ECH 333

Inclusive Education

S1 Day 2019

Department of Educational Studies

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
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By appointment

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Tutor
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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

Assessment Presentation and 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 responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are <u>NOT</u>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,

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

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. 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.
- 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 re-assessment 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 cannot be re-marked 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.

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.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

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	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty
(Fail)	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.

Note: *If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Weekly critical reflection	40%	No	Weekly
Applied practice task	20%	No	24/04/2019
Critical research analysis	40%	No	19/05/2019

Weekly critical reflection

Due: **Weekly**
Weighting: **40%**

Weekly written assessment reflecting on learning and drawing out the implications for inclusive practice. This assignment must be completed weekly during weeks 1 to 10.

Please see the unit iLearn website for a detailed task description.

In this task you will be assessed on your ability to meet the marking criteria through demonstrating your learning throughout the semester. Please see the unit iLearn website for detailed marking criteria.

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
- 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

Applied practice task

Due: **24/04/2019**
Weighting: **20%**

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

Please see the unit iLearn website for a detailed task description.

In this task you will be assessed on your ability to meet the marking criteria through demonstrating your application of your learning to your pedagogy within this task. Please see the unit iLearn website for detailed marking criteria.

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
- 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

Critical research analysis

Due: **19/05/2019**
Weighting: **40%**

Research analysis task addressing key aspects of unit content, engaging with the process of understanding research and its implications for facilitating inclusive education.

Please see the unit iLearn website for a detailed task description.

In this task you will be assessed on your ability to meet the marking criteria through demonstrating your engagement in critical analysis and application of research within this task. Please see the unit iLearn website for detailed marking criteria.

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
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- 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 has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials.

Please check the iLearn unit regularly.

Please note: ECH333 is a 3rd year unit in the early childhood teaching programs and is therefore aligned with the practicum placement for ECHP327. If you are completing ECHP222, EDST201, EDTE403, or ECHP425 (or another unit with a practicum placement that is not aligned to 3rd year) **you are required to undertake this unit externally**. If you are completing a non-aligned practicum placement **please contact the unit convenor at the start of semester**.

Lectures

There are weekly lectures for this unit. You must listen to all lectures if you do not attend these 'live'. Please see the university timetable for the lecture location. Weekly lectures will also be made available on the web through the ECHO360 lecture component.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/.You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

Extensions are not permitted for any technical issues. Please allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

· **Internet access**: The i*Learn*site contains materials for this unit; itis also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.

· **Word processing, visual representations, and document formatting**: You are required to use an appropriate form of software to present your assignments.

· **Uploading** of assessment tasks to**iLearn**.

Structure

The unit comprises two one-hour lectures and a two-hour tutorial. In the tutorials students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected. Attendance at on campus days for external students is also expected. There will be a supporting website for the unit providing additional information, links and materials. Lectures will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the list of accompanying readings is available on the unit ILearn site.

Unit Schedule

The core teaching methods in this unit are the required weekly lectures, readings and tutorials/on campus sessions. Informal discussions taking place during face to face classes and on the unit website are an important source of learning in this unit, especially in coming to understand the perspectives of others.

Module 1: Understanding inclusive education

In module one students will have the opportunity to develop a clear understanding of inclusive education. This will include examining relevant legislation, policy and practice. The historical context will be outlined, alongside exploration of the current education systems, and the implications for inclusive education. Key barriers to inclusion will be examined, including consideration of micro as well as macro exclusion. Given the implications of the current social context for students and families who experience disability, in this module the social construction of disability will be explored, including developing an understanding of ableism, disablism and the implications for education. Considerations for appropriate terminology and language will be discussed

Module 2: Working together for inclusion

Extending on module one, in module two fundamental aspects of collaboration for inclusion will be addressed. This will include consideration of family perspectives and family centred practice. The importance of inter professional collaboration will be explored, alongside consideration of supports available for inclusive practice. The role of early years professionals in working with families, recognising the importance of a strengths-based approach, resisting all forms of stigma, disestablishing ableism and facilitating inclusion will be addressed. Inclusive approaches to communication will be explored.

Module 3: Planning for inclusive practices in school and prior-to-school settings

Building on modules one and two, in module three the many considerations of inclusive planning will be explored. This will include examining a wide range of considerations for planning, assessment and monitoring. Further consideration of implications of labels given to children will also be undertaken within an exploration of all aspects of human diversity and the implications for genuinely inclusive education. Processes of differentiation and considerations for equity in all aspects of curriculum, pedagogy and assessment will be addressed.

Module 4: Implementing inclusive strategies

Module four will involve the opportunity to apply and extend unit learning with a focus of implementing inclusive strategies. This will include analysis of specific materials and resources and the ways in which these are used to ensure the meaningful engagement and participation of all students. The role of the teacher in understanding and responding to the individual needs and behaviours of students will be addressed, including discussing ways to develop a positive emotional climate to support positive behaviour.

Module 5: Creating a culture of inclusion

In module five, students will have the opportunity to apply their learning to facilitate the development of a culture of inclusion within education settings. This will include discussing the importance of leadership for inclusion, including the need for aligning the cultures, policies and practices of an education setting to support an inclusive approach to learning and teaching that embraces human diversity. Students will be supported to examine recommended strategies for inclusive practice with a view to increasing inclusivity within educational experiences and settings. Students will be supported in gaining confidence in drawing on research (present and future) to inform pedagogy to ensure optimal student learning experiences and in drawing on theory and practice as the basis for continually informing approaches to reflective and inclusive teaching practice.

Please see the unit iLearn website for a weekly unit schedule of activities addressing these modules.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.m q.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr al). 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 (htt ps://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 s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p olicy-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/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Department Procedures

In addition, the following policies and procedures of the Department of Educational Studies are applicable in this unit.

Attendance for undergraduate units

All Internal tutorials begin in Week 2 of Session 1. The on-campus sessions for external students will be held on the 13th and 17th of April.

Activities completed during weekly tutorials (internal) or on campus days (external) 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 tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

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

External Students

1.   The on-campus sessions on the 13th and 17th of April are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, will result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

2.   Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

3.   Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

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

If you are a Global MBA student contact globalmba.support@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

Assessment task

- Critical research analysis

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

- Weekly critical reflection
- Applied practice task
- Critical research analysis

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

- Weekly critical reflection

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
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- 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

- Weekly critical reflection
- Applied practice task
- Critical research analysis

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
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Assessment tasks

- Weekly critical reflection
- Applied practice task
- Critical research analysis

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

- Critical research analysis

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

- Weekly critical reflection
- Applied practice task
- Critical research analysis

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 tasks

- Weekly critical reflection
- Applied practice 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

- 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 tasks

- Weekly critical reflection
- Applied practice task