



# ECH 333

## Inclusive Education

S1 External 2015

*Institute of Early Childhood*

### Contents

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|   |    |
|---|----|
| <a href="#"><u>General Information</u></a>              | 2  |
| <a href="#"><u>Learning Outcomes</u></a>                | 3  |
| <a href="#"><u>General Assessment Information</u></a>   | 3  |
| <a href="#"><u>Assessment Tasks</u></a>                 | 6  |
| <a href="#"><u>Delivery and Resources</u></a>           | 9  |
| <a href="#"><u>Unit Schedule</u></a>                    | 11 |
| <a href="#"><u>Learning and Teaching Activities</u></a> | 11 |
| <a href="#"><u>Policies and Procedures</u></a>          | 11 |
| <a href="#"><u>Graduate Capabilities</u></a>            | 13 |
| <a href="#"><u>Changes from Previous Offering</u></a>   | 18 |

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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)

Room 268, Building X5B

co-convenor

Amanda Niland

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

### Credit points

3

### Prerequisites

39cp including [(ECH218 or ECH228) or (ECH216 and admission to BTeach(0-5)) or admission to BTeach(ECS)]

### Corequisites

### Co-badged status

### Unit description

In this unit notions of 'difference' and 'disability' are explored in the context of the provision of inclusive early years education and care. Students integrate their growing knowledge of developmental processes and early childhood pedagogy into a framework focusing on the education of diverse groups of young children. A primary emphasis is working with children who experience disability and their families. During the unit, students learn about inclusive education and features of inclusive environments and communities, consider theoretical models of disability, explore processes of labelling, acquire understanding of appropriate terminology and language and develop their knowledge of practical approaches to inclusive early childhood education and care. Students are supported in developing understanding of sensory development and maximising social interaction and learning, multiple approaches to communication and quality provision of social inclusion. Representation and constructions of disability in popular culture are discussed. The roles of early years professionals in understanding and responding to challenging behaviour, and planning for extension and enrichment in the early years is examined. The implications of theory and practice for engagement in critically reflective practice, with a view to moving beyond rhetoric towards genuinely inclusive education are considered.

## 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:

1. Explore social and contextual construction of difference and disability and reflect on experiences and relationships with others
2. Become familiar with individual rights and the importance of equitable access to education for children who experience disability
3. Identify the essential roles of the family in the education of their children
4. Develop understanding of parent perspectives relating to collection, recording and sharing of information
5. Examine research based instructional approaches, strategies and planning systems in inclusive settings and develop knowledge and understanding of planning, monitoring and evaluation processes to effectively engage in problem solving and work collaboratively to provide appropriate opportunities for young children and their families
6. Identify practical and theoretical issues involved in inclusive education
7. Understand the relevance of considering the perspectives of children who experience disability and the importance of effective collaboration in relation to pedagogical approaches, educational outcomes, terminology and material used in early childhood
8. Develop knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to adapting curriculum and approaches
9. Understand how challenging behaviour develops and the role of the teacher in developing a positive emotional climate to support positive behaviour, with particular consideration of children labelled with emotional and behavioural disorders
10. Explore the role of the teacher in relation to the education of children who experience difference and disability, with particular emphasis on developing an understanding of inclusive education and reflective consideration of the impact of beliefs and attitudes on practice

## General Assessment Information

Please see the iLearn website for this unit for full assessment details, including marking criteria and assignment lengths and components.

Successful completion of all assessment pieces, with a total mark of 50 or above, is required to pass the unit.

All written assessment in this unit is to be submitted online via iLearn.

**Late submission of assignments will result in a deduction of 5% (of the value of the assignment) per day (including weekends). (See below for further details.)**

**Extensions:** Students who experience serious and unavoidable disruption need to lodge a Disruption to Studies notification via [ask.mq.edu.au](mailto:ask.mq.edu.au) and have it approved by the Faculty before the unit convenor can grant an extension. Disruption to Studies notifications must be lodged within 5 days of the commencement of the disruption and be supported by appropriate documentation. If the disruption is medical in nature, you must provide an official Macquarie University Professional Authority Form completed by a registered medical practitioner.

