



# ECED830

## Early Intervention: Theory and Practice

S2 External 2014

*Institute of Early Childhood*

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## General Information

### Unit convenor and teaching staff

Unit Convenor

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### Other Staff

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X5B Music Room Level 2

### Credit points

4

### Prerequisites

ECED602 or ECED819 or (admission to MEChild or MEdLead in Early Childhood or MEd or PGDipEChild or PGCertEChild or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd)

### Corequisites

### Co-badged status

### Unit description

This unit provides students with opportunities to extend their understanding of appropriate responses to the diverse needs of young children in early childhood practice including consideration of personal and social attitudes towards people who experience disability. Students will be able to integrate their knowledge of child developmental processes and early childhood curriculum into a framework focusing on the social and educational development of young children who experience disability or difference, including inclusive approaches to teaching. Both theory and research-based practice will be explored, as well as the needs of families and how these intersect through social policy, service provision, early intervention and inclusive education.

## 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:

On successful completion of this unit, students will be expected to: Have become familiar with the issues of individual rights and equity of access to education for children who experience disability

Link principles of child development to the rationale for early intervention

Have a developing understanding of concepts of disability and impairment and the impact these can have on the lives of children and families

Be able to identify the essential roles of the family in setting priorities for and implementing early intervention for children who experience disability or difference

Have become familiar with appropriate terminology required for sharing information with peers and other professionals and for supporting inclusive early childhood settings

Have developed the ability to research and critically review a range of sources of information in order to maintain up to date and appropriate practice as the field changes and progresses over time

Have developed a clear understanding of inclusion and the role of the early childhood teacher in facilitating inclusive early childhood education.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Assignment 1</u></a>	25%	30th August
<a href="#"><u>Assignment 3</u></a>	20%	25th/26th Oct and 1st Nov
<a href="#"><u>Assignment 4</u></a>	20%	Weekly until 8th November
<a href="#"><u>Assignment 2</u></a>	35%	27th September

### Assignment 1

Due: **30th August**

Weighting: **25%**

Completion of the first two sections of the individual student project.

On successful completion you will be able to:

- On successful completion of this unit, students will be expected to: Have become familiar with the issues of individual rights and equity of access to education for children who

experience disability

- Have become familiar with appropriate terminology required for sharing information with peers and other professionals and for supporting inclusive early childhood settings
- Have developed the ability to research and critically review a range of sources of information in order to maintain up to date and appropriate practice as the field changes and progresses over time
- Have developed a clear understanding of inclusion and the role of the early childhood teacher in facilitating inclusive early childhood education.

## Assignment 3

Due: **25th/26th Oct and 1st Nov**

Weighting: **20%**

Completion of the final component of the student project including leading a seminar discussion and completing a teacher handout.

On successful completion you will be able to:

- On successful completion of this unit, students will be expected to: Have become familiar with the issues of individual rights and equity of access to education for children who experience disability
- Link principles of child development to the rationale for early intervention
- Have become familiar with appropriate terminology required for sharing information with peers and other professionals and for supporting inclusive early childhood settings
- Have developed the ability to research and critically review a range of sources of information in order to maintain up to date and appropriate practice as the field changes and progresses over time

## Assignment 4

Due: **Weekly until 8th November**

Weighting: **20%**

Weekly blog posts and peer discussion throughout the semester

On successful completion you will be able to:

- On successful completion of this unit, students will be expected to: Have become familiar with the issues of individual rights and equity of access to education for children who experience disability
- Link principles of child development to the rationale for early intervention
- Have a developing understanding of concepts of disability and impairment and the

impact these can have on the lives of children and families

- Be able to identify the essential roles of the family in setting priorities for and implementing early intervention for children who experience disability or difference
- Have become familiar with appropriate terminology required for sharing information with peers and other professionals and for supporting inclusive early childhood settings
- Have developed the ability to research and critically review a range of sources of information in order to maintain up to date and appropriate practice as the field changes and progresses over time
- Have developed a clear understanding of inclusion and the role of the early childhood teacher in facilitating inclusive early childhood education.

## Assignment 2

Due: **27th September**

Weighting: **35%**

Completion of Part B of the individual student project incorporating analysis of research literature and application to the early childhood context.

On successful completion you will be able to:

- On successful completion of this unit, students will be expected to: Have become familiar with the issues of individual rights and equity of access to education for children who experience disability
- Link principles of child development to the rationale for early intervention
- Have a developing understanding of concepts of disability and impairment and the impact these can have on the lives of children and families
- Be able to identify the essential roles of the family in setting priorities for and implementing early intervention for children who experience disability or difference
- Have become familiar with appropriate terminology required for sharing information with peers and other professionals and for supporting inclusive early childhood settings
- Have developed the ability to research and critically review a range of sources of information in order to maintain up to date and appropriate practice as the field changes and progresses over time
- Have developed a clear understanding of inclusion and the role of the early childhood teacher in facilitating inclusive early childhood education.

