

EDUC4035: Inquiry into Early Childhood Philosophy and Practices

Callaghan and Ourimbah
Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	This capstone course recaptures knowledge throughout this program by placing it within the framework of current practice reflected in philosophical, socio-cultural, political and educational contexts. Revisiting areas of education and personal philosophy, pedagogy, curriculum and assessment allow students to develop their own reflective, critical and research based philosophy of early childhood education and its practical implications. This includes a critical framework for planning, implementing and evaluating early childhood education programs in terms of educational practice and/or research. Key to the course is the development of a critically reflective orientation that aims to position students as 'teacher researchers' in the field of early childhood education.
Requisites	Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of <ul style="list-style-type: none">- Three HSC band 5s (including one in English) or- 80 units of UoN courses or- Regulatory authority approved comparable pathways or- Commencement in the program pre 2016 Students must also be active in one of the programs: Bachelor of Teaching (Early Childhood and Primary) (Honours) [12366] Bachelor of Education (Early Childhood and Primary) [40105] Bachelor of Education (Early Childhood and Primary) (Honours) [40109].
Contact Hours	Lecture Online 12 hour(s) per Term Full Term Course may be delivered on a weekly basis or as compressed delivery Tutorial Face to Face On Campus 24 hour(s) per Term Full Term
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

CONTACTS

Course Coordinator	Callaghan and Ourimbah Associate Professor Joanne Ailwood Consultation: Email for an appointment	
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	HO1.43 Humanities Building Ourimbah +61 2 4349 4962 / 4934

Education@newcastle.edu.au

SYLLABUS

Course Content	<ol style="list-style-type: none">1. Socio-cultural, philosophical, political, historical educational contexts and their influences on theory and practice2. Current research on approaches and debates regarding pedagogy, curriculum, professional issues and learning environments3. Inquiry and research to understand and continuously improve educational practice and a critically reflective orientation
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Critically evaluate early childhood education based on current research2. Apply current trends of approaches, pedagogy, curriculum, documentation and professional issues, including ethics and working with families and communities, in early childhood education3. Develop a personal philosophy and critical framework for their planning, implementing and evaluating early childhood programs and learning environments4. Understand their practice as under continuous enquiry/research
Course Materials	<p>Recommended Reading:</p> <p>Wood, E. & Hedges, H. (2016). Curriculum in early childhood education: critical questions about content coherence and control. <i>The Curriculum Journal</i>, 27(3), 387-405</p> <p>Anderson, E. M. (2014). Transforming Early Childhood through Critical Reflection. <i>Contemporary Issues in Early Childhood</i>, 15(1), 81-82</p> <p>Blaise, M.(2016) Theoretical perspectives on early childhood. In In J. Ailwood, W. Boyd & M. Theobald (Eds). <i>Understanding Early Childhood Education & Care in Australia: Perspectives and Practice</i>. Sydney: Allen & Unwin.</p> <p>Breault, R.A. (2005). Priming the philosophic process. <i>The Teacher Educator</i>, 40(3), 149-162</p> <p>Farquhar, S. & White, E.J. (2014). Introduction: Philosophy and pedagogy of Early Childhood. <i>Educational Philosophy and Theory</i>, 46(8), 821-832</p> <p>White, E.J & Gradovski, M (2018) Untangling (some) philosophical knots concerning love and care in early childhood education, <i>International Journal of Early Years Education</i>, 26(2), 201-211, DOI:10.1080/09669760.2018.1458602</p>

SCHEDULE

Week	Week Begins	Topic	Assessment Due
1	26 Feb	Introduction to course & current understandings of ECEC in Australia	
2	04 Mar	Locating current understandings of ECEC in theory	
3	11 Mar	What is knowledge and why is teaching 'knowledge work'?	
4	18 Mar	Curriculum as knowledge settlement and teachers as curriculum shapers	Module 1, Quiz 1 due
5	25 Mar	Teachers as curriculum decision makers	
6	02 Apr	Pedagogies and pedagogical documentation	
7	08 Apr	Pedagogies and environments	
Mid Term Break			
Mid Term Break			
8	29 Apr	Pedagogies and families/communities	
9	06 May	Pedagogies of care & relational ontologies	Module 2, Quiz 2 due
10	13 May	Teacher professionalism, codes of ethics and encounters with others	Written assignment due
11	20 May	Child rights, AI and education	
12	27 May	Who are you as a teacher?	
13	03 Jun	No classes	Presentation due
Examination Period			
Examination Period			

