



ECH 333

Inclusive Education

S1 Day 2017

Institute of Early Childhood

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

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Credit points

3

Prerequisites

(39cp at 100 level or above) 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. 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. Emphasis is placed on family centred practice, inter-professional collaboration, and planning and assessment processes. 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. 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.)

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

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. 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

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 NOT required for this unit.

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. In the Department of Educational Studies, 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 **DES Academic Honesty Handbook**.

The following guide can be purchased from the Co-op Bookshop.

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

Student support services

Macquarie University provides a range of Student Support Services. Details of these services can be accessed at <http://students.mq.edu.au/support/>

To meet the unit requirements, a high standard of oral and written work is expected. The

Learning Skills Unit website is available at: http://www.students.mq.edu.au/support/learning_skills/. This website has descriptions of the different sorts of support available, useful links and contact details for people who can assist you with your study skills, including writing skills.

Final Submissions

Before submitting each assignment, check that you have:	
• Completed all required sections of each assignment	
• Addressed all marking criteria	
• Satisfied all requirements and guidelines	
• Used appropriate and correct referencing (avoided plagiarism and ensured academic honesty)	
• Retained a copy of your work	

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

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>1. Weekly written assessment</u>	40%	No	Weekly
<u>2. Critical review task</u>	20%	No	Week 7 and 9 April
<u>3. Research task</u>	40%	No	12 May

1. Weekly written assessment

Due: **Weekly**

Weighting: **40%**

Weekly written assessment reflecting and drawing out the implications for inclusive practice of learning across all modules. Particular focus on: Understanding inclusion and disability (including knowledge of the *Disability Standards for Education* (2005) and the *Disability Discrimination Act* (1992); Collaboration for inclusion and assessment (including making reasonable adjustments); Planning for inclusion; Implementing inclusive strategies (differentiation and behaviour intervention); Ongoing professional learning; Creating an inclusive culture.

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: **Week 7 and 9 April**

Weighting: **20%**

Review and reflection exploring issues related to difference and disability (focus on literacy)

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
- 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. Research task

Due: **12 May**

Weighting: **40%**

Research analysis talk with a choice of topics addressing key aspects of unit content, engaging with the process of understanding research and its implications for facilitating inclusive education

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
- 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

Delivery and Resources

ECH333 Inclusive Education

Department of Educational Studies

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. 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. 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 attend or 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/) 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 full assessment descriptions in the unit website

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

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 outcome

- 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

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

- 1. Explore social and contextual construction of difference and disability and reflect on

- experiences and relationships with others
- 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
 - 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 tasks

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

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

- 1. Explore social and contextual construction of difference and disability and reflect on experiences and relationships with others

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
- 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
- 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
- 3. Research task

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
- 2. Become familiar with individual rights and the importance of equitable access to education for children who experience disability
- 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
- 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
- 3. Research task

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

- 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
- 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

- 3. Research task

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
- 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 tasks

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

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

- 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
- 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 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
- 3. Identify the essential roles of the family in the education of their children
- 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

Changes from Previous Offering

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