legal, social and political contexts of Australian early childhood settings and schools
- Examine mandatory and voluntary accountabilities for early childhood teachers
- Identify the roles and provisions of federal, state and local governments for early childhood settings and schools
• Identify the diversity of management structures operating in various early childhood settings and schools
• Begin to examine the theoretical influences underpinning early childhood pedagogies and practices

**Assessment tasks**
• Assignment 1
• Assignment 2

**Creative and Innovative**
Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

**Learning outcome**
• Understand the expectations of academic study at IEC

**Effective Communication**
We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

**Learning outcomes**
• Understand the expectations of academic study at IEC
• Develop the skills of researching, writing, presenting and submitting academic work

**Assessment tasks**
• Assignment 1
• Assignment 2
• Assignment 3

**Engaged and Ethical Local and Global citizens**
As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social
justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

**Learning outcomes**

- Understand the expectations of academic study at IEC
- Develop the skills of researching, writing, presenting and submitting academic work
- Examine the legal, social and political contexts of Australian early childhood settings and schools
- Examine mandatory and voluntary accountabilities for early childhood teachers
- Identify the roles and provisions of federal, state and local governments for early childhood settings and schools
- Identify the diversity of management structures operating in various early childhood settings and schools
- Begin to examine the theoretical influences underpinning early childhood pedagogies and practices

**Assessment task**

- Assignment 3

**Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

**Learning outcomes**

- Understand the expectations of academic study at IEC
- Develop the skills of researching, writing, presenting and submitting academic work

**Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:
Learning outcome

- Identify evidence of professional practice that will contribute to the development of a professional portfolio

Assessment task

- Assignment 3