ECED602

Early Childhood Development

S1 Day 2016

Institute of Early Childhood

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor
Helen Little
helen.little@mq.edu.au
Contact via 98509875
X5B364
Monday 11am-1pm or by appointment

Credit points
4

Prerequisites
Admission to MTeach(Birth to Five Years) or GradCertEChild

Corequisites

Co-badged status

Unit description
This unit examines major theories and current issues in child development and the application of developmental theory to educational practice. It provides students with an understanding of how theory and cultural assumptions influence practice and how to recognise the implications of theory and research for teaching. The initial part of the unit is concerned with theories of development and the middle to latter sections deal with domains of development and areas of specific interest in child development for the early childhood years.

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:

Acquire an understanding of the many and varying influences important to the development of a child.

Develop an appreciation of the whole child through exploring the links between different dimensions of child growth and development.

Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.

Demonstrate awareness and respect for cultural, historical and contextual influences on child.

Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

General Assessment Information

PLEASE REFER TO INFORMATION ON iLEARN FOR FULL DETAILS OF ASSESSMENT TASKS AND MARKING CRITERIA

All assignments in this unit are submitted online through the unit website.

<u>IEC Assessment Presentation & Submission Guidelines</u>

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through turnitin in .doc or .pdf format for submission.
- It is the onus of the student to ensure that all assessments are successfully submitted through turnitin.
- Faculty assignment cover sheets are <u>NOT</u> 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.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

When preparing your assignments, it is essential that you note that:

- Assignment marks will be deducted if you submit your assignment late (refer to the 'late assignments' section below for more details);
- Unless there are exceptional circumstances, no assignment will be accepted after the date that the assignment has been returned to other students.

- All failing assignments will be double marked when the failure is due to unsatisfactory content. Failures that are the result of deductions for lateness or loss of marks for referencing, presentation, or plagiarism may not be double-marked;

IEC Academic Honesty Guidelines:

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 Academic Honesty Handbook**.

The following guide can be purchased from the Co-op Bookshop. This is a required text:

Perrin, R. (2015). Pocket guide to APA style (5th ed.). Stamford, CT: Cengage Learning

Late Assignments:

A deduction of 5% per day will be made for each day or part day that an assignment is late, weekends counting as two days.

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 under "Disruption" and supported (e.g., a Professional Authority Form must be used in the case of illness).

It is expected that you will commence working on your learning activities at the beginning of semester. If you have had a brief illness or adverse event, the unit coordinator will request that you submit all work completed prior to the interruption in your study. If it appears that you have not completed a substantial component of the work, it is unlikely that your extension will be granted. Demonstration of work completed should be done by sending an email to the unit convenor with a word file of completed work attached or the content of your document pasted into the email.

The Disruption to Studies Notification must be completed by the student and submitted online through www.ask.mq.edu.au. Refer to the Disruptions to Studies procedures: http://studentadmin.mq.edu.au/disruption%20to%20studies.html

Note that:

- **All extension requests must be made through ask.mq.edu.au**
- Please notify the unit coordinator of your intention to request an extension (via Dialogue in iLearn)
- Extension will only be granted on receipt of the completed form submitted through 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 malfunctions, 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. (As Learning Activities are completed as discussion forum posts you are advised to draft your responses in a word document first so that you have another copy should you experience computer malfunctions or technical issues with accessing iLearn

- Extensions are usually not granted on the due date.

University Disruption to Studies Policy

The University recognises that students may experience disruptions that adversely affect their academic performance in assessment activities. Support Services are provided by the University to assist students through their studies. Whilst advice and recommendations may be made to a student, it is ultimately the student's responsibility to access these services as appropriate.

The Disruption to Studies Policy applies only to serious and unavoidable disruptions that arise after a study period has commenced. The full Disruption to Studies Policy can be found at htt p://mq.edu.au/policy/docs/disruption_studies/policy.html

Serious and Unavoidable Disruption: The University classifies a disruption as **serious and unavoidable** if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and

- was beyond the student's control; and

- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and

- occurred during an event critical study period and was at least three (3) consecutive days duration, and / or

- prevented completion of a final examination.