For information on **how to lodge a Disruption notification**, please see: [http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)

The full **University Disruption to Studies Policy** is found at:

[http://mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://mq.edu.au/policy/docs/disruption_studies/policy.html)

If you need any assistance with lodging a Disruption to Studies notification, you can contact Campus Wellbeing on 9850 7497 or via [campuswellbeing@mq.edu.au](mailto:campuswellbeing@mq.edu.au)

Please see <http://www.mq.edu.au/policy/category.html#t> for information on the University's Learning and Teaching policies.

**Please note:**

- You must keep a copy of all of your assignments.
- Failing assignments will be double marked.
- There are no resubmissions in this unit.
- You are required to comply with the Macquarie University academic honesty policy. Please read the policy before completing your assignments: [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html). If you have problems interpreting the academic honesty policy, please contact your tutor **before** submitting the assignment.
- You are required to keep a record of your assignment submission receipt as evidence of on time submission

## IEC Assessment Presentation & Submission Guidelines

### **Please follow these guidelines when you submit each assignment:**

- All assessments must be submitted through turnitin in .doc or .pdf format for submission.
- Faculty assignment cover sheets are NOT required for this unit.

### **Draft Submissions & Turnitin Originality Reports**

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Only one Originality Report is generated every 24 hours up to the due date.

### **When preparing your assignments, it is essential that:**

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details);
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

### **Late Assessments:**

A deduction of 5% of the total possible mark allocated for that assessment would be made for each day or part day that assessment is late, weekends counting as two days. For example, if an assessment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks) subtracted from your awarded mark.

### **Extensions:**

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assessment due date. Reasons for the extension need to be documented through the [Disruption to Studies](#) form accessible through [ask.mq.edu.au](https://ask.mq.edu.au) under "Disruption" and supported (e.g., a [Professional Authority Form must be used](#) in the case of illness). Note that:

- Students **MUST** speak with the unit coordinator **prior to submitting their request through <https://ask.mq.edu.au>**
- Extensions will only be granted in receipt of the completed form submitted through [ask.mq.edu.au](https://ask.mq.edu.au) plus documentation.
- Emails are not appropriate means of extension requests.
- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension.
- In the case of computer malfunction, a draft of your assignment may be requested. Please ensure that you print out a draft regularly, so that it is available for submission on request.
- Extensions are usually not granted on the due date.

### Referencing:

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Institute of Early Childhood, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in **Perrin (2015)** and in the **IEC Referencing Guide** on iLearn. All students will need to download this guide and use it as they prepare their assignment.

*Highly recommended text*

Perrin, R. (2015). *Pocket guide to APA style* (5<sup>th</sup> ed.). Wadsworth: Cengage Learning.

## Assessment Tasks

| Name  | Weighting | Due        |
|---|-----------|------------|
| <a href="#">1. Weekly written assessment</a>    | 30%       | Weekly     |
| <a href="#">2. Critical review task</a>         | 20%       | 14th April |
| <a href="#">3. Literature review</a>            | 30%       | 3rd May    |
| <a href="#">4. Research Information Handout</a> | 20%       | 7th June   |

# 1. Weekly written assessment

Due: **Weekly**

Weighting: **30%**

Critical reflection task requiring weekly consideration of the implications of learning in lectures and readings for inclusive education practice.

On successful completion you will be able to:

- 1. Explore social and contextual construction of difference and disability and reflect on experiences and relationships with others
- 2. Become familiar with individual rights and the importance of equitable access to education for children who experience disability
- 3. Identify the essential roles of the family in the education of their children
- 4. Develop understanding of parent perspectives relating to collection, recording and sharing of information
- 5. Examine research based instructional approaches, strategies and planning systems in inclusive settings and develop knowledge and understanding of planning, monitoring and evaluation processes to effectively engage in problem solving and work collaboratively to provide appropriate opportunities for young children and their families
- 6. Identify practical and theoretical issues involved in inclusive education
- 7. Understand the relevance of considering the perspectives of children who experience disability and the importance of effective collaboration in relation to pedagogical approaches, educational outcomes, terminology and material used in early childhood
- 8. Develop knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to adapting curriculum and approaches
- 9. Understand how challenging behaviour develops and the role of the teacher in developing a positive emotional climate to support positive behaviour, with particular consideration of children labelled with emotional and behavioural disorders
- 10. Explore the role of the teacher in relation to the education of children who experience difference and disability, with particular emphasis on developing an understanding of inclusive education and reflective consideration of the impact of beliefs and attitudes on practice

# 2. Critical review task

Due: **14th April**

Weighting: **20%**

Critical review of literacy materials for children from an inclusive education perspective.

