ECED600
Early Childhood Philosophy and Pedagogy
S1 Day 2013
Institute of Early Childhood

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General Information

Unit convenor and teaching staff
Unit Convenor
Doranna Wong
Doranna.Wong@mq.edu.au
Contact via Doranna.Wong@mq.edu.au

Credit points
4

Prerequisites
Admission to MTeach(Birth to Five Years)

Corequisites

Co-badged status

Unit description
This unit introduces students to the philosophical and pedagogical approaches to the field of early childhood education. Students explore the multifaceted role of an early childhood teacher through consideration of major approaches to early childhood education and participation in eight half-day field visits to an early childhood setting catering for children from birth to five years. The unit provides students with the opportunity to develop a critical understanding of i) current philosophical and theoretical approaches to early childhood education; ii) the centrality of play, social interaction and relationships as a basis for early childhood curriculum; and iii) their own identity as early childhood educators. Overall, it aims to provide students with a crucial framework for developing professional teaching practice and for their future studies in early childhood.

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:

An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.

The ability to observe, document and interpret children’s play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children’s learning and
An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.

On successful completion you will be able to:

- The ability to observe, document and interpret children's play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children's learning and development.
- An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children's play and inquiry.
Assessment 1B
Due: 3 June
Weighting: 40%
Final Entry & 3 Nominated Entries

On successful completion you will be able to:
• An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
• A theoretical and self-reflective understanding of intentional teaching strategies.
• A willingness to actively and theoretically contribute towards their own and others’ development and learning.

Delivery and Resources
In this unit, we employ a range of teaching strategies in an attempt to foster both individual and collaborative learning.

• 2-hour seminars weekly
• In order to be eligible for a passing grade, students must meet the following attendance requirements:

  Attend at least 80% of all tutorials – punctuality is expected
  Consistent lateness or absence from more than 2 seminars will jeopardise a passing grade
  • Students are also required to complete eight half-day professional field visits to an early childhood service for children aged 0-5 years.
  • Engagement with the unit on iLearn

Required Textbooks
These texts can be purchased from the Co-op Bookshop on campus

Unit Schedule

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>26 February</td>
<td>Welcome &amp; Orientation</td>
</tr>
<tr>
<td>5 March</td>
<td>Introduction to Early Childhood Curriculum</td>
</tr>
<tr>
<td>12 March</td>
<td>Play &amp; Inquiry-based Approaches to Early Childhood Education &amp; Environments</td>
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<tr>
<td>19 March</td>
<td>Engaging with Early Childhood Philosophy &amp; Pedagogy</td>
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<tr>
<td>26 March</td>
<td>Observing &amp; Documenting as a Basis for Early Childhood Assessment</td>
</tr>
<tr>
<td>2 April</td>
<td>Teaching through Relationships</td>
</tr>
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<td>9 April</td>
<td>Play &amp; Children’s Thinking</td>
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<tr>
<td>15 April</td>
<td>Study Period</td>
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<td>22 April</td>
<td>Study Period</td>
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<tr>
<td>30 April</td>
<td>Play &amp; Development</td>
</tr>
<tr>
<td>14 May</td>
<td>Engaging with Community</td>
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<tr>
<td>21 May</td>
<td>Engaging with Community</td>
</tr>
<tr>
<td>28 May</td>
<td>Study Week</td>
</tr>
<tr>
<td>4 June</td>
<td>Unit Overview &amp; Reflection</td>
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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:


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

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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 Services and 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.

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

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.