Work Awarded a Fail

All assessments awarded a fail will be double marked, or double checked in the case of multiple choice items. There are no resubmissions in this unit.

Eligibility for a Passing Grade

In order to receive a passing grade in this unit, you must meet the following criteria:

- Receive an adequate total mark for the unit (i.e. your combined marks for the two quizzes, the two learning activities and PeerWise tasks).
- Have made a serious attempt at passing all pieces of work in order to pass the unit.
- In order to receive a grade of *Pass*, your total mark must be at least 50/100.

Note: If you miss one piece of work, you will fail the unit. It is not the responsibility of unit staff to contact students who have failed to submit assignments or have missed a quiz. **If you have any missing items of assessment, it is your responsibility to make contact with the unit coordinator** to determine whether it is possible to complete the unit in 2016.

The final grade a student receives signifies their overall performance in meeting the learning outcomes for the unit. The number assigned to a grade (Standard Numerical Grade or SNG) reflects the extent to which student attainment matches the grade descriptors.

Your raw mark for the unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. *Results may be scaled to ensure there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. The process of scaling does not change the order of marks among students. A student who receives a higher raw score mark than another will also receive a higher final scaled mark.*

Assessment Tasks

Name	Weighting	Due
Learning Activity 1 - Theories	20%	18 March
PeerWise Task 1	5%	5 April
Quiz 1	15%	7 April
Learning Activity 2	40%	20 May
PeerWise Task 2	5%	3 June
Quiz 2	15%	9 June

Learning Activity 1 - Theories

Due: **18 March**
Weighting: **20%**

"Key Understandings of Two Major Theories"

What is your understanding of theories of development? Listen to the lectures from Weeks 1 and

2 and read White et al.'s (2016) introductory chapter titled "What is developmental psychology?" Select two theories to focus on and read the key readings concerning these. In 800 words outline your understandings of these theories. What are the key aspects of their explanation of human development? Describe whether the theories are consistent with your observations of development.

On successful completion you will be able to:

- Acquire an understanding of the many and varying influences important to the development of a child.
- Develop an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
- Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

PeerWise Task 1

Due: **5 April**
Weighting: **5%**

Students in ECED602 will use PeerWise to create, share and evaluate multiple choice quiz questions. Peerwise is designed to help students consolidate course content and prepare for the two Quiz assessment tasks.

PeerWise Task 1: Upload minimum of 1 multiple choice question per lecture topic for Lectures 1 to 12. Evaluation of 10 questions written by other students.

On successful completion you will be able to:

- Acquire an understanding of the many and varying influences important to the development of a child.
- Develop an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
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Quiz 1

Due: **7 April**

Weighting: **15%**

30 questions - multiple choice questions; True/False; matching terms – worth 0.5 marks each

Questions drawn from lectures and readings for Lectures 1-12 inclusive (Maturation/Ethology to Perception)

Open Book (notes, lecture overheads and textbooks)

On successful completion you will be able to:

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- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
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Learning Activity 2

Due: **20 May**
Weighting: **40%**

Parents who speak a language other than English in the home are often concerned about the influence of the second language on their child's development of English. What suggestions can be made from **research evidence** to parents in such a situation to promote positive language development in their children? In your response, you need to refer to the findings of at least 5 empirical research studies.

On successful completion you will be able to:

- Acquire an understanding of the many and varying influences important to the development of a child.
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- Demonstrate autonomy and adaptability as a teacher of young children through a

thorough knowledge of child development theories and links with practical applications.

- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
- Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

PeerWise Task 2

Due: **3 June**
Weighting: **5%**

PeerWise Task 2: Upload minimum of 1 multiple choice question per lecture topic for Lectures 13 to 24. Evaluation of 10 questions written by other students.