On successful completion you will be able to:

- 1. Explore social and contextual construction of difference and disability and reflect on experiences and relationships with others
- 2. Become familiar with individual rights and the importance of equitable access to education for children who experience disability
- 3. Identify the essential roles of the family in the education of their children
- 6. Identify practical and theoretical issues involved in inclusive education
- 7. Understand the relevance of considering the perspectives of children who experience disability and the importance of effective collaboration in relation to pedagogical approaches, educational outcomes, terminology and material used in early childhood
- 10. Explore the role of the teacher in relation to the education of children who experience difference and disability, with particular emphasis on developing an understanding of inclusive education and reflective consideration of the impact of beliefs and attitudes on practice

### 3. Literature review

Due: **3rd May**

Weighting: **30%**

Review of literature on specific aspects of inclusive education.

On successful completion you will be able to:

- 2. Become familiar with individual rights and the importance of equitable access to education for children who experience disability
- 3. Identify the essential roles of the family in the education of their children
- 5. Examine research based instructional approaches, strategies and planning systems in inclusive settings and develop knowledge and understanding of planning, monitoring and evaluation processes to effectively engage in problem solving and work collaboratively to provide appropriate opportunities for young children and their families
- 6. Identify practical and theoretical issues involved in inclusive education
- 7. Understand the relevance of considering the perspectives of children who experience disability and the importance of effective collaboration in relation to pedagogical approaches, educational outcomes, terminology and material used in early childhood
- 8. Develop knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to adapting



curriculum and approaches

- 9. Understand how challenging behaviour develops and the role of the teacher in developing a positive emotional climate to support positive behaviour, with particular consideration of children labelled with emotional and behavioural disorders
- 10. Explore the role of the teacher in relation to the education of children who experience difference and disability, with particular emphasis on developing an understanding of inclusive education and reflective consideration of the impact of beliefs and attitudes on practice

## 4. Research Information Handout

Due: **7th June**

Weighting: **20%**

Applied practice task exploring key elements of inclusive education learned through engaging with the unit content and extending further to demonstrate the ability to identify, analyse and apply research findings to assist in the implementation of practical approaches to inclusive education

On successful completion you will be able to:

- 5. Examine research based instructional approaches, strategies and planning systems in inclusive settings and develop knowledge and understanding of planning, monitoring and evaluation processes to effectively engage in problem solving and work collaboratively to provide appropriate opportunities for young children and their families
- 6. Identify practical and theoretical issues involved in inclusive education
- 8. Develop knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to adapting curriculum and approaches
- 10. Explore the role of the teacher in relation to the education of children who experience difference and disability, with particular emphasis on developing an understanding of inclusive education and reflective consideration of the impact of beliefs and attitudes on practice

## Delivery and Resources

**ECH333 Inclusive Education**

Institute of Early Childhood

Faculty of Human Sciences

**Unit description:** In this unit notions of 'difference' and 'disability' are explored in the context of the provision of inclusive early years education and care. Pre-service teachers integrate their

growing pedagogical knowledge into a framework focusing on the education of diverse groups of young children. A primary emphasis is working with children who experience disability and their families. During the unit, pre-service teachers learn about inclusive education and features of inclusive environments and communities, consider theoretical models of disability, explore processes of labelling, acquire understanding of appropriate terminology and language, and develop their knowledge of practical approaches to education. Unit content includes consideration of children's rights, legislation and policy, the Early Years Learning Framework and the Australian Curriculum, family perspectives, cultural perspectives and the global context of inclusive education, Aboriginal identities, and implications of theories and constructions of gender. Emphasis is placed on family centred practice, inter-professional collaboration, and planning and assessment processes. The role of early years professionals in inclusive approaches to transitions in everyday contexts, as well as in response to disruption including emergency and disaster, trauma, displacement and hospitalisation is explored. Pre-service teachers are supported in developing understanding of sensory development and maximising social interaction and learning, multiple approaches to communication and quality provision of social inclusion. Representation and constructions of disability in popular culture are discussed. The roles of early years professionals in understanding and responding to challenging behaviour, and planning for extension and enrichment in the early years is examined. The implications of theory and practice for engagement in critically reflective practice, with a view to moving beyond rhetoric towards genuinely inclusive education, are considered.

