

EDUC3066: Early Childhood Education and Care: Children's places

Callaghan and Ourimbah
Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description This course builds intermediate level principles and philosophical foundations of a contemporary approach to early childhood education that also underpins planning, pedagogical documentation and evaluation in line with the Early Years Learning Framework. It builds on the view of the child as competent participant in EC settings and communities, and whose voice needs to be taken into consideration and acted on in all decisions affecting them. Part of this approach is the emphasis on the diverse ways children construct knowledge with adults, peers, family, a diverse community and the broader society. This approach also includes addressing the diversity of young learners and enacting inclusive practice. The course provides intermediate level knowledge on play based pedagogies, alternative pedagogies and curriculum from historical, comparative and critical perspectives. It also understands ECEC as children's place and a place for ethical, professional and democratic practice. The course also introduces students to guiding young children's behaviour, especially with an emphasis on principles of prevention and teaching negotiation to young children.

Requisites For students who commenced in the program in 2016 onwards, enrolment in this course is dependent on successful completion of the teacher education admission milestone:
- Three HSC band 5s (including one in English) or
- 80 units of UON courses or
- Regulatory authority approved comparable pathways.

Assumed Knowledge EDUC1048 and EDUC1055
Contact Hours

Integrated Learning Session
Online
1 hour(s) per Week for 6 Weeks

Lecture
Online
2 hour(s) per Week for 6 Weeks

Tutorial
Face to Face On Campus
2 hour(s) per Week for 6 Weeks

Unit Weighting 10

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator	Callaghan and Ourimbah Associate Professor Joanne Ailwood Jo.Ailwood@newcastle.edu.au (02) 4921 6603 Consultation: please email
Teaching Staff	Other teaching staff will be advised on the course canvas site.
School Office	School of Education VG30 V Building Callaghan +61 2 4921 6428 Education@newcastle.edu.au HO1.43 Humanities Building Ourimbah +61 2 4349 4962 / 4934

SYLLABUS

Course Content	This course introduces students to: <ol style="list-style-type: none">1. Complexities of early childhood settings - birth to 8 years.2. Contemporary understanding of children, learning, the young learner and intentional teaching.3. The philosophy and practice of early childhood, as professional, democratic and ethical.4. Play-based pedagogy.5. Alternative pedagogies and curriculum approaches in comparative perspectives, including the National Quality Framework and Early Years Learning Framework.6. Foundations of curriculum planning, programming and evaluation.7. Learning in relationships with diverse families and communities.8. Guiding behaviours.
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Describe the current philosophical foundations and principles of early childhood education, the child, the young learner, children's behaviour, and inclusive settings.2. Describe the current philosophical foundations and principles of different curriculum and pedagogical approaches, including play-based pedagogy.3. Identify key features of planning, pedagogical documentation and evaluation and application to practice.4. Explain professional, ethical and democratic principles, and recognize the importance of relations with diverse families and communities.
Course Materials	Australian Government (2022) <i>Belonging, Being & Becoming: The Early Years Learning Framework for Australia</i> . www.acecqa.gov.au A reading list will be available via canvas

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	20 Feb	Introduction & Overview of provisions of ECEC in Australia	Online lecture content + On campus tutorial	
2	27 Feb	Relationships & Partnerships	Online lecture content + On campus tutorial	Quiz 1
3	6 Mar	Play & the EYLF	Online lecture content + On campus tutorial	
4	13 Mar	Pedagogy, intentional teaching & the EYLF	Online lecture content + On campus tutorial	Written Assignment due
5	20 Mar	Assessment, outcomes & documentation	Online lecture content + On campus tutorial	Quiz 2
6	27 Mar	Curriculum decision making	Online lecture content + On campus tutorial	
7	3 Apr			Presentation due
Mid Term Break				
Mid Term Break				
8	24 Apr			
9	1 May			
10	8 May			
11	15 May			
12	22 May			
13	29 May			
Examination Period				
Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Written Assignment	22 March 2024, 11.59pm	Individual	40%	1,2
2	Quizzes	Quiz 1: 10 March 2024, 11.59pm (15%) Quiz 2: 28 March 2024, 11.59pm (15%)	Individual	30%	1,2,3,4
3	Presentation	12 April 2024, 11.59pm	Individual	30%	3,4