On successful completion you will be able to:

- Acquire an understanding of the many and varying influences important to the development of a child.
- Develop an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Quiz 2

Due: **9 June**
Weighting: **15%**

30 questions - multiple choice questions; True/False; matching terms – worth 0.5 marks each

Questions drawn from lectures and readings for Lectures 13-22 inclusive (Cognition to Bullying)

Open Book (notes, lecture overheads and textbooks)

On successful completion you will be able to:

- Acquire an understanding of the many and varying influences important to the development of a child.
- Develop an appreciation of the whole child through exploring the links between different dimensions of child growth and development.

- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
- Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Delivery and Resources

IEC Relevant Documents

The information in this *Unit Guide* must be read in conjunction with the following documents available for download from iLearn:

- *IEC Academic Honesty Handbook*
- *Unit Readings, Assessment Details*

IEC Electronic Communication

During semester time, staff may contact students using the following ways:

- *Dialogue* function on iLearn
- Official *MQ Student Email* Address

It is the student's responsibility to check all electronic communication on a regular weekly basis.

Required Texts:

White, F. Hayes, B. & Livesey, D. (2016). *Developmental Psychology: From infancy to adulthood* (4th ed*.).* Frenchs Forest, NSW: Pearson Education.

Additional Required Readings: (available online)

Bagwell, C. L. (2004). Friendships, peer networks, and antisocial behavior. In J. B., Kupersmidt,& K. Dodge, (Eds). *Children's peer relations: From development to intervention. Decade of behavior*, (pp. 37-57). Washington, DC, US: American Psychological Association, doi: 10.1037/10653-003

Gazelle, H., & Ladd, G. W.(2002). Interventions for children victimized by peers. In P. A. Schewe,(Ed), *Preventing violence in relationships: Interventions across the life span*, (pp. 55-78). Washington, DC, US: American Psychological Association, viii, 289 pp.

Grimes, C. L., Klein, T. P., & Putallaz, M. (2004). Parents' relationships with their parents and peers: Influences on children's social development. In J. B., Kupersmidt,& K. Dodge, (Eds). *Children's peer relations: From development to intervention. Decade of behavior*, (pp. 141-158). Washington, DC, US: American Psychological Association, doi: 10.1037/10653-003

Recommended:

Crain, W. (2010). *Theories of child development: Concepts and applications* (6th ed.). London:

Pearson.

Learning and Teaching Methods:

The main method of delivery of unit content is via weekly tasks in iLearn. The lectures are not presented during class time, but are available from the ECED602 web site under each weekly section. You **must** make time to listen to the lectures and take notes. The lecture schedule in this unit guide provides dates for lectures to be completed to ensure you are prepared for your class. Internal students must complete 3 lectures before attending your first class and, on average, complete 2-3 lectures in each of the weeks that classes are held.

- Ensure that you are listening to your lectures regularly and completing the associated readings. The material in this unit is complex and cannot be rushed. Set yourself weekly times to ensure that you complete your lectures each week.

This series of recorded lectures, along with accompanying lecture notes and textbook readings, are the core study material. Seminars, tasks and assessments have been developed specifically to facilitate understanding of the lectures and readings. See the lecture schedule for more details.

External students will have the opportunity to complete weekly seminar tasks at the **voluntary** on campus days (Saturday 2 April and 28 May). Much of the seminar material is also presented within the weekly tasks for those unable to attend.