- ECH333 is a 3 credit point unit.
- Computer and internet access are required for completing this unit, including for streaming or downloading lectures.

The core teaching methods in this unit are the weekly lectures, readings and tutorials/on campus sessions. Informal discussions taking place on the unit website are also an important source of learning in this unit.

- Students are required to listen to all Lectures and attend all tutorials (internal) or all of both on campus days (external) in order to pass the unit. It is important to be up to date with the lectures before attending tutorials/on campus sessions.
- Additionally, attendance and participation during classes is required for some of the assessment components. If you are unable to attend tutorials or on campus sessions due to serious and unavoidable disruption (such as sudden ill health or other unavoidable matters), you will need to lodge a disruption to studies notification (see [http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)) within 5 days.
- Material presented in the lecture sequence is complex. In order to maximise the benefits from the lectures, it is recommended that you conduct regular lecture revision, which includes taking notes based on your interpretation of lecture content and required readings.
- Completion of all assessment components (all parts of all assignments), with a total mark

of 50/100 or above, is required to pass this unit.

The textbook for this unit is:

Cologon, K. (Ed.) (2014). *Inclusive education in the early years: Right from the start*. South Melbourne: Oxford University Press.

Additional readings are listed in the lecture schedule and are available online (see the iLearn website for details).

## Unit Schedule

Please see the iLearn website for this unit for a complete schedule of weekly activities, including weekly lectures, readings, tutorials/on campus sessions and assignments.

For timetable information (including tutorial and on campus session times), please see the university timetable at: <https://timetables.mq.edu.au/2015/>

## Learning and Teaching Activities

### Lectures

Weekly lectures

### Face to face classes

tutorials (internal students) or on campus days (external students)

### Readings

Textbook and online readings

### Assessment

See assessment descriptions

### Online participation

Online participation via iLearn

## 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/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## 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

### 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

- 5. Examine research based instructional approaches, strategies and planning systems in inclusive settings and develop knowledge and understanding of planning, monitoring and evaluation processes to effectively engage in problem solving and work collaboratively to provide appropriate opportunities for young children and their families
- 8. Develop knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to adapting curriculum and approaches
- 9. Understand how challenging behaviour develops and the role of the teacher in developing a positive emotional climate to support positive behaviour, with particular consideration of children labelled with emotional and behavioural disorders

#### Assessment task

- 4. Research Information Handout

### 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

- 3. Identify the essential roles of the family in the education of their children
- 4. Develop understanding of parent perspectives relating to collection, recording and sharing of information
- 5. Examine research based instructional approaches, strategies and planning systems in inclusive settings and develop knowledge and understanding of planning, monitoring and evaluation processes to effectively engage in problem solving and work collaboratively to

- provide appropriate opportunities for young children and their families
- 7. Understand the relevance of considering the perspectives of children who experience disability and the importance of effective collaboration in relation to pedagogical approaches, educational outcomes, terminology and material used in early childhood
  - 8. Develop knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to adapting curriculum and approaches
  - 9. Understand how challenging behaviour develops and the role of the teacher in developing a positive emotional climate to support positive behaviour, with particular consideration of children labelled with emotional and behavioural disorders
  - 10. Explore the role of the teacher in relation to the education of children who experience difference and disability, with particular emphasis on developing an understanding of inclusive education and reflective consideration of the impact of beliefs and attitudes on practice

## **Assessment tasks**

- 1. Weekly written assessment
- 2. Critical review task
- 4. Research Information Handout

