ECH 451

Early Education for Young Children with Disabilities

S2 External 2017

Department of Educational Studies

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General Information

Unit convenor and teaching staff
Unit Convenor
Aliza Salvador
Contact via via iLearn dialogue
by appointment

Katie Wright
Contact via via iLearn dialogue
by appointment

Credit points
3

Prerequisites
ECH320 or ECH333 or (admission to GDipAdvStEc)

Corequisites

Co-badged status

Unit description
In this unit students undertake study to develop a deep understanding of the role of the early childhood teacher in responding to diverse groups of children, with specific focus on education for young children who experience disability. The opportunity for shared learning is provided with a view to providing a sound basis for working with children, families and other professionals within inclusive early childhood and early intervention settings. Within the orientation of Disability Studies in Education, in this unit students have the opportunity to develop a deeper understanding of disability, ableism, disablism and inclusive education. Contemporary approaches to early intervention and early childhood pedagogical adaptations are explored. Principles of universal design for learning are discussed and applied to key learning areas. Inclusive approaches to play, literacy, numeracy, the arts, science and technology and are addressed. The importance of collaboration for inclusion and the experiences and perspectives of families are considered. Finally, in working towards an affirmation model of disability, the perspectives and experiences of people who experience disability are explored with a view to the implications for inclusive early childhood practice.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

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

General Assessment Information

All assessment pieces must be submitted and a grade of 50/100 or above must be achieved in order to pass the unit.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assignment 1	30%	No	Weekly, 25th Aug and 10th Nov
Assignment 2	30%	No	8th October

Name	Weighting	Hurdle	Due
Assignment 3	40%	No	30th October

Assignment 1

Due: **Weekly, 25th Aug and 10th Nov**
Weighting: **30%**

Weekly reflective journal

PART A: Weeks 1-4 journals due 25th of August

PART B: Weeks 5-13 journals due 10th of November

On successful completion you will be able to:

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

Assignment 2

Due: **8th October**
Weighting: **30%**

3 part media assignment

On successful completion you will be able to:

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

Assignment 3

Due: **30th October**
Weighting: **40%**

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

On successful completion you will be able to:

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

which language shapes and informs understanding of disability.

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

Delivery and Resources

The unit is delivered through a combination of lectures, on campus sessions, required and recommended readings and the online website. More detailed information regarding the unit content and requirements is provided through the unit website. It is essential that each student carefully reads the information provided in the unit website at the start of the semester and adheres to all unit requirements as detailed in the unit website.

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

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

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

The unit website is available at ilearn.mq.edu.au. You are required to check this website at least once per week.

The workload for the unit requires 9 hours of compulsory study per week (150 hours per semester), including careful reading of the online unit information, weekly lecture listening, on campus session attendance and participation, unit readings and completion and submission of all assessment tasks.

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

Unit Schedule

Weekly Lectures (see website for details)

Two compulsory on campus sessions (27th and 28th of September)

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

Weekly Reflections: Please see the unit website for more information

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

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

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 outcomes

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

Assessment tasks

- Assignment 2
- Assignment 3

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

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

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

Assessment task

- Assignment 3

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Engaged in personal and professional development in order to address important issues in relation to the education and care of young children with disabilities.
- Developed deeper understanding of concepts of disability and impairment and the impact these can have on the lives of children and families.
- Developed understanding of the critical importance of working collaboratively with families and a range of professionals in the early education of young children with disabilities.

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

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Engaged in personal and professional development in order to address important issues in relation to the education and care of young children with disabilities.
- Developed deeper understanding of concepts of disability and impairment and the impact these can have on the lives of children and families.
- Developed understanding of the critical importance of working collaboratively with families and a range of professionals in the early education of young children with disabilities.

- Developed a deeper understanding of inclusion and the implications for inclusive early childhood education, including the role of the teacher.
- Developed the ability to continuously research and critically review a range of sources of information in order appropriately and effectively engage in planning, implementing and evaluating early childhood programs for diverse groups of children, including those with disabilities.

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Engaged in personal and professional development in order to address important issues in relation to the education and care of young children with disabilities.
- Developed understanding of the critical importance of working collaboratively with families and a range of professionals in the early education of young children with disabilities.
- Developed a deeper understanding of inclusion and the implications for inclusive early childhood education, including the role of the teacher.
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- Developed the ability to continuously research and critically review a range of sources of information in order appropriately and effectively engage in planning, implementing and evaluating early childhood programs for diverse groups of children, including those with disabilities.

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

Assessment task

- Assignment 3

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

Socially and Environmentally Active and Responsible

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

This graduate capability is supported by:

Learning outcome

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

Assessment task

- Assignment 3

Required Textbook

The required textbook is:

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

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