



EDEC11027 *Early Childhood Pedagogies*

Term 3 - 2017

Profile information current as at 15/05/2024 08:38 am

All details in this unit profile for EDEC11027 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit, you will extend your thinking about viable sources of curriculum, and through reflection on the work of educators of Reggio Emilia, you will explore the notion of 'teacher as researcher', see yourselves as researchers and see children as active participants in the design, construction and enactment of the 'curriculum'. You will examine the teacher's role in pedagogical decisions with particular emphasis on mindfulness, reflective practice and intentional teaching, and as (co)creators of aesthetic learning environments that support connectedness, belonging, investigation, discovery, play and wellbeing. Pedagogies of relationships, place, play, possibility and provocation are examined in in-depth ways. You will examine guiding principles and research underpinning curriculum approaches as well as your own developing assumptions and philosophy of education to articulate what you believe should underpin curriculum inquiry in early childhood. You will inspect how early childhood pedagogy reflects the importance of childhood and contributes to the holistic wellbeing, learning and development of children. As part of this process, you consider what being, belonging and becoming can look like in practice for children and for the early childhood educator. You will scrutinise real-world challenges and dilemmas. You will demonstrate your ability to identify and think through complex issues, diverse interpretations and expectations of the teaching and learning process and respond to these in ways that deepen your intellectual, ethical and emotional engagement work.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: *6*

Student Contribution Band: *7*

Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 3 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Portfolio**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Course evaluation

Feedback

Assessment items need to be clearer

Recommendation

Assessment task sheet will be worded to enhance clarity of the task

Feedback from Course evaluation, email

Feedback

Assessment marking time was too long

Recommendation

Due dates will be reassessed to allow markers time to mark and return assignment 1 prior to Christmas

Unit Learning Outcomes

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




















1. Articulate a theorised approach to early childhood pedagogy that recognises the importance of play and builds on relationships with children and connectedness to their worlds
2. Evaluate the influence of educators' personal assumptions and biases on understanding and interpreting the contexts and consequences of communities and children's socio-economic backgrounds
3. Conduct an inquiry into pedagogies of place and play to identify the influence and significance of contexts on teachers' curriculum decision making
4. Defend the role of the early childhood professional in making ethical decisions that respect children
5. Critically reflect on prevailing notions of curriculum, curriculum frameworks and schooling to identify opportunities for exercising professional judgement in curriculum decision making and pedagogical practices that value children and childhood in and beyond early years settings.

Guidelines for the registration of an early childhood qualification with the Australian Children Education and Care Quality Authority (ACECQA) specify what the curriculum of an early childhood course must include. This unit contributes unit content related to early childhood pedagogies and education and curriculum studies. Additionally, this unit contributes knowledge/skills that link to the AITSL (Graduate Level) standards.














Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
---	--	--	--	--	--

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Communication					
2 - Problem Solving					
3 - Critical Thinking					
4 - Information Literacy					
5 - Team Work					
6 - Information Technology Competence					
7 - Cross Cultural Competence					
8 - Ethical practice					
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Portfolio - 50%										
2 - Written Assessment - 50%										

Textbooks and Resources

Textbooks

EDEC11027

Prescribed

Playful teaching and learning

(2017)

Authors: Walsh, G., McMillan, D. & McGuinness, C. (eds)

Sage Publications Ltd

Melbourne , Victoria , Australia

ISBN: 978-1-4739-4881-5

Binding: Paperback

Additional Textbook Information

This textbook will be a useful addition to your professional library and will be referred to during this unit of study.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Kathryn Murray Unit Coordinator

k.murray2@cqu.edu.au

Schedule

Week 1 Valuing childhood, pedagogy and curriculum - 06 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Valuing Childhood.

1A What is our image of children and childhood?

1B What is pedagogy and curriculum?

Textbook:

Walsh, G., McMillan, D. & McGuinness. C. (eds). (2017). Playful teaching and learning. Melbourne: Sage. Chapter 2

Suggested reading:

1. Childhood Care and education: A child perspective paradigm, European Early Childhood Education Research Journal, Vol. 21, No. 4, p. 456-475.
2. Allen, S. & Whalley, M. (2010), Supporting Pedagogy and Practice in Early Years Settings. Exeter, UK: Learning Matters Ltd, Chapter 2.
3. Pound, L. (2011), Influencing Early Childhood Education: Key figures, philosophies and ideas, Berkshire, England, Open University Press.

All references listed for each weekly module may assist you in your assignments.

Week 2 Creating responsive and respectful environments of young children - 13 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Creating Responsive and Respectful Environments of Young Children. 2A The importance of 'place' and nature learning 2B The learning environment as the teacher	Textbook: Walsh, G., McMillan, D. & McGuinness. C. (eds). (2017). Playful teaching and learning. Melbourne: Sage. Chapter 3 and 8. Suggested Reading: 1. Berris, R. & Miller, E. (2011), How Design of the Physical Environment impacts of Early Learning: Educators' and parents' perspectives. Australian Journal of Early Childhood, Vol. 36. 2. Walker, K. (2012). Play Matters: Investigating learning for preschool to grade 2 (2nd ed.) Camberwell, Victoria: ACER Press, Chapter 5. 3. Bernard van Leer, (2008), Childhood Matters: Enhancing a sense of belonging in the early years, No. 111.	