## **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:

### **Assessment task**

- 1. Weekly written assessment

## **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

- 1. Explore social and contextual construction of difference and disability and reflect on experiences and relationships with others
- 2. Become familiar with individual rights and the importance of equitable access to education for children who experience disability
- 3. Identify the essential roles of the family in the education of their children
- 4. Develop understanding of parent perspectives relating to collection, recording and sharing of information
- 5. Examine research based instructional approaches, strategies and planning systems in inclusive settings and develop knowledge and understanding of planning, monitoring and evaluation processes to effectively engage in problem solving and work collaboratively to provide appropriate opportunities for young children and their families
- 6. Identify practical and theoretical issues involved in inclusive education
- 7. Understand the relevance of considering the perspectives of children who experience disability and the importance of effective collaboration in relation to pedagogical approaches, educational outcomes, terminology and material used in early childhood
- 8. Develop knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to adapting curriculum and approaches
- 10. Explore the role of the teacher in relation to the education of children who experience difference and disability, with particular emphasis on developing an understanding of inclusive education and reflective consideration of the impact of beliefs and attitudes on practice

## Assessment tasks

- 1. Weekly written assessment
- 2. Critical review task
- 3. Literature review
- 4. Research Information Handout

## 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

- 1. Explore social and contextual construction of difference and disability and reflect on experiences and relationships with others
- 5. Examine research based instructional approaches, strategies and planning systems in inclusive settings and develop knowledge and understanding of planning, monitoring and evaluation processes to effectively engage in problem solving and work collaboratively to provide appropriate opportunities for young children and their families
- 7. Understand the relevance of considering the perspectives of children who experience disability and the importance of effective collaboration in relation to pedagogical approaches, educational outcomes, terminology and material used in early childhood
- 8. Develop knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to adapting curriculum and approaches

## Assessment tasks

- 1. Weekly written assessment
- 2. Critical review task
- 3. Literature review
- 4. Research Information Handout

## 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

- 5. Examine research based instructional approaches, strategies and planning systems in inclusive settings and develop knowledge and understanding of planning, monitoring and evaluation processes to effectively engage in problem solving and work collaboratively to provide appropriate opportunities for young children and their families
- 6. Identify practical and theoretical issues involved in inclusive education
- 7. Understand the relevance of considering the perspectives of children who experience disability and the importance of effective collaboration in relation to pedagogical



approaches, educational outcomes, terminology and material used in early childhood

- 9. Understand how challenging behaviour develops and the role of the teacher in developing a positive emotional climate to support positive behaviour, with particular consideration of children labelled with emotional and behavioural disorders

## **Assessment tasks**

- 3. Literature review
- 4. Research Information Handout

## **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**

- 4. Develop understanding of parent perspectives relating to collection, recording and sharing of information
- 5. Examine research based instructional approaches, strategies and planning systems in inclusive settings and develop knowledge and understanding of planning, monitoring and evaluation processes to effectively engage in problem solving and work collaboratively to provide appropriate opportunities for young children and their families
- 7. Understand the relevance of considering the perspectives of children who experience disability and the importance of effective collaboration in relation to pedagogical approaches, educational outcomes, terminology and material used in early childhood

## **Assessment tasks**

- 1. Weekly written assessment
- 2. Critical review task
- 3. Literature review
- 4. Research Information Handout

## **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**

- 2. Become familiar with individual rights and the importance of equitable access to education for children who experience disability
- 10. Explore the role of the teacher in relation to the education of children who experience difference and disability, with particular emphasis on developing an understanding of inclusive education and reflective consideration of the impact of beliefs and attitudes on practice

## **Assessment task**

- 1. Weekly written assessment

## **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 outcomes**

- 2. Become familiar with individual rights and the importance of equitable access to education for children who experience disability
- 10. Explore the role of the teacher in relation to the education of children who experience difference and disability, with particular emphasis on developing an understanding of inclusive education and reflective consideration of the impact of beliefs and attitudes on practice

## **Assessment tasks**

- 1. Weekly written assessment
- 2. Critical review task

## **Changes from Previous Offering**

In this unit student feedback is highly valued. Each semester staff reflect on the semester experience and student feedback and make appropriate amendments based on this reflection and on new research and changes to policy and practice relevant to inclusive education.