



# ECED731

## Pedagogical Approaches to Early Childhood Curriculum

S2 External 2018

*Department of Educational Studies*

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#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

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Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

ECED731

### Unit description

This unit is of relevance to students interested in undertaking higher degree research. It aims to critically examine the role of teachers as curriculum decision makers in early childhood education settings with a focus on the philosophical and theoretical foundations of contemporary approaches to curriculum and pedagogy. It will examine the research base that informs early childhood curriculum policy and the prevailing discourses that inform teaching practice. 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://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- 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

## General Assessment Information

### 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
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.

- Faculty assignment cover sheets are NOT required.

### **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

### **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.

### **Please note:**

- **Students should regularly save a copy of all assignments before submission,**
- **Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.**
- **Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.**

## **University policy on grading**

### **Criteria for awarding grades for assessment tasks**

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

## General assessment information

### Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a Special Consideration request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

### **Requesting a remark of an assignment**

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

### **Withdrawing from this PG Unit**

If you are considering withdrawing from this unit, please seek academic advice by writing to <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

## **Assessment Tasks**

Name	Weighting	Hurdle	Due
<a href="#">Reviewing the Literature</a>	25%	No	September 3

Name	Weighting	Hurdle	Due
<u>Report &amp; Discussion Starter</u>	45%	No	28th September
<u>Case Study Report</u>	30%	No	November 5

## Reviewing the Literature

Due: **September 3**

Weighting: **25%**

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.

On successful completion you will be able to:

- 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

## Report & Discussion Starter

Due: **28th September**

Weighting: **45%**

Select one contemporary early childhood curriculum approach and identify the underpinning theoretical understandings that shape the approach. Critically examine the role of the teacher in this approach in relation to the Pedagogical Principles and Practice outlined in the EYLF.

Prepare a one-page Discussion Starter - suitable for a staff meeting discussion. This will be uploaded to the ILearn Discussion Board for others to see. By the end of semester, you will have a collection of discussion starters that can be used in your professional practice.

Report 30%

Discussion Starter 15%

On successful completion you will be able to:

- 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 5**

Weighting: **30%**

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.

On successful completion you will be able to:

- 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

**ECED731 is delivered in External Mode.** The unit content, delivered via unit readings and assignment tasks is supported by:

- Individual consultations with the unit convener (if required)
- A voluntary on-campus session on **Saturday 15th 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 teaching staff.
- Discussion pages: for conversation with peers about unit content On-Campus Session.

A Voluntary On-Campus day is provided on Saturday 16th 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 will be asked to register in advance via iLearn to attend the on-campus session.



## Student Workload and Allocation of Time

ECED 731 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 Expectations

- Students are listen to all of the unit lectures and read the relevant readings for each lecture
- All assessment tasks must be submitted.
- In order to receive a passing grade in this unit, you need to meet the following criteria:
  - Receive an adequate **total mark** for the unit (i.e. your combined marks for all assessment tasks).
  - Have made a serious attempt at passing all pieces of work in order to pass the unit.
  - In order to receive a grade of *Pass*, your **total** mark must be at least 50/100.
  - Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit coordinator.

## Electronic Communication

During semester time, communication between staff and students use the following ways:

- *Dialogue* function on iLearn
- Other iLearn communication functions
- Official *MQ Student Email* Address

It is the student's responsibility to check all electronic communication on a regular weekly basis.

## Withdrawing from this PG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <http://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

## Unit Schedule

## Unit guide ECED731 Pedagogical Approaches to Early Childhood Curriculum

ECED731 is offered over 15 Weeks. This includes 12 weeks of content - including on-line lectures and seminars, required readings and study tasks. Three weeks of independent study is allocated to enable intensive work on your major assessment tasks.

### Study Outline

Date	Topic	Required Readings
Week 1 July 30	Introduction to the Unit. Defining pedagogy and curriculum in the EC Context. Sandra Cheeseman	OECD (2017) Starting Strong 2017) Link on ilearn.  Skim read all but focus on Chapter 4  Lifting our Game Report (2018) Link on ilearn  Wilks (2008) Ilearn
Week 2 Aug 6	What is pedagogy? The role of the teacher in early childhood curriculum Luke Touhill	Fleet et al (2011) ilearn  Sylva et al (2010) ilearn
Week 3 Aug 13	Historical Overview - Theories of EC Sandie Wong	Follari (2011) Part 1 and Part 2 ilearn
Week 4 Aug 20	Theories of ECE since the Industrial Revolution Sandie Wong	Mooney (2000) Chapter 2 & 4 ilearn
Week 5 Aug 27	Contributions to EC pedagogies. Constructivism and Developmentalism Luke Touhill	Goffin & Wilson (2001)  Lib Reserve
Week 6 Sept 3	Contributions to EC pedagogies Vygotsky and Dewey Luke Touhill	Dewey (1943)  Olsson (2009) Chpt 2
Week 7 Sept 10	International models and approaches to EC curriculum Sandra Cheeseman	Sellers (2013) ilearn  EUI Report (2009) iLearn
Recess Sept 17 - 28	<b>Voluntary On-Campus Day Saturday 15<sup>th</sup> September</b>	Wood (2008) Chapter 5 Lib Reserve
Week 8 Oct 1	Borrowing inspirations: The schools of Reggio Emilia, Italy and The Forest Schools. Sandra Cheeseman	Giamminuti (2014) Chapter 2 Lib Reserve  Fleet et al (2017) Chpt 1

Week 9 Oct 8	Case Study: The Australian Context and the EYLF Luke Touhill	Griesharber (2010) Lib Reserve  Fleer (2013) iLearn
Week 10 Oct 15	The case for infant/toddler curriculum Sandra Cheeseman	Cheeseman (2017) Degotardi et al (2014) ilearn Page et al (2013) ilearn File (2012 ) Chapter 9 ilearn
Week 11 Oct 22	The Early Childhood Workforce and Links to Quality Sandie Wong	TBA
Week 12 Oct 29	The role of the educational leader Sandra Cheeseman	Kreig et al (2014)Lib Reserve
Week 13 Oct 5	No Lecture - Study Week	

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(htt](#)

[ps://students.mq.edu.au/support/study/student-policy-gateway](https://students.mq.edu.au/support/study/student-policy-gateway)). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](http://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](http://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 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

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### 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

- Report & Discussion Starter
- Case Study Report

### 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
- Report & Discussion Starter
- 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
- Report & Discussion Starter
- 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
- Report & Discussion Starter
- 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
- Report & Discussion Starter
- 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**

- Report & Discussion Starter
- Case Study Report