Week 3 Children's playful inquiry - 20 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Children's Playful Inquiry. 3A What is Play? 3B Is play important for learning?	Textbook: Walsh, G., McMillan, D. & McGuinness. C. (eds). (2017). Playful teaching and learning. Melbourne: Sage. Chapter 1, 4 and 7. Suggested Reading: 1. Basler Wisneski, D. & Reifel, S. (2013), A Place of Play in Early Childhood Curriculum. In N. File, J. Mueller, & D. Basler Wisneski, (Eds.), Curriculum in early childhood education: Re-examined, rediscovered, renewed. (pp. 175-187). NY, NY: Routledge. 2. McMonagle, A. (2012), Professional Pedagogy Project: Supporting every child's right to early education, Ireland, Donegal County Childcare Committee (DCCC3 Publishing). 3. Lester, S. & Russell, W. (2010). Children's Right to Play: An examination of the importance of play in the lives of children worldwide. Retrieved from Bernard van Leer Foundation website: http://www.bernardvanleer.org/Childrens-right-to-play-An-examination .	

Week 4 Global perspectives of early childhood pedagogy and curriculum - 27 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Global perspectives of early childhood pedagogy and curriculum.

- 4A What is the importance of curriculum frameworks?
4B How can a global perspective guide our pedagogy?

Textbook:

Walsh, G., McMillan, D. & McGuinness. C. (eds). (2017). Playful teaching and learning. Melbourne: Sage. Chapter 4.

Suggested Reading:

1. Department of Education, Employment and Workplace (DEEWR, (2010), Educators Being, Belonging, Becoming: Educators' Guide to the Early Years Learning Framework.
2. Steiner Education, (2011). Australian Steiner Curriculum Framework, 2011, Kindergarten/Foundation Position Paper.
3. Forest School Canada, (2014). Forest and Nature School in Canada: A head, Hands Approach to Outdoor Learning.

Non teaching week - DUE TO THE INTENSIVE NATURE OF THIS UNIT WE WILL NOT BE OBSERVING THIS BREAK WEEK. - 04 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
This week is a non teaching week but we will be continuing with our studies during this week due to the intensive nature of the unit. This will be week 5 for us.		Portfolio - A Research Inquiry of Place and Play Due: Vacation Week Friday (8 Dec 2017) 11:45 pm AEST

Week 5 Complexities and challenges in early childhood - 11 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
Complexities and challenges in early childhood. 5A What does holistic teaching mean? 5B What does it mean to teach with deliberate intention?	Textbook: Walsh, G., McMillan, D. & McGuinness. C. (eds). (2017). Playful teaching and learning. Melbourne: Sage. Chapter 1. Also Chapters 5, 6, 9, 10 look at methods to teach specific subject areas playfully Suggested Reading: 1. Scotland's Commissioner for Children and Young People, (2014), Children's Right to Play, Culture and Arts. 2. Almon, J. & Miller, E. (2011). The Crisis in Early Childhood. Retrieved from the Alliance for Childhood website: http://www.allianceforchildren.org/sites/allianceforchildhood.org/files/files/crisis-in-early-ed.pdf 3. Sims. M. (2014). Is the Care-Education Dichotomy Behind Us? Should it Be? Australasia Journal of Early Childhood, Vol. 39, No. 4.	

Week 6 Professional pedagogy in early childhood - 18 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
Professional pedagogy in early childhood. 6A What is the future of early childhood? 6B How can we 'future proof' the pedagogy of play?	Textbook: Walsh, G., McMillan, D. & McGuinness. C. (eds). (2017). Playful teaching and learning. Melbourne: Sage. Chapter 11, 12 and 13. Suggested Reading: 1. Barnes, S. (2012). Making Sense of Intentional Teaching: Children's Services Central. retrieved from: http://www.cscentral.org.au/Resources/intentional-teaching-web.pdf 2. Leggett, N. & Ford, M. (2013). A Fine Balance: Understanding the roles of educators and children's play as intentional teachers and intentional learners within the Early Years Learning Framework. Australasia Journal of Early Childhood, Vol. 38, No. 4. 3. Community Child Care Victoria, (2011). Collaborating with Children for Effective Programming: Self-guided learning package.	

Week 7 - 01 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

week 8 - 08 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

week 9 - 15 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

week 10 - 22 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

week 11 - 29 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

week 12 - 05 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Review - 12 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

exam - 19 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Assessment Tasks

1 Portfolio - A Research Inquiry of Place and Play

Assessment Type

Portfolio

Task Description

In this task you are required to use the research methodology of visual ethnography. This requires you to study a learning environment (play space) that is man made, a natural environment or a combination of the two. You will need to identify a Research Question that will direct an inquiry into the use of the learning environment that you have chosen.

Documentation will be collected (for example: photos/images; drawings and sketches; journal entries; film clips; collections of materials or objects or artefacts or signs/symbols at sites; mapping of pathways in spaces) during field-work. The documentation will be analysed to identify possible patterns, themes, paradoxes and issues in relation to the Research Question you have explored. For example, you may choose to focus on a favourite place children like to play; well used places and spaces; poorly used places and spaces; child-friendly space/s; community space/s; beautiful spaces and so on.

The assignment will be presented as a photo essay, a collage of multiple data, poster display or a mix of images and narrative text.

This **visual display** will be accompanied by a **1000-1500 word statement** that describes the context of the issue studied; a clear **research question**/issue explored; the methods used to **collect data**; **interpretations and implications** of the data for curriculum and pedagogy in relation to place/play and the way in which possible **biases and assumptions** and personal experiences influenced the research and your interpretations of the data.

These concepts will be explored during the weekly tutorials of the unit.

Weight 50%

NOTE: This assessment task builds professional knowledge and understanding of pedagogical practice in early years contexts and develops critical reflection on the role of ongoing professional learning in enacting professional roles in diverse early learning settings.. The task can be used as evidence for demonstrating aspects of the Australian Professional Standards for Teachers focus areas 1.2, 2.1, 2.2, 4.1 and 6.2.

Assessment Due Date

Vacation Week Friday (8 Dec 2017) 11:45 pm AEST

This assessment task is due at the end of the non teaching week which will be Week 5 for this intensive unit.

Return Date to Students

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as

necessary to inform students' responses to the next assessment task.

Weighting

50%

Assessment Criteria

Knowledge and understanding of early childhood pedagogies and the importance of play in young children's learning

Application of an inquiry learning framework guided by a clear research question

Documentation of children's learning and pedagogical processes

Critical reflection on implications for teaching, professional roles and sources of professional learning for teachers

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Both on campus and distance students will submit via the moodle site. If a prezi, wix or other is used for the visual documentation then a word document with the relevant link must be submitted via moodle along with the written 1000-1500 word statement.

Learning Outcomes Assessed

- Evaluate the influence of educators' personal assumptions and biases on understanding and interpreting the contexts and consequences of communities and children's socio-economic backgrounds
- Conduct an inquiry into pedagogies of place and play to identify the influence and significance of contexts on teachers' curriculum decision making

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Written Assessment - Reflection on a dilemma using play based pedagogical learning

Assessment Type

Written Assessment

Task Description

Using a case study or media vignette (suggestions will be provided during tutorials), you are required to identify the tensions and dilemmas within the case study or vignette and the principle or belief that is at the centre of the tension (e.g I want to focus on relationships not rules). You are required to identify the issue, relate it to the principles and outcomes of the Early Years Learning Framework (DEEWR, 2009), your preferred pedagogies (teaching practices) that you would use in your own classroom, other guides such as the Rights of the Child and your own teaching philosophy to describe methods that you would use to address the issue/dilemma. You must include research to support your statements. Your management of the complex issue or dilemma in your future classroom must be clearly stated and explained with reference to relationship building between you (as the teacher), children, families, colleagues to relieve and overcome the issue/dilemma.

The identification of the issue and the rationale for the possible and **realistic** solutions should be **1500 words** and include **headings** that indicate the logical structure of your work. If required, the use of tables, diagrams, dot points is acceptable in your presentation of the task.

Weight: 50%

National standards demonstrated: 1.2, 3.6, 3.7, 6.2, 7.1, 7.2

NOTE: This assessment task extends understanding of research-informed practice in early childhood settings. The task includes a focus on evaluation of teaching programs and strategies for engaging with

parents/carers and colleagues to improve teaching practice. The task can be used as evidence for demonstrating aspects of the Australian Professional Standards for Teachers focus areas 1.2, 3.6, 3.7, 6.2, 7.1 and 7.2.

Assessment Due Date

Week 10 Friday (26 Jan 2018) 5:00 pm AEST

This written task is to be submitted through moodle.

Return Date to Students

Exam Week Friday (16 Feb 2018)

Feedback on the final assessment task will be provided following moderation and prior to the date of certification of grades for the term.

Weighting

50%

Assessment Criteria

Knowledge and understanding of interconnections between home, care and school settings

Development of a theorised approach to early childhood pedagogies

Critical reflection on the role of early childhood professionals in supporting learning for children from diverse backgrounds through collegial partnerships

Use of authoritative sources to back claims and provide justification for strategies

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Both on campus and distance students will submit via the moodle site.

Learning Outcomes Assessed

- Articulate a theorised approach to early childhood pedagogy that recognises the importance of play and builds on relationships with children and connectedness to their worlds
- Evaluate the influence of educators' personal assumptions and biases on understanding and interpreting the contexts and consequences of communities and children's socio-economic backgrounds
- Conduct an inquiry into pedagogies of place and play to identify the influence and significance of contexts on teachers' curriculum decision making
- Defend the role of the early childhood professional in making ethical decisions that respect children
- Critically reflect on prevailing notions of curriculum, curriculum frameworks and schooling to identify opportunities for exercising professional judgement in curriculum decision making and pedagogical practices that value children and childhood in and beyond early years settings.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem