



# ECH 451

## Early Education for Young Children with Disabilities

S2 External 2014

*Institute of Early Childhood*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Kathy Cologon

[kathy.cologon@mq.edu.au](mailto:kathy.cologon@mq.edu.au)

Contact via [kathy.cologon@mq.edu.au](mailto:kathy.cologon@mq.edu.au)

Unit Convenor

Amanda Niland

[Amanda.niland@mq.edu.au](mailto:Amanda.niland@mq.edu.au)

Contact via 9850 9889

X5B room 292 office

by appointment

Credit points

3

Prerequisites

ECH320 or ECH333 or admission to GDipAdvStEc or GDipEarlyChildhood

Corequisites

Co-badged status

Unit description

In this unit students undertake study to develop a deep understanding of the role of the early childhood teacher in responding to diverse groups of children, with specific focus on education for young children who experience disability. The unit provides the opportunity for shared learning with a view to providing a sound basis for working with children, families and professionals within inclusive early childhood and early intervention settings. Theory and practice are considered in relation to planning and program development, implementation and evaluation.

## 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:

Engaged in personal and professional development in order to address important issues

in relation to the education and care of young children with disabilities.

Developed deeper understanding of concepts of disability and impairment and the impact these can have on the lives of children and families.

Developed understanding of the critical importance of working collaboratively with families and a range of professionals in the early education of young children with disabilities.

Developed a deeper understanding of inclusion and the implications for inclusive early childhood education, including the role of the teacher.

Developed greater understanding of the range of methods, including appropriate supports, that can be implemented to facilitate participation, communication and belonging for all young children.

Further developed understanding and knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to problem solving and adapting curriculum.

Developed the ability to continuously research and critically review a range of sources of information in order appropriately and effectively engage in planning, implementing and evaluating early childhood programs for diverse groups of children, including those with disabilities.

Developed understanding of appropriate and respectful language use and the ways in which language shapes and informs understanding of disability.

Further developed approaches to collaborative learning and sharing appropriate to early childhood teachers.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Assignment 3</a>	30%	1st November
<a href="#">Assignment 1</a>	30%	Weekly
<a href="#">Assignment 2</a>	40%	4th October

### Assignment 3

Due: **1st November**

Weighting: **30%**

3 part media assignment

On successful completion you will be able to:

- Engaged in personal and professional development in order to address important issues in relation to the education and care of young children with disabilities.
- Developed deeper understanding of concepts of disability and impairment and the impact these can have on the lives of children and families.
- Developed the ability to continuously research and critically review a range of sources of information in order appropriately and effectively engage in planning, implementing and evaluating early childhood programs for diverse groups of children, including those with disabilities.
- Developed understanding of appropriate and respectful language use and the ways in which language shapes and informs understanding of disability.

## Assignment 1

Due: **Weekly**

Weighting: **30%**

Weekly reflective journal

On successful completion you will be able to:

- Engaged in personal and professional development in order to address important issues in relation to the education and care of young children with disabilities.
- Developed deeper understanding of concepts of disability and impairment and the impact these can have on the lives of children and families.
- Developed understanding of the critical importance of working collaboratively with families and a range of professionals in the early education of young children with disabilities.
- Developed a deeper understanding of inclusion and the implications for inclusive early childhood education, including the role of the teacher.
- Developed greater understanding of the range of methods, including appropriate supports, that can be implemented to facilitate participation, communication and belonging for all young children.
- Further developed understanding and knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to problem solving and adapting curriculum.
- Developed understanding of appropriate and respectful language use and the ways in which language shapes and informs understanding of disability.

## Assignment 2

Due: **4th October**

Weighting: **40%**

Develop a 7 part resource kit to assist young children who experience disability and their families and teachers

On successful completion you will be able to:

- Engaged in personal and professional development in order to address important issues in relation to the education and care of young children with disabilities.
- Developed understanding of the critical importance of working collaboratively with families and a range of professionals in the early education of young children with disabilities.
- Developed a deeper understanding of inclusion and the implications for inclusive early childhood education, including the role of the teacher.
- Developed greater understanding of the range of methods, including appropriate supports, that can be implemented to facilitate participation, communication and belonging for all young children.
- Further developed understanding and knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to problem solving and adapting curriculum.
- Developed the ability to continuously research and critically review a range of sources of information in order appropriately and effectively engage in planning, implementing and evaluating early childhood programs for diverse groups of children, including those with disabilities.
- Developed understanding of appropriate and respectful language use and the ways in which language shapes and informs understanding of disability.
- Further developed approaches to collaborative learning and sharing appropriate to early childhood teachers.

