ECED831
Pedagogical Approaches to Early Childhood Curriculum
S2 External 2015
Institute of Early Childhood

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General Information

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X5B 358

Credit points
4

Prerequisites
ECED822 or admission to MEChild or MEdLead in Early Childhood or PGDipEChild or PGCertEChild or ME or PGDipEdS or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or MSpecEd or PGDipSpecEd or PGCertSpEd or GradCertEChild

Corequisites

Co-badged status
ECED731

Unit description
Contemporary approaches to curriculum in early childhood education emphasise the importance of the teacher as a curriculum decision maker. This demands that early childhood teachers are conscious of their everyday practice, informed about curriculum content and knowledgeable about the ways that children learn. This unit examines the philosophical and theoretical foundations of contemporary approaches to curriculum and pedagogy beyond technicist approaches to teaching and learning. Students will engage in critical inquiry of intentional teaching and understandings of early childhood pedagogy and curriculum at an advanced level. They will participate in research-based projects to further examine pedagogies in practice.

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. Explain the origins of curriculum and how this has Impacted on contemporary curriculum perspectives in early childhood settings
2. Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
3. Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
4. Engage In a research project showing understanding of links between theory and practice

General Assessment Information

Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

• Please type all assignments using 11 or 12-point font and 1.5 spacing.

• Unless otherwise indicated assignments must be submitted by uploading through turnitin

• Assignments must be submitted on or before the time and date specified. The same due date applies to students enrolled both internally and externally in the unit.

When preparing your assignments, it is essential that:

• Students must retain a copy of all assignments before submission, and until your final grade for the subject has been received; please save work in progress to avoid computer failure issues!

• Assignment marks will be deducted if you submit your assignment late without requesting an extension through ask@mq (refer to the ‘late assignments’ section below for more details);

• Unless there are exceptional circumstances, no assignment will be accepted after the date that the assignment has been returned to other students.

• If an assignment is considered to be below passing standard, it will be reviewed by another staff member on the unit; the agreed mark will be assigned. No failed
assignment may be re-submitted.

Late Assignments:

A deduction of 5% of the total possible mark allocated for that assignment will be made for each day or part day that assignment is late, weekends counting as two days. For example, if an assignment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks) subtracted from your awarded mark.

Extensions:

Please refer to the University Disruption to Study policy.

Referencing

The Institute of Early Childhood requires that students use the APA (6th edition) referencing style in all assignments. A copy of the IEC Referencing Guide can be downloaded from iLearn. Marks may not be allocated if there are major referencing errors such as numbering entries [not done in APA formatting] or failing to indent second and subsequent lines [required in APA formatting].

It is highly recommended that students complete the StudyWISE module on academic honesty.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing the Literature</td>
<td>30%</td>
<td>September 6</td>
</tr>
<tr>
<td>Curriculum Analysis Responses</td>
<td>35%</td>
<td>Week 2 until November 1</td>
</tr>
<tr>
<td>Case Study Report</td>
<td>35%</td>
<td>November 6</td>
</tr>
</tbody>
</table>

https://unitguides.mq.edu.au/unit_offerings/46009/unit_guide/print
Reviewing the Literature

Due: **September 6**  
Weighting: **30%**

Investigate the historical origins of early childhood curriculum and how these ideas might be reflected in contemporary approaches to pedagogy and practice in working with young children.

This Assessment Task relates to the following Learning Outcomes:

- Explain the origins of curriculum and how this has Impacted on contemporary curriculum perspectives in early childhood settings
- Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings

Curriculum Analysis Responses

Due: **Week 2 until November 1**  
Weighting: **35%**

On-line posting each week from weeks 2-12 (Does not include Recess).

Submit an analytic response or inspirational discussion starter based on the lectures and readings for weeks 2-12.

Contribute to the group discussion, responding with an analytic contribution to other students' postings during this period by extending, questioning or introducing alternative perspectives.

This Assessment Task relates to the following Learning Outcomes:

- Explain the origins of curriculum and how this has Impacted on contemporary curriculum perspectives in early childhood settings
- Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
- Demonstrate an understanding of how curriculum documents are enacted in early childhood settings

Case Study Report

Due: **November 6**  
Weighting: **35%**

Visit an early childhood setting and observe the curriculum approach/es utilised. Describe the approach/es and identify the key theoretical ideas that underpin the work of the educators. Document examples of your observations to demonstrate your understanding of the links between theory and practice. Interview the educational leader of the setting and report on his/her
role in relation to other educators in supporting and guiding the curriculum. Make some concluding statements about the children’s participation in the educational program and the potential of the curriculum approach to enhance children's learning.

This Assessment Task relates to the following Learning Outcomes:

- Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
- Engage in a research project showing understanding of links between theory and practice

**Delivery and Resources**

**ECED831 is delivered as in External Mode.** The unit content, delivered via unit readings and assignment tasks is supported by:

- Individual consultations with the unit conveners
- A voluntary on-campus session on **Saturday 12th September**

**Unit Web-page** There is a website for this unit. Access to this unit is available online through iLearn (ilearn.mq.edu.au). You will need to login using your Macquarie ID. This site is an essential unit resource. You are required to check this website at least twice per week for any announcements. In addition, it has the following features and functions:

- Study resources: including links to required readings
- Assignment details: detailed guidelines for each assessment task
- Assignment submission links: All assignments are submitted via the unit webpage through the turnitin facility
- Dialogue: for private messages to peers and teaching staff.
- Discussion pages: for conversation with peers about unit content

A Voluntary On-Campus day is provided on Saturday 12th September. The purpose of the on-campus day is to provide deeper discussion and reflection on the unit content. The day will include a focus on content relating to Assignments 2 & 3. Students are encouraged to bring their work in progress or initial thinking to discuss with the Unit Coordinator. Students must register to attend the on-campus session via the Ilearn page.

