ECST330
Early Childhood Studies III
S1 Day 2013
Institute of Early Childhood

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General Information

Unit convenor and teaching staff
Unit Convenor
Kelly Bittner
kelly.bittner@mq.edu.au
Contact via kelly.bittner@mq.edu.au

Credit points
3

Prerequisites
(39cp including ECST220) or (39cp and admission to BTeach(ECS))

Corequisites

Co-badged status

Unit description
This unit builds on understandings gained in ECST110 and ECST220. It focuses attention on pedagogical approaches to teaching and learning with children agreed three to five years including the transition to school. The unit introduces students to research about preschool education and the range of settings that cater to children in this age group. Students will engage in a critical analysis of planning approaches, teaching strategies and assessment techniques that are recommended for preschoolers. They will examine strategies for assessment and reporting that involves children, families and teachers and develop plans for children’s successful transition to full-time school.

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. Critically examine research relating to preschoolers and their learning
2. Identify the inherent strengths and weaknesses of the range of settings catering for preschoolers based on your knowledge of curriculum and theory
3. Identify how to create positive learning environments in all service types
4. Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice
5. Draw on current documents that guide and support early learning in Australian contexts to
effectively document, assess and extend children’s learning and development

### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1- Module 1</td>
<td>20%</td>
<td>14/03/2013 - 15/03/2013</td>
</tr>
<tr>
<td>Assessment 2- Module 2</td>
<td>20%</td>
<td>04/04/2013 - 05/04/2013</td>
</tr>
<tr>
<td>Assignment 3- Module 3: Essay</td>
<td>40%</td>
<td>21/05/2013</td>
</tr>
<tr>
<td>Assessment 4- Module 4</td>
<td>20%</td>
<td>13/06/2013</td>
</tr>
</tbody>
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**Assessment 1- Module 1**

**Due:** 14/03/2013 - 15/03/2013  
**Weighting:** 20%

*Online quiz - 20 multiple choice questions*

This Assessment Task relates to the following Learning Outcomes:

- Critically examine research relating to preschoolers and their learning
- Identify the inherent strengths and weaknesses of the range of settings catering for preschoolers based on your knowledge of curriculum and theory

**Assessment 2- Module 2**

**Due:** 04/04/2013 - 05/04/2013  
**Weighting:** 20%

*5 short answer questions*

This Assessment Task relates to the following Learning Outcomes:

- Critically examine research relating to preschoolers and their learning
- Identify the inherent strengths and weaknesses of the range of settings catering for preschoolers based on your knowledge of curriculum and theory
- Identify how to create positive learning environments in all service types

**Assignment 3- Module 3: Essay**

**Due:** 21/05/2013  
**Weighting:** 40%

*Major Essay*
This Assessment Task relates to the following Learning Outcomes:

• Critically examine research relating to preschoolers and their learning
• Identify the inherent strengths and weaknesses of the range of settings catering for preschoolers based on your knowledge of curriculum and theory
• Identify how to create positive learning environments in all service types
• Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice

Assessment 4- Module 4
Due: 13/06/2013
Weighting: 20%

Template development and justification for planning and assessment

This Assessment Task relates to the following Learning Outcomes:

• Critically examine research relating to preschoolers and their learning
• Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice
• Draw on current documents that guide and support early leaning in Australian contexts to effectively document, assess and extend children’s leaning and development

Delivery and Resources

• Weekly 1 hour lectures
• Weekly 2 hour tutorials
• External students are to attend one on campus day

Unit Schedule

<table>
<thead>
<tr>
<th>Lecture Date</th>
<th>Lecture topic/ Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1- Curriculum and theory</td>
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</tbody>
</table>
### Unit guide ECST330 Early Childhood Studies III

| Week 1  | 25 February | Introduction to the unit.  
|         |            | Introduction to module 1  
|         |            |  
| Week 2  | 4 March    | Theory into practice  
|         |            |  
| Week 3  | 11 March   | Early childhood curriculum: What does it mean, what does it look like?  
|         |            |  

**Module 2 - Environments**

| Week 4  | 18 March   | Environments for learning  
|         |            |  
| Week 5  | 25 March   | Environments and risk taking  
|         |            |  
| Week 6  | 1 April    | Environments and the National Quality Standard  
|         |            |  

**Module 3 - Professional challenges**

| Week 7  | 8 April    | Building relationships with families: Hard to reach families.  
<p>| | |
|         |            |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Week 8</td>
<td>29 April</td>
<td>School transitions</td>
</tr>
<tr>
<td>Week 9</td>
<td>6 May</td>
<td>Challenging behaviours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 4: Documenting learning, planning and assessment</td>
</tr>
<tr>
<td>Week 10</td>
<td>13 May</td>
<td>NQS/ EYLF: Documentation and planning</td>
</tr>
<tr>
<td>Week 11</td>
<td>20 May</td>
<td>Study and research week</td>
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<tr>
<td>Week 12</td>
<td>27 May</td>
<td>NQS/ EYLF: Documentation and assessment</td>
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<tr>
<td>Week 13</td>
<td>4th June</td>
<td>Introduction to Internship</td>
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<tr>
<td></td>
<td></td>
<td>Exams weeks</td>
</tr>
</tbody>
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Learning and Teaching Activities

On campus session
External students are required to attend the on campus session on 18 April 2013

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.

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](https://unitguides.mq.edu.au/unit_offerings/40786/unit_guide/print). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

**Graduate Capabilities**

**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**

- Critically examine research relating to preschoolers and their learning
- Identify the inherent strengths and weaknesses of the range of settings catering for preschoolers based on your knowledge of curriculum and theory
- Identify how to create positive learning environments in all service types
- Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice
- Draw on current documents that guide and support early learning in Australian contexts to effectively document, assess and extend children’s learning and development

**Assessment tasks**

- Assessment 1- Module 1
- Assessment 2- Module 2
- Assignment 3- Module 3: Essay
- Assessment 4- Module 4

**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

• Critically examine research relating to preschoolers and their learning
• Identify the inherent strengths and weaknesses of the range of settings catering for preschoolers based on your knowledge of curriculum and theory
• Identify how to create positive learning environments in all service types
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Assessment tasks

• Assessment 2- Module 2
• Assignment 3- Module 3: Essay
• Assessment 4- Module 4

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

• Critically examine research relating to preschoolers and their learning
• Identify the inherent strengths and weaknesses of the range of settings catering for preschoolers based on your knowledge of curriculum and theory
• Identify how to create positive learning environments in all service types
• Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice
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Assessment tasks

• Assignment 3- Module 3: Essay
• Assessment 4- Module 4
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 outcomes

- Critically examine research relating to preschoolers and their learning
- Identify the inherent strengths and weaknesses of the range of settings catering for preschoolers based on your knowledge of curriculum and theory
- Identify how to create positive learning environments in all service types
- Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice
- Draw on current documents that guide and support early leaning in Australian contexts to effectively document, assess and extend children’s leaning and development

Assessment tasks

- Assignment 3- Module 3: Essay
- Assessment 4- Module 4

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

- Critically examine research relating to preschoolers and their learning
- Identify the inherent strengths and weaknesses of the range of settings catering for preschoolers based on your knowledge of curriculum and theory
- Identify how to create positive learning environments in all service types
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Assessment tasks

• Assessment 1- Module 1
• Assessment 2- Module 2
• Assignment 3- Module 3: Essay
• Assessment 4- Module 4