ECED600
Early Childhood Philosophy and Pedagogy
S1 Day 2016
Institute of Early Childhood

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https://unitguides.mq.edu.au/unit_offerings/57932/unit_guide/print
**General Information**

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
<th>Unit Coordinator</th>
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</thead>
<tbody>
<tr>
<td>Doranna Wong</td>
<td>via iLearn dialogue</td>
</tr>
<tr>
<td></td>
<td>Contact via +61 2 9850 9892</td>
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<tr>
<td></td>
<td>Building X5B, Level 2, Room 265</td>
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<tr>
<td>Guest Lecturer</td>
<td>Sheila Degotardi</td>
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<tr>
<td>Guest Lecturer</td>
<td>Wendy Shepherd</td>
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<td></td>
<td>Mia Mia Child &amp; Family Study Centre</td>
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<tr>
<td>Guest Lecturer</td>
<td>Janet Robertson</td>
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<td>Mia Mia Child &amp; Family Study Centre</td>
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| Credit points              | 4 |

| Prerequisites                | Admission to MTeach(Birth to Five Years) or GradCertEChild |

| Corequisites                |

| Co-badged status          |

<table>
<thead>
<tr>
<th>Unit description</th>
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<tr>
<td>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.</td>
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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 development.
- An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children's play and inquiry.
- 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.

General Assessment Information

IEC Assessment Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through turnitin in .doc or .pdf format for submission.
- It is the onus of the student to ensure that all assessments are successfully submitted through turnitin.
- Faculty assignment cover sheets are NOT required for this unit.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin’s Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
generally, one originality report is generated every 24 hours up to the due date.

when preparing your assignments, it is essential that:

• students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
• marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details);
• unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
• if an assessment is considered to be below passing standard, another academic staff member will provide a second opinion. no failed assessment may be re-submitted.

final submissions

• students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
• late submissions due to last minute technical difficulties will incur a lateness penalty.

late assessments:

a deduction of 5% of the total possible mark allocated for that assessment would be made for each day or part day that assessment is late, weekends counting as two days. for example, if an assessment 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:

in extenuating circumstances, students may apply to the unit coordinator for an extension to the assessment due date. reasons for the extension need to be documented through the disruption to studies form accessible through ask.mq.edu.au under "disruption" and supported (e.g., a professional authority form must be used in the case of illness). note that:

• students must speak with the unit coordinator prior to submitting their request through https://ask.mq.edu.au
• extensions will only be granted in receipt of the completed form submitted through ask.mq.edu.au plus documentation.
• emails are not appropriate means of extension requests.
• it is essential that you plan ahead and organise your study time effectively. poor time management is not grounds for an extension.
• in the case of computer malfunction, a draft of your assignment may be requested.
  please ensure that you print out a draft regularly, so that it is available for submission on request.
• extensions are usually not granted on the due date.
IEC Academic Honesty Guidelines:

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Institute of Early Childhood, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in Perrin (2015) and in the IEC Academic Honesty Handbook.

The following guide can be purchased from the Co-op Bookshop. This is a required text:

Submissions of Family and Children’s Records at IEC

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adheres to the ethical practices of the Early Childhood Australia Code of Ethics (2006) and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery (see Fabrication in the IEC Academic Honesty Handbook). Please note that submitted records can only be used once for assessment purposes.

Confidentiality

Students must respect the need for sensitivity and confidentiality and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

Grades

The final grade a student receives signifies their overall performance in meeting the learning outcomes for the unit. The number assigned to a grade (Standard Numerical Grade or SNG) reflects the extent to which student attainment matches the grade descriptors.

Your raw mark for the unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Results may be scaled to ensure there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. The process of scaling does not change the order of marks among students. A student who receives a higher raw score mark than another will also receive a higher final scaled mark.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tr>
<td>Assessment 1A</td>
<td>20%</td>
<td>See iLearn</td>
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### Assessment 1A

**Due:** See iLearn  
**Weighting:** 20%  

Online Reflection Journal - Entry 1 & 2  
See Assessments, Readings & Study Guide for details

On successful completion you will be able to:  
- An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.

### Assessment 2

**Due:** See iLearn  
**Weighting:** 40%  

Documenting & Understanding Children’s Play & Inquiry  
See Assessments, Readings & Study Guide for details

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:** See iLearn  
**Weighting:** 40%  

Documenting & Understanding Children’s Play & Inquiry  
See Assessments, Readings & Study Guide for details

On successful completion you will be able to:  
- An awareness of current approaches to, and debates about early childhood curriculum
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

IEC Electronic Communication
During semester time, staff may contact students using the following ways:

- **Dialogue** function on iLearn
- Official **MQ Student Email** Address

It is the students responsibility to check all electronic communication on a regular weekly basis.

Resources
The information in this **Unit Guide** must be read in conjunction with the following documents that are available for download from iLearn:

- Assessments, Readings & Study Guide
- Professional Field Visits Guide
- IEC Professional Experience Handbook
- IEC Academic Honesty Handbook

IEC Unit Expectations
1. Workshops will be held on **four Fridays** from **9am - 4pm** in **Building X5B, Level 0, Room 041**
   - 4 Mar, 1 Apr, 6 May & 3 Jun
   - Attendance at all workshops are compulsory
   - Punctuality is expected. Consistent lateness will jeopardise a passing grade.

2. Students are required to contribute to all online and workshop tasks
   - Students are expected to read the relevant prescribed and non-prescribed readings before completing tasks and attending workshops
   - Students are expected to listen to the relevant iLectures before completing tasks and attending workshops.

3. All assessment tasks must be submitted

IEC Professional Field Visits Placement Expectations
- Students are required to complete eight (8) half-day (4 hour) professional field visits to an early childhood centre for children aged birth-5
A Working with Children Check or State/Territory equivalent is required by the end of Week 3 to be eligible for a placement. Students may need to withdraw from this unit if this has not been obtained in time.

To be eligible to commence the professional field visits, students must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the professional field visits.

Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.

**Withdrawing from this PG Unit**

If you are considering withdrawing from this unit, please seek academic advice by writing to pg.educ.iec@mq.edu.au before doing so as this unit is a prerequisite for three units in semester 2 and may result in an addition of 12 months to your program.

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**Required Textbooks**

These texts can be purchased as a bundle from: Co-op Bookshop on campus or [http://www.coop.com.au](http://www.coop.com.au)


The following eTextbooks can be purchased from Mia Mia Child & Family Study Centre. Please complete the order form located at [http://iec.mq.edu.au/research/mia_mia/publications_and_resources/](http://iec.mq.edu.au/research/mia_mia/publications_and_resources/) and email to e-press.miamia@mq.edu.au to place your order.


These texts can be downloaded from the links


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:


Disruption to Studies Policy: http://www.mq.edu.au/policy/docs/disruption_studies/policy.html. The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

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.
Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

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

- 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.

Assessment tasks

- Assessment 1A
- Assessment 1B
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

- 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 development.
- An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children’s play and inquiry.
- 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.

Assessment tasks

- Assessment 1A
- Assessment 2
- Assessment 1B

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

- 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 development.

- An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children’s play and inquiry.
- 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.

**Assessment tasks**

- Assessment 1A
- Assessment 2
- Assessment 1B

**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**

- 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 development.
- An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children’s play and inquiry.
- 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.

**Assessment tasks**

- Assessment 2
- Assessment 1B
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**

- 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 task**

- Assessment 2

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**

- 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 task**

- Assessment 2