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Assignment 1

Assessment Type	Written Assignment: Principles & Practices in the EYLF
Purpose	The purpose of this assignment is to explore and discuss the principles and practices that currently underpin the ECEC field
Description	<p>Students will choose one of the principles or practices in the Early Years Learning Framework and write an essay demonstrating their understanding of that principle or practice and how it relates to the overall EYLF.</p> <p>Students should give their assignment a title so that the chosen principle or practice is clear.</p> <p>Students will,</p> <ul style="list-style-type: none">• Research their chosen principle or practice. Make sure you access the University library databases, not just a google search. Use 6-8 scholarly, peer reviewed, current and relevant papers from database searches and/or course readings.• Write a discussion of the chosen principle or practice that explores this current research.• The discussion should make links to at least 3 other principles and/or practices in the EYLF, to demonstrate understanding of the holistic nature of early childhood curriculum.
Weighting	40%
Length	1800 words
Due Date	22 March 2024, 11.59pm
Submission Method	Online
Assessment Criteria	<p>This assignment will be assessed on the following criteria:</p> <ol style="list-style-type: none">1) Identify and explore research that underpins the principles and practices of the EYLF (using 6-8 scholarly, peer reviewed, current research papers);2) Discuss and analyse the principles and practices of the EYLF in the context of this current research, including making links to the holistic nature of early childhood curriculum; and3) Professional standard of written English with consistent and accurate use of APA. Appropriate length.
Return Method	Online
Feedback Provided	Online

Assessment 2 – Quiz

Assessment Type	Quizzes x 2
Purpose	Quiz 1 & Quiz 2 will reflect student's knowledge of the content presented in the online portions of this course.
Description	The quizzes are based in the online content. Each quiz is 15% of the marks.
Weighting	30% (2 x 15%)
Length	10-15 questions per Quiz, each quiz question will be worth either 1 or 2 marks
Due Date	Quiz 1: 10 March 2024, 11.59pm Quiz 2: 28 March 2024, 11.59pm
Submission Method	Online
Assessment Criteria	Capacity to define and/or illustrate key/core concepts from across the relevant course content

Assessment 3 - Presentation

Assessment Type	Presentation
Purpose	The purpose of this assignment is for students to research and present poster and discussion on an aspect of assessment in ECEC.
Description	<p>Students will choose one aspect of assessment in ECEC, for example: assessment, documentation, outcomes, learning stories, or observations. Students will then:</p> <ol style="list-style-type: none">Research their chosen assessment topic,Develop a poster aimed at informing your peers – we will share these within Canvas as a resource. Format/s to be discussed in class,Present a 5-8 minute video explaining your topic. Some questions you could consider thinking about include:<ul style="list-style-type: none">What is the research recommending in terms of the assessment topic?How is this assessment topic useful to you as a teacher?How does it fit into the curriculum decision making cycle?How/when might you include this in your teaching?What are the ethical implications of your assessment topic?How does/doesn't it support ethical and democratic practices?
Weighting	30%
Length	5-8 minutes + poster (approx. 1000 words equivalent)
Due Date	12 April 2024, 11.59pm
Submission Method	Online
Assessment Criteria	<p>This assignment task will be assessed on the following criteria:</p> <ol style="list-style-type: none">Presentation discussion and poster reflect current research on the chosen assessment topic;Presentation discussion and poster elaborate on the value and implications of the chosen assessment topic for teaching practice; andProfessional standard of spoken and written English and consistent and accurate use of APA, appropriate length, poster is thoughtfully designed and presented.
Return Method	Online
Feedback Provided	Online

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- email, canvas

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the [Student Academic Integrity Policy](#) for more information.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#)

**Important Policy
Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the [policies](#) and [procedures](#) that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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EDUC3066
Principles & Practices Assignment, 40%

