



ECED822

Issues in Early Childhood Policy and Pedagogy

S2 Evening 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Lecturer and tutor

HONORARY ASSOCIATE PROFESSOR ALMA FLEET

Contact via Contact via iLearn Dialogue

Lecturer and tutor

Dr Catherine Patterson

Contact via Contact via iLearn Dialogue

Lecturer and tutor

Leanne Lavina

Contact via Contact via iLearn Dialogue

Marker

Andrea McFarlane

Contact via Contact via iLearn Dialogue

Philip Li

philip.li@mq.edu.au

Manjula Waniganayake

manjula.waniganayake@mq.edu.au

Credit points

4

Prerequisites

[Admission to MTeach(Birth to Five Years) and ECED600 and ECED601 and ECED602 and ECED603 and ECED820 and ECED823 and ECED824 and ECED826 and ECED827] or [admission to MEChild or MEdLead or MEd or GradCertIndigenousEd or MIndigenousEd or MSpecEd or PGCertSpEd or GradCertEdS]

Corequisites

Co-badged status

ECHX822 Issues in Early Childhood Policy and Pedagogy

Unit description

This unit explores current issues and debates affecting pedagogy, practice, politics and policy in early childhood education. Students will explore a range of responses to state, national and international influences on the provision of nurturant educational services in the early childhood years. We will consider individual approaches to teaching practice as well as policy development in the delivery of various services used by young children and their families. This will include the investigation of approaches to reconceptualising early childhood pedagogy as well as the achievements of major government initiatives directed at education and care settings and the wellbeing of young children and their families.

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:

1. Refine their professional understandings and skills in early childhood pedagogy and policy.
2. Examine current issues and analyse alternative perspectives.
3. Critique relevant literature.
4. Establish a personal position regarding emerging trends in the early childhood arena.

General Assessment Information

Full assignment instructions

This Unit Guide provides a brief description only of each required assessment piece. Full instructions are provided via the 'unit essentials', which will be available on the iLearn site from Day1 of Session 2.

Assignment expectations

In order to achieve a passing grade, it is expected that **all** assignments are completed, and that all assignments demonstrate a serious attempt to address the assignment task.

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>

[du.au/](https://unitguides.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.

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.

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

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading 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.

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.

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 Department of Educational Studies, 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 (2017)** and on the **university's library website** at <https://libguides.mq.edu.au/referencing/APA>.

The following guide can be purchased from the Co-op Bookshop. This is a recommended text. A copy is also available in Reserve in the Library:

Perrin, R. (2017). *Pocket guide to APA style* (6th ed.). Boston, MA: Cengage Learning.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assignment 1A	20%	No	28 August 2018
Assignment 1B	20%	No	16 September 2018
Assignment 1C	20%	No	6 November 2018
Assignment 2	40%	No	31 October

Assignment 1A

Due: **28 August 2018**

Weighting: **20%**

This task is based on critically reflecting on required readings identified for each week.

On successful completion you will be able to:

- 1. Refine their professional understandings and skills in early childhood pedagogy and policy.
- 2. Examine current issues and analyse alternative perspectives.
- 3. Critique relevant literature.

Assignment 1B

Due: **16 September 2018**

Weighting: **20%**

This task is based on critically reflecting on required readings identified for each week.

On successful completion you will be able to:

- 1. Refine their professional understandings and skills in early childhood pedagogy and policy.
- 2. Examine current issues and analyse alternative perspectives.
- 3. Critique relevant literature.

Assignment 1C

Due: **6 November 2018**

Weighting: **20%**

This task is based on critically reflecting on required readings identified for each week.

On successful completion you will be able to:

- 1. Refine their professional understandings and skills in early childhood pedagogy and policy.
- 2. Examine current issues and analyse alternative perspectives.
- 3. Critique relevant literature.

Assignment 2

Due: **31 October**

Weighting: **40%**

Assignment 2 is developed during the semester in an iterative way and scaffolded by the teaching team. To enable staff to provide guidance in terms of your focus area and relevant readings, full details are provided in the Readings, Assessment and Other Resources document available for downloading from the unit iLearn site.

On successful completion you will be able to:

- 4. Establish a personal position regarding emerging trends in the early childhood arena.

Delivery and Resources

Before commencing ECED/X822, please read this Unit Outline in conjunction with the *Readings, Assessment and Other Resources (RAOR) document* available for downloading in the iLearn site for this unit. The Unit Outline provides essential basic unit information and full details about the unit including information about the Unit Schedule is provided in the RAOR document. It is the student's responsibility to ensure that you can understand the requirements of this unit.

During the semester, staff may contact students using the following ways:

- Dialogue function on iLearn
- Official MQ Student Email Address

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

Classes and attendance

The unit is run in both internal and external modes as well as through Open Universities Australia (OUA).

All students are expected to watch and listen to relevant lectures and complete the specified reading preparation before their seminars (internal) or by completing online study tasks (external and OUA students).

Students are expected to watch and listen to all recorded lectures. The lectures will be recorded

and made available progressively by Wednesday each week. Students can access them by clicking on the link to ECHO360 (on the right side of the screen) on the unit's iLearn website.

