



ECH 451

Early Education for Young Children with Disabilities

S2 External 2018

Department of Educational Studies

Contents

| | |
|---------------------------------------|----|
| <u>General Information</u> | 2 |
| <u>Learning Outcomes</u> | 3 |
| <u>General Assessment Information</u> | 4 |
| <u>Assessment Tasks</u> | 7 |
| <u>Delivery and Resources</u> | 9 |
| <u>Policies and Procedures</u> | 12 |
| <u>Graduate Capabilities</u> | 13 |

Disclaimer

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General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

ECH320 or ECH333

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:

- Engagement in personal and professional development in order to address important issues in relation to the education and care of young children who experience disability
- Deeper understanding of concepts of disability and impairment and the impact these can have on the lives of children and families
- Increased understanding of the critical importance of working collaboratively with families and a range of professionals to support the early education of young children who experience disability
- Deeper understanding of inclusion and the implications for inclusive early childhood education, including the role of the teacher
- Greater understanding of the range of methods, including appropriate supports and adaptations, that can be implemented to facilitate participation, communication and belonging for all young children
- 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
- 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 who experience disability

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

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a Special Consideration 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 Special Considerations policy and are submitted via <https://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, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

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.

Requesting a remark of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

Assessment Presentation & Submission Guidelines

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
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

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.

Please note:

- Students should regularly save a copy of all assignments before submission,

- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Criteria for awarding grades in the unit

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

| Grade | Descriptor |
|--------------------------|---|
| HD (High Distinction) | Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline. |
| D (Distinction) | Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience. |
| Cr (Credit) | Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline. |
| P (Pass). | Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes |
| F (Fail) | Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline. |

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---------------------------------|-----------|--------|-------------------------|
| <u>Critical Reflection Task</u> | 30% | No | 26/08/2018 & 11/11/2018 |
| <u>Media Analysis</u> | 30% | No | 05/10/2018 |
| <u>Resource Kit</u> | 40% | No | 02/11/2018 |

Critical Reflection Task

Due: **26/08/2018 & 11/11/2018**

Weighting: **30%**

In this assignment you are required to keep a weekly reflective journal drawing on the unit readings and lectures. Each week you are required to write a reflection of 300-500 words. Your reflection is expected to address key aspects of your learning and draw out implications for early childhood practice as you bring together new knowledge with your developing knowledge as a fourth year university student. You are required to demonstrate engagement with the unit readings and lectures each week, and connect this with your previous learning. Please compile one document containing weeks 1-4 for marking (part A due 26/08/18) and then weeks 8-13 for marking (part B due 11/11/18).

On successful completion you will be able to:

- Engagement in personal and professional development in order to address important issues in relation to the education and care of young children who experience disability
- Deeper understanding of concepts of disability and impairment and the impact these can have on the lives of children and families
- Increased understanding of the critical importance of working collaboratively with families and a range of professionals to support the early education of young children who experience disability
- Deeper understanding of inclusion and the implications for inclusive early childhood education, including the role of the teacher
- 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
- 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 who experience disability

- 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

Media Analysis

Due: **05/10/2018**

Weighting: **30%**

This assignment requires you to identify a media story (publicly available professional news journalism) that presents a story with a focus on a person who experiences disability (preferably a child, but an adult story is also acceptable for the purposes of this assignment). After analysing the media article you are required to draw on a research paper relevant to an aspect of disability and difference, and write a brief article reporting on this research for an online news outlet – the “Early Childhood Times”.

On successful completion you will be able to:

- Greater understanding of the range of methods, including appropriate supports and adaptations, that can be implemented to facilitate participation, communication and belonging for all young children
- 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 who experience disability
- 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

Resource Kit

Due: **02/11/2018**

Weighting: **40%**

This assignment involves the development of a resource kit for **families or educators** of children who experience disability. This may be very young children or older children. The assignment involves the opportunity to draw on your learning to put together a resource that can be very useful to families that you work with. Your resource may be solely paper-based, or it may include online or physical components. Examples will be shared at the second on campus session with the opportunity to discuss and develop ideas.