	Fail	Pass	Credit	Distinction	High Distinction
Identify and explore research that underpins the principles and practices of the EYLF (6-8 scholarly, peer reviewed, current research) /15	There is little/no evidence of research or relevant literature and/or literature cited is outdated, not peer reviewed or scholarly.	Sufficient/satisfactory use of scholarly, current, peer reviewed research and literature to explore the chosen principle or practice has been presented.	Sound use of scholarly, current, peer reviewed research and literature to explore the chosen principle or practice has been presented.	Very good use of scholarly, current, peer reviewed research and literature to explore the chosen principle or practice has been presented.	Excellent use of scholarly, current, peer reviewed research and literature to explore the chosen principle or practice has been presented.
Discuss and analyse the principles and practices of the EYLF in the context of this current research, including making links to the holistic nature of early childhood curriculum. /15	The discussion does not demonstrate sufficient understanding of the philosophies and practices in relation to the EYLF. Insufficient links to a holistic EC curriculum.	The discussion demonstrates basic understandings of the philosophies and practices in relation to the EYLF. A basic or satisfactory explanation of a holistic EC curriculum.	The discussion demonstrates good understandings of the philosophies and practices in relation to the EYLF with strong connections across the whole curriculum document. Good, clear understanding of a holistic EC curriculum.	The discussion is very well developed and provides evidence of indepth understanding of the principles and practices in the EYLF. Strong links to research and literature has been synthesised in order to demonstrate deep understanding of the holistic nature of EC curriculum.	The discussion is very well developed and provides comprehensive evidence of indepth and/or insightful understanding of the principles and practices in the EYLF. Strong links to research and literature has been synthesised in order to demonstrate complex and indepth understanding of the holistic nature of EC curriculum.
Professional standard of written English presented; referenced in-text correctly by using the APA style; and is clearly written and well organized. Appropriate length /10	Poor use of grammar, structure or spelling throughout. Referencing is incorrect or missing.	Weakly presented in structure, grammar or spelling. There are a few referencing errors in-text or through the referencing list	Sound presentation, clearly structured, with minimal spelling or grammatical errors. Referencing has minor errors only.	Clearly structured with good use of grammar and little or no spelling or referencing mistakes.	Excellent structure. Cogently written. Expression is clear. Clear of obvious grammatical and stylistic errors. Referencing is correct.

EDUC3066
Poster and presentation, 30%

Criteria	Fail	Pass	Credit	Distinction	High Distinction
<p>Presentation and poster reflect current research on the chosen assessment topic.</p> <p style="text-align: center;">/10</p>	<p>Inadequate evidence of research and analysis.</p>	<p>Literature base restricted to required/recommended readings within the course.</p>	<p>Sound evidence of research and analysis, including effective use of the literature to support analysis. Evidence of wider reading.</p>	<p>Evidence of thorough research and analysis, including effective use of the literature to support analysis. Evidence of wider reading.</p>	<p>Evidence of thorough research and insightful analysis, including effective use of the literature to support analysis. Evidence of wider reading.</p>
<p>Presentation discussion and poster elaborate on the value and implications of the chosen assessment topic for teaching practice</p> <p style="text-align: center;">/10</p>	<p>Inadequate evidence of discussion and poster provides no information of substance.</p>	<p>Satisfactory evidence of discussion but little analysis. Some discussion of the implications for your practice & pedagogy.</p>	<p>Thoughtful discussion of the implications for your practice & pedagogy, including some emerging analysis the purpose of assessment in teaching.</p>	<p>Thoughtful and thorough discussion of the implications for your practice & pedagogy, including analysis and links to purpose of assessment in teaching.</p>	<p>Insightful discussion of the implications for your practice & pedagogy, including insightful analysis and links to purpose of assessment in teaching.</p>
<p>Presentation of work at an appropriate spoken and written standard including editing, referencing, word length, logical and coherent presentation of ideas, poster is thoughtfully designed and presented.</p> <p style="text-align: center;">/10</p>	<p>Inadequate standard of written and spoken language. Presentation too long/short. No clear attempt to make use of APA referencing (in-text and reference list).</p>	<p>Satisfactory standard of written and spoken language, but some further development required. Presentation appropriate length. Satisfactory use of APA.</p>	<p>Good standard of written and spoken language with careful editing, some errors evident. Presentation appropriate length. Satisfactory use of APA.</p>	<p>Very good standard of written and spoken language. Careful editing with very few errors. Presentation appropriate length. Careful and accurate use of APA.</p>	<p>Excellent standard of written and spoken language. Careful editing with no errors. Presentation appropriate length. Careful and accurate use of APA.</p>