To complete this unit successfully, ALL students are expected to actively contribute to seminars and/or online and on-campus session discussions, and must complete and submit all assignments.

Internal students

The internal seminars are held on Mondays between 6-8pm in 29 Wally's Walk (X5B), Room 132. Internal students are expected to attend, prepare for and participate in these seminars to successfully complete the unit. See the Unit Schedule available in the 'RAOR' document on iLearn for details.

External students

In order to complete this unit, external students are expected to actively contribute to online discussions, by posting their responses to study tasks and responding to others' postings.

There is also a **non-compulsory on-campus session (OCS) on 8 September 2018 (Saturday), 10am - 1pm. Please register your RSVP in iLearn.** Depending on the number of students attending, the venue details will be announced closer to the date. Typically, students in previous years have always enjoyed this opportunity meet and network with peers face-to-face.

External students enrolled in ECED822 are also welcome to attend any or all of the internal seminars.

OUA students enrolled in ECHX822

In lieu of class attendance, OUA students are expected to complete study tasks and participate actively in related online discussions. If you wish to attend the on-campus session as well, they are welcome to email the unit convenor to register their interest.

Resources

Unit resources include a set textbook, additional readings, weekly recorded lectures and weekly study tasks. Readings can be accessed through the MQ Library's Multisearch engine and other resources can be accessed from the unit's iLearn site.

Prescribed Textbooks

These two books can be purchased from the Co-op Bookshop on campus or <http://www.coop.com.au>

Both books involves authors who are early childhood academics from MQ. The text by Waniganayake, Cheeseman, Fenech, Hadley and Shepherd (2017) examines policy matters of

interest to those concerned with leadership in early childhood settings. The text by Fleet, Patterson and Robertson (2017) will be used for the pedagogy components of this unit.

- Fleet, A., Patterson, C., & Robertson, J. (Eds.) (2017). *Pedagogical documentation in early years practice. Seeing through multiple perspectives*. London: SAGE Publications
- Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F., & Shepherd, W. (2017). *Leadership: Contexts and complexities in early childhood education*. (second edition) South Melbourne: Oxford University Press.

A detailed list of required and recommended readings is provided on iLearn.

Web presence

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Technology

Student learning in this unit is supported by the unit's iLearn site.

This unit requires students to use several ICT and software skills:

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.
- **Library databases:** You are required to use various research databases to locate sources for your assignments.

Using Turnitin

- *Turnitin* is used to assist students with appropriate referencing and paraphrasing, and to detect plagiarism. A link to *Turnitin* is embedded in *iLearn*. You must submit your work

to Turnitin.

APA Style Central

This referencing guide is accessed through the Library's Multisearch function. It provides tools and templates to assist you to format citations correctly in APA 6th. Basic information about APA 6th is available on the library's site: <https://libguides.mq.edu.au/referencing/APA>

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](https://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](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>).

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.

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 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

IT Help

For help with University computer systems and technology, visit 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

1. Refine their professional understandings and skills in early childhood pedagogy and policy.
2. Examine current issues and analyse alternative perspectives.
3. Critique relevant literature.

- 4. Establish a personal position regarding emerging trends in the early childhood arena.

Assessment task

- Assignment 2

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

- 1. Refine their professional understandings and skills in early childhood pedagogy and policy.
- 2. Examine current issues and analyse alternative perspectives.
- 3. Critique relevant literature.
- 4. Establish a personal position regarding emerging trends in the early childhood arena.

Assessment tasks

- Assignment 1A
- Assignment 1B
- Assignment 1C
- Assignment 2

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

- 1. Refine their professional understandings and skills in early childhood pedagogy and policy.
- 2. Examine current issues and analyse alternative perspectives.
- 3. Critique relevant literature.
- 4. Establish a personal position regarding emerging trends in the early childhood arena.

Assessment tasks

- Assignment 1A
- Assignment 1B
- Assignment 1C
- Assignment 2

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

- 1. Refine their professional understandings and skills in early childhood pedagogy and policy.
- 2. Examine current issues and analyse alternative perspectives.
- 3. Critique relevant literature.
- 4. Establish a personal position regarding emerging trends in the early childhood arena.

Assessment tasks

- Assignment 1A
- Assignment 1B
- Assignment 1C
- Assignment 2

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

- 1. Refine their professional understandings and skills in early childhood pedagogy and policy.
- 2. Examine current issues and analyse alternative perspectives.
- 3. Critique relevant literature.

- 4. Establish a personal position regarding emerging trends in the early childhood arena.

Assessment tasks

- Assignment 1A
- Assignment 1B
- Assignment 1C
- Assignment 2

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

- 1. Refine their professional understandings and skills in early childhood pedagogy and policy.
- 2. Examine current issues and analyse alternative perspectives.
- 3. Critique relevant literature.
- 4. Establish a personal position regarding emerging trends in the early childhood arena.

Assessment tasks

- Assignment 1A
- Assignment 1B
- Assignment 1C
- Assignment 2