## Delivery and Resources

The unit is delivered through a combination of lectures, seminars/on campus sessions, required and recommended readings and the online website. More detailed information regarding the unit

content and requirements is provided through the unit website. It is essential that each student carefully reads the information provided in the unit website at the start of the semester and adheres to all unit requirements as detailed in the unit website.

Due to the requirement to use the online website, students will need to have computer and internet access to complete the unit.

Attendance at seminars/on campus sessions and lecture listening is a compulsory requirement of the unit.

To pass the unit all assessment pieces must be completed and submitted.

The required unit readings are available through e-reserve. A list of additional recommended readings are also provided in the unit website.

The unit website is available at [ilearn.mq.edu.au](http://ilearn.mq.edu.au). You are required to check this website at least once per week.

The workload for the unit requires 12 hours of compulsory study per week (180 hours per semester), including careful reading of the online unit information, weekly lecture listening, seminar (internal) or on campus session (external) attendance, unit readings and completion and submission of all assessment tasks.

Student feedback is valued and encouraged in this unit and informs yearly revisions to the unit.

## **Unit Schedule**

Weekly Lectures: Thursdays (available online)

Internal students: Weekly Seminars (see the university timetable for tutorial times and locations)

External students: Two compulsory on campus sessions (see the online handbook and university timetable for details)

Weekly Readings: See the unit website and e-reserve for weekly required and recommended readings

Weekly blog posts: Please see the unit website for more information

Assessment tasks: Please see details of the assessment tasks in the unit website

## 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

### 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

- On successful completion of this unit, students will be expected to: Have become familiar with the issues of individual rights and equity of access to education for children who experience disability
- Link principles of child development to the rationale for early intervention
- Have a developing understanding of concepts of disability and impairment and the impact these can have on the lives of children and families
- Be able to identify the essential roles of the family in setting priorities for and implementing early intervention for children who experience disability or difference
- Have become familiar with appropriate terminology required for sharing information with peers and other professionals and for supporting inclusive early childhood settings
- Have developed the ability to research and critically review a range of sources of information in order to maintain up to date and appropriate practice as the field changes and progresses over time
- Have developed a clear understanding of inclusion and the role of the early childhood teacher in facilitating inclusive early childhood education.

### Assessment tasks

- Assignment 4
- 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

- On successful completion of this unit, students will be expected to: Have become familiar with the issues of individual rights and equity of access to education for children who experience disability
- Link principles of child development to the rationale for early intervention
- Have a developing understanding of concepts of disability and impairment and the impact these can have on the lives of children and families
- Be able to identify the essential roles of the family in setting priorities for and implementing early intervention for children who experience disability or difference
- Have become familiar with appropriate terminology required for sharing information with peers and other professionals and for supporting inclusive early childhood settings
- Have developed the ability to research and critically review a range of sources of information in order to maintain up to date and appropriate practice as the field changes and progresses over time
- Have developed a clear understanding of inclusion and the role of the early childhood teacher in facilitating inclusive early childhood education.

### Assessment tasks

- Assignment 1
- Assignment 3
- Assignment 4
- 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 outcome

- Have developed the ability to research and critically review a range of sources of information in order to maintain up to date and appropriate practice as the field changes and progresses over time

## Assessment tasks

- Assignment 1
- Assignment 3
- 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 outcome

- Have become familiar with appropriate terminology required for sharing information with peers and other professionals and for supporting inclusive early childhood settings

## Assessment tasks

- Assignment 1
- Assignment 3
- Assignment 4
- 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

- On successful completion of this unit, students will be expected to: Have become familiar with the issues of individual rights and equity of access to education for children who experience disability

- Have a developing understanding of concepts of disability and impairment and the impact these can have on the lives of children and families
- Have developed the ability to research and critically review a range of sources of information in order to maintain up to date and appropriate practice as the field changes and progresses over time

### **Assessment tasks**

- Assignment 3
- Assignment 4
- Assignment 2

## **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**

- Link principles of child development to the rationale for early intervention
- Have become familiar with appropriate terminology required for sharing information with peers and other professionals and for supporting inclusive early childhood settings
- Have developed the ability to research and critically review a range of sources of information in order to maintain up to date and appropriate practice as the field changes and progresses over time
- Have developed a clear understanding of inclusion and the role of the early childhood teacher in facilitating inclusive early childhood education.

### **Assessment tasks**

- Assignment 1
- Assignment 3
- Assignment 4
- Assignment 2