ASSESSMENTS

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

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assignment 1 Quizzes	Quiz 1: 21 March 2024, 11.59pm Quiz 2: 09 May 2024, 11.59pm	Individual	30% (2 x 15%)	1,2,3,4
2	Assignment 2 Written assignment	19 May, 2024, 11.59pm	Individual	40%	1,2
3	Assignment 3 Philosophy poster & podcast discussion	10 June 2024, 11.59pm	Individual poster & Podcast in pairs	30% (15% poster & 15% podcast)	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	Online Quizzes x 2
Purpose	Quiz 1 & Quiz 2 will need to be completed before the next module will open for each student.
Description	The quizzes are based in the online content presented in modules 1 & 2. Once the quiz has been completed the next module will open. Each quiz is 15% of the marks.
Weighting	30% (Quiz 1 15% & Quiz 2 15%)
Length	10-15 quiz questions per Quiz, each quiz question will be worth either 1 or 2 marks.
Due Date	Quiz 1: 21 March 2024, 11.59pm

Quiz 2: 09 May, 2024, 11.59pm

Submission Method	Online
Assessment Criteria	Capacity to define and/or illustrate key/core concepts from across the relevant module and course content
Return Method	Online
Feedback Provided	Online - three weeks after submission.

Assessment 2 - Assignment 2

Assessment Type	Written Assignment
Purpose	To demonstrate deep understanding of contemporary early childhood education philosophy and practice. To critically reflect on early childhood practice and the current theories that shape practices and us as educators.
Description	<p>Choose one of the following two options:</p> <p>1. Curriculum Analysis: A comparative analysis of the EYLFv2 and one other national EC curriculum document (e.g. Te Whariki, EYFS England, Hong Kong, Singapore, Taiwan etc). In your analysis you should examine, for example, assessment practices, pedagogies, care, learning environments, families & communities.</p> <p>OR</p> <p>2. Curriculum Decision Making: Reflect upon on your understanding of, and position on, pedagogical and curriculum decision making. Examine and explore what these mean in relationship with, for example, assessment practices, pedagogies, care, learning environments, families & communities</p> <p>*Make sure you give your work a TITLE so your marker is clear which option you have chosen.</p>
Weighting	40%
Length	1800-2000 words
Due Date	19 May 2024, 11.59pm
Submission Method	Online
Assessment Criteria	<p>This assignment will be marked using the following criteria:</p> <ol style="list-style-type: none">1. Demonstrated understanding of current research on approaches and debates regarding ECEC pedagogy, curriculum, and learning environments;2. Demonstrate a critical examination of and early childhood education curriculum topic based on current research; and3. Written work of an appropriate standard including editing, referencing, word length, logical and coherent presentation of ideas
Return Method	Online
Feedback Provided	Online - Three weeks after submission.

Assessment 3 - Assignment 3

Assessment Type	Philosophy poster & podcast discussion
Purpose	For students to demonstrate their understanding of philosophies of early childhood education through both a personal/professional poster and a discussion with one peer to explain and explore that philosophy.
Description	<p>This assignment is in two parts:</p> <ol style="list-style-type: none">1. Students will design and develop a philosophy poster (A3 or A2 size) that they can then use in their future practice. The philosophy will reflect your informed and thoughtful position on early childhood education and the kind of early childhood educator you wish to be.2. Students will pair with one other and reflect upon, examine, discuss their philosophies in a conversational interview format. We will workshop question ideas in classes. This discussion is your opportunity to clearly link the philosophy to the research you've been reading and course content.
Weighting	30%
Length	Poster: 1000 words equivalent Podcast: 5 mins per individual speaker (10 mins total each podcast)
Due Date	Monday 10 June 2024, 11.59pm
Submission Method	Online
Assessment Criteria	<p>This assignment will be marked using the following criteria:</p> <ol style="list-style-type: none">1. Present a professional philosophy of early childhood education and their role as early childhood teachers;2. Demonstrate understanding of their practice as under continuous enquiry/research; and3. Written work of an appropriate standard including editing, referencing, word length, logical and coherent presentation of ideas4. Podcast discussion is articulate & concise to expand upon and substantiate the professional philosophy poster.
Return Method	Online
Feedback Provided	Online - Three weeks after submission.

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).

Attendance

Attendance/participation will be recorded in the following components:

- Lecture (Method of recording: Attendance recorded each week)
- Tutorial (Method of recording: Attendance recorded each week)

Communication Methods

Communication methods used in this course include:

Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.