On successful completion you will be able to:

- Engagement in personal and professional development in order to address important issues in relation to the education and care of young children who experience disability
- Deeper understanding of concepts of disability and impairment and the impact these can have on the lives of children and families
- Increased understanding of the critical importance of working collaboratively with families and a range of professionals to support the early education of young children who experience disability
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- Further developed approaches to collaborative learning and sharing appropriate to early childhood teachers

Delivery and Resources

Delivery

This subject is offered only in external mode. Students must have adequate internet and computer access to complete weekly tasks and assignments, as well as attend both on campus sessions in full. **On campus days are on the 27th and 28th of September.**

Attendance for undergraduate units

Activities completed during on campus days are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all on campus days is expected and the roll will be taken.

Unit Expectations

- Students are expected to read weekly readings before completing online tasks
- Students are expected to listen to weekly lectures before completing tasks and attending on campus days

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <http://ask.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.

Other important policies

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the policies listed in this/the Unit Guide with regard to Learning and Teaching.

For this Unit, students must also be aware of the following specific requirements:

- Students must meet the mandatory requirements to undertake placements as specified in this/the Unit Guide. These may include both University requirements and mandatory requirements specified by the accrediting authority such as the Working with Children check.
- Macquarie University operates under a 'Fit to Sit' model as specified in the University's [Special Consideration Policy](#). For this Unit, this means that, when undertaking a placement, a student is

declaring that they are fit to do so. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so.

- If a Student is identified by the Unit Convenor as being 'At Risk', the [Department's 'At Risk' procedure](#) will be activated and they will not be able to withdraw themselves from this Unit.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

Other policies that relate to Learning and Teaching (see Policy central):

Academic Honesty Policy

Assessment Policy

Grade Appeal Policy

Complaint Management Procedure for Students and Members of the Public

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 enquiry service

For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity 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.

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.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](http://students.mq.edu.au/support/study/student-policy-gateway) (<http://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](#) (<http://policycentral.mq.edu.au>)

[s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central)).

Student Code of Conduct

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- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

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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

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

Assessment tasks

- Critical Reflection Task
- Media Analysis
- Resource Kit

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

- 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 who experience disability
- Further developed approaches to collaborative learning and sharing appropriate to early childhood teachers

Assessment tasks

- Critical Reflection Task
- Media Analysis
- Resource Kit

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

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

Assessment tasks

- Critical Reflection Task
- Resource Kit

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

- Engagement in personal and professional development in order to address important issues in relation to the education and care of young children who experience disability
- Deeper understanding of concepts of disability and impairment and the impact these can have on the lives of children and families
- Increased understanding of the critical importance of working collaboratively with families and a range of professionals to support the early education of young children who experience disability
- Deeper understanding of inclusion and the implications for inclusive early childhood education, including the role of the teacher
- Greater understanding of the range of methods, including appropriate supports and adaptations, that can be implemented to facilitate participation, communication and belonging for all young children
- 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
- 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 who experience

disability

- Understanding of appropriate and respectful language use and the ways in which language shapes and informs understanding of disability

Assessment tasks

- Critical Reflection Task
- Media Analysis
- Resource Kit

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 outcome

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

Assessment tasks

- Critical Reflection Task
- Media Analysis
- Resource Kit

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

- Engagement in personal and professional development in order to address important issues in relation to the education and care of young children who experience disability
- 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

- 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 who experience disability

Assessment tasks

- Critical Reflection Task
- Resource Kit

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

- Increased understanding of the critical importance of working collaboratively with families and a range of professionals to support the early education of young children who experience disability
- 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

- Critical Reflection Task
- Resource Kit

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

- Increased understanding of the critical importance of working collaboratively with families and a range of professionals to support the early education of young children who experience disability
- Greater understanding of the range of methods, including appropriate supports and adaptations, that can be implemented to facilitate participation, communication and belonging for all young children
- 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

- Critical Reflection Task

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

- Deeper understanding of concepts of disability and impairment and the impact these can have on the lives of children and families
- Increased understanding of the critical importance of working collaboratively with families and a range of professionals to support the early education of young children who experience disability
- Deeper understanding of inclusion and the implications for inclusive early childhood education, including the role of the teacher
- Further developed approaches to collaborative learning and sharing appropriate to early childhood teachers

Assessment task

- Critical Reflection Task