## Delivery and Resources

The unit is delivered through a combination of lectures, tutorials/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 tutorials/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 9 hours of compulsory study per week (135 hours per semester), including careful reading of the online unit information, weekly lecture listening, tutorial (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: Wednesday 10-11am (available online for external students)

**Internal students:** Weekly Tutorials (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 Reflections: 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/p](http://www.mq.edu.au/policy/docs/disruption_studies/p)

[olicy.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**

- Engaged in personal and professional development in order to address important issues in relation to the education and care of young children with disabilities.
- Developed understanding of the critical importance of working collaboratively with families and a range of professionals in the early education of young children with disabilities.
- Developed a deeper understanding of inclusion and the implications for inclusive early childhood education, including the role of the teacher.
- Further developed understanding and knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to problem solving and adapting curriculum.
- Developed the ability to continuously research and critically review a range of sources of information in order appropriately and effectively engage in planning, implementing and evaluating early childhood programs for diverse groups of children, including those with disabilities.
- Developed understanding of appropriate and respectful language use and the ways in which language shapes and informs understanding of disability.
- Further developed approaches to collaborative learning and sharing appropriate to early childhood teachers.

## **Assessment task**

- Assignment 2

## **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**

- Engaged in personal and professional development in order to address important issues in relation to the education and care of young children with disabilities.



- Developed deeper understanding of concepts of disability and impairment and the impact these can have on the lives of children and families.
- Developed understanding of the critical importance of working collaboratively with families and a range of professionals in the early education of young children with disabilities.
- Developed a deeper understanding of inclusion and the implications for inclusive early childhood education, including the role of the teacher.
- Developed greater understanding of the range of methods, including appropriate supports, that can be implemented to facilitate participation, communication and belonging for all young children.
- Further developed understanding and knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to problem solving and adapting curriculum.
- Developed the ability to continuously research and critically review a range of sources of information in order appropriately and effectively engage in planning, implementing and evaluating early childhood programs for diverse groups of children, including those with disabilities.
- Developed understanding of appropriate and respectful language use and the ways in which language shapes and informs understanding of disability.
- Further developed approaches to collaborative learning and sharing appropriate to early childhood teachers.

## **Assessment tasks**

- Assignment 3
- Assignment 1
- Assignment 2

## **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**

- Engaged in personal and professional development in order to address important issues in relation to the education and care of young children with disabilities.

- Developed deeper understanding of concepts of disability and impairment and the impact these can have on the lives of children and families.
- Developed understanding of the critical importance of working collaboratively with families and a range of professionals in the early education of young children with disabilities.
- Developed a deeper understanding of inclusion and the implications for inclusive early childhood education, including the role of the teacher.
- Developed the ability to continuously research and critically review a range of sources of information in order appropriately and effectively engage in planning, implementing and evaluating early childhood programs for diverse groups of children, including those with disabilities.

## **Assessment tasks**

- Assignment 3
- Assignment 1
- Assignment 2

## **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**

- Engaged in personal and professional development in order to address important issues in relation to the education and care of young children with disabilities.
- Developed understanding of the critical importance of working collaboratively with families and a range of professionals in the early education of young children with disabilities.
- Developed a deeper understanding of inclusion and the implications for inclusive early childhood education, including the role of the teacher.
- Developed greater understanding of the range of methods, including appropriate supports, that can be implemented to facilitate participation, communication and belonging for all young children.
- Further developed understanding and knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative

approaches to problem solving and adapting curriculum.

- Developed the ability to continuously research and critically review a range of sources of information in order appropriately and effectively engage in planning, implementing and evaluating early childhood programs for diverse groups of children, including those with disabilities.
- Further developed approaches to collaborative learning and sharing appropriate to early childhood teachers.

## **Assessment task**

- Assignment 2

## **Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## **Learning outcomes**

- Engaged in personal and professional development in order to address important issues in relation to the education and care of young children with disabilities.
- Developed greater understanding of the range of methods, including appropriate supports, that can be implemented to facilitate participation, communication and belonging for all young children.
- Further developed understanding and knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to problem solving and adapting curriculum.
- Developed the ability to continuously research and critically review a range of sources of information in order appropriately and effectively engage in planning, implementing and evaluating early childhood programs for diverse groups of children, including those with disabilities.

## **Assessment tasks**

- Assignment 3
- Assignment 2

## **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**

- Engaged in personal and professional development in order to address important issues in relation to the education and care of young children with disabilities.
- Developed understanding of the critical importance of working collaboratively with families and a range of professionals in the early education of young children with disabilities.
- Developed understanding of appropriate and respectful language use and the ways in which language shapes and informs understanding of disability.
- Further developed approaches to collaborative learning and sharing appropriate to early childhood teachers.

## **Assessment tasks**

- Assignment 3
- Assignment 1
- Assignment 2

## **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:

## **Learning outcomes**

- Engaged in personal and professional development in order to address important issues in relation to the education and care of young children with disabilities.
- Developed deeper understanding of concepts of disability and impairment and the impact these can have on the lives of children and families.
- Developed greater understanding of the range of methods, including appropriate supports, that can be implemented to facilitate participation, communication and belonging for all young children.

## **Assessment tasks**

- Assignment 3
- Assignment 1
- Assignment 2

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### **Learning outcome**

- Developed deeper understanding of concepts of disability and impairment and the impact these can have on the lives of children and families.

### **Assessment task**

- Assignment 2