Student workload and allocation of time ECED 831 is worth four credit points and you would usually be expected to allocate about 12 hours a week in study for a four credit point unit over 15 weeks. This would be a total of 180 hours over the semester. **Unit guide ECED831 Pedagogical Approaches to Early Childhood Curriculum**

https://unitguides.mq.edu.au/unit_offers/46009/unit_guide/print
## Unit Schedule

ECED831 is offered over 15 Weeks. This includes 13 weeks of content - including on-line lectures and seminars, required readings and study tasks. Two weeks of independent study is allocated to enable intensive work on your major assessment tasks.

### Study Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the Unit.</td>
<td>Wilks et al (2008) ilearn</td>
</tr>
<tr>
<td></td>
<td>Sandra Cheeseman</td>
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<tr>
<td>Week 2</td>
<td>What is pedagogy? The role of the teacher in early childhood curriculum</td>
<td>Fleet et al (2011) ilearn</td>
</tr>
<tr>
<td>Week 3</td>
<td>Historical Overview - Theories of EC</td>
<td>Follari (2011) Part 1 and Part 2 ilearn</td>
</tr>
<tr>
<td>10 Aug</td>
<td>Luke Touhill</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Theories of ECE since the Industrial Revolution</td>
<td>Mooney (2000) Chapter 2 &amp; 4 ilearn</td>
</tr>
<tr>
<td>17 Aug</td>
<td>Luke Touhill</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Contributions to EC pedagogies.</td>
<td>Goffin &amp; Wilson (2001)</td>
</tr>
<tr>
<td>24 Aug</td>
<td>Constructivism and Developmentalism</td>
<td>Lib Reserve</td>
</tr>
<tr>
<td></td>
<td>Luke Touhill</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Contributions to EC pedagogies</td>
<td>Wood (2008) Chapter 5 Lib Reserve</td>
</tr>
<tr>
<td>31 Aug</td>
<td>Socio-cultural and post-structuralist influences</td>
<td>Olsson (2009) Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Sandra Cheeseman</td>
<td>ilearn</td>
</tr>
<tr>
<td>Week 7</td>
<td>International models and approaches to EC curriculum</td>
<td>Sellers (2013) ilearn</td>
</tr>
<tr>
<td>7 Sept</td>
<td>Sandra Cheeseman</td>
<td>EIU (2013) Report ilearn</td>
</tr>
<tr>
<td></td>
<td>Voluntary On-Campus Day Saturday 12th September</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Study Weeks</td>
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</tr>
<tr>
<td>Week 8</td>
<td>Case study: The inspiration of Reggio Emilia</td>
<td>Gianminuti (2014) Chapter 2 Lib Reserve</td>
</tr>
<tr>
<td>28 Sept</td>
<td>Sandra Cheeseman</td>
<td>Felstiner et al (2006) ilearn</td>
</tr>
<tr>
<td>Week 9</td>
<td>Case study: The Australian context and the EYLF</td>
<td>Griesharber (2010) Lib Reserve</td>
</tr>
</tbody>
</table>
Week 10
12 Oct
Contemporary Influences on EC curriculum and pedagogy
Luke Touhill
Kreig (2011) Lib Reserve
Tayler et al (2013) Lib Reserve
Connor (2013) ilearn

Week 11
19 Oct
The case for infant/toddler curriculum
Sandra Cheeseman
Degotardi et al (2014) ilearn
Page et al (2013) ilearn
File (2012) Chapter 9 ilearn

Week 12
26 Oct
The role of the educational leader
Sandra Cheeseman
Kreig et al (2014) Lib Reserve

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.

Student Code of Conduct
Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student_conduct/]

Results
Results shown in iLearn, 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 ask.mq.edu.au.
Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au

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

For help with University computer systems and technology, visit 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.

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

- Explain the origins of curriculum and how this has Impacted on contemporary curriculum perspectives in early childhood settings
- Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
- Demonstrate an understanding of how curriculum documents are enacted in early
childhood settings

• Engage in a research project showing understanding of links between theory and practice

Assessment tasks

• Reviewing the Literature
• Curriculum Analysis Responses
• Case Study Report

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

• Explain the origins of curriculum and how this has impacted on contemporary curriculum perspectives in early childhood settings
• Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
• Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
• Engage in a research project showing understanding of links between theory and practice

Assessment tasks

• Reviewing the Literature
• Curriculum Analysis Responses
• Case Study Report

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

• Explain the origins of curriculum and how this has Impacted on contemporary curriculum perspectives in early childhood settings
• Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
• Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
• Engage In a research project showing understanding of links between theory and practice

Assessment tasks

• Reviewing the Literature
• Curriculum Analysis Responses
• Case Study Report

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 outcomes

• Explain the origins of curriculum and how this has Impacted on contemporary curriculum perspectives in early childhood settings
• Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
• Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
• Engage In a research project showing understanding of links between theory and practice

Assessment tasks

• Reviewing the Literature
• Curriculum Analysis Responses
• Case Study Report
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**

- Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
- Engage in a research project showing understanding of links between theory and practice

**Assessment tasks**

- Curriculum Analysis Responses
- Case Study Report

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 outcomes**

- Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
- Engage in a research project showing understanding of links between theory and practice

**Assessment tasks**

- Curriculum Analysis Responses
- Case Study Report