Withdrawing from this PG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to pg.educ_iec@mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Unit Schedule

Complete before	Lecture	Lecturer	Reading	Internal Seminar
Key Theories and Research Methods				
Week 1: 29 February	1. Maturation/Ethology	Dr Frances Gibson	White et al. pp. 7-9; 14-15	Intro to unit and theories
29 February	2. Learning/Behaviourism	Dr Helen Little	White et al. pp. 11-14	
29 February	3. Psychoanalytic theory	Dr Frances Gibson	White et al. pp. 9-11	Theories and research methods

Week 2: 7 March	4. Cognitive Theories	Dr Shirley Wyver	White et al. pp. 11, 16-19, 140-142	
7 March	5. Ecological Systems	Dr Cathrine Neilsen-Hewett	White et al. pp.16 – 17	
7 March	6. Research Methods	Dr Cathrine Neilsen-Hewett	White et al. pp. 20-31	Genetics and prenatal development
Foundations of Development				
Week 3: 14 March	7. Individual Differences and Genetic Contributions	Dr Frances Gibson	White et al. pp. 36-51	
14 March	8. Prenatal Development	Dr Frances Gibson	White et al. pp. 51-61	
Week 4: 21 March	9. Physical development	Dr Cathrine Neilsen-Hewett	White et al. Ch. 3	Motor development
21 March	10. Motor Development	Dr Cathrine Neilsen-Hewett	White et al. Ch. 3	
Week 5: 28 March	**NB: No internal classes 28 March (Week 5) due to Easter – Study week**			
Week 6: 4 April	11. Perception	Dr Shirley Wyver	White et al. Ch. 4	Perception
Domains of Development				
Week 7: 25 April	12. Cognition	Dr Shirley Wyver	White et al. Ch 5 & 6	
NB: No internal classes 25 April due to Anzac day				
Week 8: 2 May	13. Language Development	Dr Shirley Wyver	White et al. Ch. 7	Cognition, Language & joint attention
2 May	14. Joint Attention	Dr Shirley Wyver	White et al. p. 202	
Week 9: 9 May	15. Theory of Mind	Dr Shirley Wyver	White et al. pp. 201-205	ToM & Gender
9 May	16. Gender	Dr Cathrine Neilsen-Hewett	White et al. pp. 319-326	

Week 10: 16 May	17. Temperament	Dr Frances Gibson	White et al. pp.358-360	Attachment & temperament
16 May	18. Attachment	Dr Frances Gibson	White et al. pp.311-316	
Week 11: 23 May	19. Parenting	Dr Cathrine Neilsen-Hewett	White et al. pp. 338-339, 378-379; #Grimes et al.	Parenting & Peers
23 May	20. Peer relationships	Dr Cathrine Neilsen-Hewett	White et al. pp. 339-341, 380	
Week 12: 30 May	21. Social Development	Dr Cathrine Neilsen-Hewett	#Bagwell	Social development & bullying
30 May	22. Bullying	Dr Cathrine Neilsen-Hewett	#Gazelle & Ladd	

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy 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/

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.

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) 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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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 appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
- Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Assessment tasks

- Learning Activity 1 - Theories
- Learning Activity 2

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 outcome

- Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Assessment tasks

- PeerWise Task 1
- Quiz 1
- PeerWise Task 2
- Quiz 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

- Acquire an understanding of the many and varying influences important to the development of a child.
- Develop an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
- Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Assessment tasks

- Learning Activity 1 - Theories
- PeerWise Task 1
- Quiz 1
- Learning Activity 2
- PeerWise Task 2
- Quiz 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

- Acquire an understanding of the many and varying influences important to the development of a child.
- Develop an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.

- Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Assessment tasks

- Learning Activity 1 - Theories
- PeerWise Task 1
- Quiz 1
- Learning Activity 2
- PeerWise Task 2
- Quiz 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

- Develop an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Assessment task

- Learning Activity 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

- Demonstrate autonomy and adaptability as a teacher of young children through a

thorough knowledge of child development theories and links with practical applications.

- Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Assessment tasks

- Learning Activity 1 - Theories
- PeerWise Task 1
- Quiz 1
- Learning Activity 2
- PeerWise Task 2
- Quiz 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 outcome

- Demonstrate awareness and respect for cultural, historical and contextual influences on child.

Assessment task

- Learning Activity 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

- Demonstrate awareness and respect for cultural, historical and contextual influences on child.