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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EDUC4035 Assignment 2 – Curriculum Essay

Criteria	Unsatisfactory (F)	Satisfactory (P)	Good (C)	Excellent (D)	Outstanding (HD)
Demonstrated understanding of current research on approaches and debates regarding ECEC pedagogy, curriculum, and learning environments /15	Does not present a discussion or understanding of current research, approaches and debates and/or demonstrates inadequate understanding of these.	Satisfactory discussion of current research, approaches and debates; but mostly remaining at the level of description.	Sound discussion of current research, approaches and debates beginning to move beyond description to include analysis and synthesis of ideas and research.	Excellent discussion of current research, approaches and debates moving beyond description, providing analysis and synthesis.	Outstanding discussion of current research, approaches and debates providing sophisticated analysis and synthesis.
Demonstrate a critical examination of an early childhood education curriculum topic based on current research /15	Does not present a comprehensive discussion or demonstrates inadequate understanding.	Satisfactory but descriptive examination of curriculum with evidence of satisfactory understanding of the chosen curriculum topic.	Sound but mostly descriptive examination of curriculum with evidence of sound understanding of the chosen curriculum topic.	Excellent examination of curriculum with some analysis and synthesis. Evidence of excellent understanding of the chosen curriculum topic.	Outstanding examination of curriculum with in-depth analysis and synthesis. Evidence of outstanding and in-depth understanding of the chosen curriculum topic.
Written work of an appropriate standard including editing, referencing, word length, logical and coherent presentation of ideas /10	Inadequate standard of written language. Essay too long/short. No clear attempt to make use of APA referencing (in-text and reference list).	Satisfactory standard of written language, but some further development required. Essay appropriate length. Satisfactory use of APA.	Sound standard of written language with careful editing, some errors evident. Essay appropriate length. Satisfactory use of APA.	Excellent standard of written language. Careful editing with very few errors. Essay appropriate length. Careful and accurate use of APA.	Excellent standard of written language. Careful editing with no errors. Essay appropriate length. Careful and accurate use of APA.

Mark & comment:

EDUC4035 Assignment 3 – Philosophy & Podcast

Criteria	Unsatisfactory (F)	Satisfactory (P)	Good (C)	Excellent (D)	Outstanding (HD)
<p>Poster: Develop a professional philosophy of early childhood education and their role as early childhood teachers.</p> <p>/15</p>	<p>The poster is inadequate in terms of depth of thinking and presentation of understanding EC philosophies.</p>	<p>Demonstrating satisfactory understanding of EC philosophy and how that will inform their role as early childhood teachers</p>	<p>Demonstrating a sound clearly articulated understanding of EC philosophy including clear understanding of how their philosophy will inform their role as early childhood teachers.</p>	<p>Demonstrating an excellent, clearly articulated understanding of EC philosophy including thoughtful understanding of how their philosophy will inform their role as early childhood teachers.</p>	<p>Demonstrating an outstanding, clearly articulated and insightful EC philosophy including thoughtful understanding of how their philosophy will inform their role as early childhood teachers.</p>
<p>Poster: Written work of an appropriate standard including editing, referencing, word length, logical and coherent presentation of ideas for poster audience</p> <p>/5</p>	<p>Inadequate standard of written language. Poster too long/short.</p>	<p>Satisfactory standard of written language, but some further development required. Poster appropriate length.</p>	<p>Sound standard of written language with careful editing, some errors evident. Poster appropriate length.</p>	<p>Excellent standard of written language. Careful editing with very few errors. Poster appropriate length.</p>	<p>Excellent standard of written language. Careful editing with no errors. Poster appropriate length.</p>

<p>Podcast:</p> <p>Understand their practice as under continuous enquiry/research & articulate their thinking in the development of their philosophy.</p> <p>Podcast discussion is articulate & concise to expand upon and substantiate the professional philosophy poster.</p> <p>/15</p>	<p>Inadequate discussion and explanation of philosophy.</p>	<p>Satisfactory discussion, demonstrating a descriptive level of understanding of their philosophy and of practice as continuous enquiry.</p>	<p>Sound discussion, demonstrating a descriptive level of understanding of their philosophy but with some deeper insight and analysis developing. Sound understanding of practice as continuous enquiry.</p>	<p>Excellent discussion, demonstrating a strong level of understanding of their philosophy with deep insight and analysis. Excellent understanding of practice as continuous enquiry.</p>	<p>Outstanding discussion, demonstrating an excellent level of understanding of their philosophy with insightful and thorough analysis. Outstanding understanding of practice as continuous enquiry.</p>
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Mark & comment: