



# ABEP230

## The Early Childhood Environment in ATSI Contexts

S2 External 2014

*Institute of Early Childhood*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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X5B

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Credit points

3

Prerequisites

ABEC120 and ABEP130

Corequisites

Co-badged status

Unit description

In this unit students build on their skills and their understanding of children's learning. Students consider factors that influence children within diverse social and physical environments, with particular emphasis on Aboriginal and Torres Strait Islander children and their communities. Strategies that enhance learning and enable young children to develop competence in their relationships in group settings are introduced. This unit includes a series of 5 observation days and a block of 15 teaching days with young children aged 0-2 years or 2-5 years. Focus during the field day teaching period is on enabling students to implement a range of teaching strategies, develop their ability to guide children's behaviour and plan for children's learning based on planning for the individual in the context of the group.

## 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:

Develop an awareness of contemporary theories to observing, planning and implementing learning experiences.

Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.

Recognise the importance of environments and how it influences children's learning

Explore and practice a range of teaching techniques in the professional experience placement.

Begin to recognise behavioural characteristics of children and develop strategies for guiding children's behaviour.

Engage in active, careful and critical reflective practice.

Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Assessment 1</u></a>	30%	16th July, 2014
<a href="#"><u>Assessment 2</u></a>	50%	Tuesday 23rd September, 2014
<a href="#"><u>Assessment 3:</u></a>	20%	Friday 26th September, 2014

### Assessment 1

Due: **16th July, 2014**

Weighting: **30%**

**1000 words + lesson plan**

On successful completion you will be able to:

- Develop an awareness of contemporary theories to observing, planning and implementing learning experiences.
- Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- Begin to recognise behavioural characteristics of children and develop strategies for guiding children's behaviour.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

## Assessment 2

Due: **Tuesday 23rd September, 2014**

Weighting: **50%**

2500 words + part B + folder

On successful completion you will be able to:

- Develop an awareness of contemporary theories to observing, planning and implementing learning experiences.
- Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- Recognise the importance of environments and how it influences children's learning
- Explore and practice a range of teaching techniques in the professional experience placement.
- Engage in active, careful and critical reflective practice.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

## Assessment 3:

Due: **Friday 26th September, 2014**

Weighting: **20%**

1000 words maximum

5% peer review

15% tutor assessment

On successful completion you will be able to:

- Develop an awareness of contemporary theories to observing, planning and implementing learning experiences.
- Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- Recognise the importance of environments and how it influences children's learning
- Explore and practice a range of teaching techniques in the professional experience placement.
- Begin to recognise behavioural characteristics of children and develop strategies for guiding children's behaviour.
- Engage in active, careful and critical reflective practice.

- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

## Delivery and Resources

Two On Campus Block Sessions with 8 three hour tutorials and lectures = 24

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of 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/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

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

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

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

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Develop an awareness of contemporary theories to observing, planning and implementing learning experiences.
- Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- Recognise the importance of environments and how it influences children's learning
- Explore and practice a range of teaching techniques in the professional experience placement.
- Begin to recognise behavioural characteristics of children and develop strategies for guiding children's behaviour.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

#### Assessment tasks

- Assessment 2
- Assessment 3:

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- Develop an awareness of contemporary theories to observing, planning and implementing learning experiences.
- Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- Recognise the importance of environments and how it influences children's learning
- Explore and practice a range of teaching techniques in the professional experience placement.
- Begin to recognise behavioural characteristics of children and develop strategies for guiding children's behaviour.
- Engage in active, careful and critical reflective practice.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

### Assessment task

- Assessment 3:

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Develop an awareness of contemporary theories to observing, planning and implementing learning experiences.
- Explore the Early Years Learning Framework and implement effectively in planning and

programming on professional experience placements.

- Recognise the importance of environments and how it influences children's learning
- Explore and practice a range of teaching techniques in the professional experience placement.
- Begin to recognise behavioural characteristics of children and develop strategies for guiding children's behaviour.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

## **Assessment tasks**

- Assessment 1
- Assessment 2
- Assessment 3:

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- Recognise the importance of environments and how it influences children's learning
- Explore and practice a range of teaching techniques in the professional experience placement.
- Begin to recognise behavioural characteristics of children and develop strategies for guiding children's behaviour.

## **Assessment tasks**

- Assessment 1
- Assessment 2
- Assessment 3:

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and



they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Develop an awareness of contemporary theories to observing, planning and implementing learning experiences.
- Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- Explore and practice a range of teaching techniques in the professional experience placement.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

## **Assessment tasks**

- Assessment 1
- Assessment 3:

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Explore and practice a range of teaching techniques in the professional experience placement.
- Begin to recognise behavioural characteristics of children and develop strategies for guiding children's behaviour.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

## **Assessment task**

- Assessment 3:

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Assessment tasks

- Assessment 2
- Assessment 3: