



# ABEP330

## Program Planning in ATSI Contexts

S2 External 2019

*Department of Educational Studies*

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#### **Disclaimer**

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

## General Information

Unit convenor and teaching staff

Unit convenor

Helen Little

Contact via via iLearn Dialogue

29 Wally's Walk (X5B), Room 235

By appointment

Tutor

Kim Wilson

Contact via via iLearn dialogue

Credit points

3

Prerequisites

(ABEC320 or ECH231) and ABEP230

Corequisites

Co-badged status

Unit description

This unit includes a study of different approaches to curriculum decision making which can be applied to a variety of early childhood settings including Aboriginal and Torres Strait Islander contexts. Students develop the skills needed to undertake planning and programming for young children. In addition, students explore the issues involved in the implementation of an anti-bias and socially just curriculum. The field experience component of this unit is with children in an early childhood service. It includes a series of observation days and a 15 day teaching block.

## 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. Plan, implement and evaluate sequenced learning experiences for young children
2. Recognise the significance of acknowledging diversity in early childhood settings
3. Examine the outdoors as a learning space and develop strategies for embedding

sustainability in the prior to school setting.

4. Facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment
5. Reflect upon and document the learning of young children
6. Identify and develop an integrated approach in your curriculum decision making
7. Critically evaluate your teaching practices and your record keeping processes
8. Refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children
9. Develop confidence in justifying professional decisions
10. Demonstrate your understanding of the role of the reflective practitioner

## **General Assessment Information**

**Full details about each assignment is provided on iLearn.**

### **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 for submission.
- It is the onus of the student to ensure that all assessments are successfully submitted through turnitin.
- Faculty assignment cover sheets are NOT required for this unit.

### **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.

**When preparing your assignments, it is essential that:**

- Students must retain a copy of all assignments before submission, and retain the copy

until your final grade for the subject has been received;

- Marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details);
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

### **Final Submissions**

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- Late submissions due to last minute technical difficulties will incur a lateness penalty.\*

### **Late Assessments:**

A deduction of 5% of the total possible mark allocated for that assessment would be made for each day or part day that assessment is late, weekends counting as two days. For example, if an assessment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks) subtracted from your awarded mark.

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.

### **Extensions:**

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 Disruption to Studies policy and are submitted via ask.mq.edu.au.* This will ensure consistency in the consideration of such requests is maintained.

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

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/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.

### **Special Consideration**

The following link takes you to the **Special Consideration** policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

### **Appealing an assignment grade (requesting a re-mark)**

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a remark. 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 your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

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

## **Units with Submissions of Family & Children's Records**

### **Family and Children's Records**

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adheres to the ethical practices of the [Early Childhood Australia Code of Ethics \(2016\)](#) and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery (see *Fabrication* in the IEC Academic Honesty Handbook). Please note that submitted records can only be used once for assessment purposes.

### **Confidentiality**

Students must respect the need for sensitivity and confidentiality and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

### Academic Honesty Guidelines:

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. Early Childhood students are required to use the American Psychological Association (APA) (6th ed.) referencing procedures.

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

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

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Planning for Diversity.</a>	40%	No	22/09/2018
<a href="#">Professional Experience</a>	0%	Yes	Weeks 10 - 12
<a href="#">Philosophy in Practice</a>	60%	No	10/11/2019 (end of Week 13)

### Planning for Diversity.

Due: **22/09/2018**

Weighting: **40%**

Situational Analysis - focus on aspects of diversity and difference that will form the basis for teaching decisions.

On successful completion you will be able to:

- 2. Recognise the significance of acknowledging diversity in early childhood settings
- 4. Facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment
- 5. Reflect upon and document the learning of young children
- 6. Identify and develop an integrated approach in your curriculum decision making
- 8. Refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children
- 9. Develop confidence in justifying professional decisions
- 10. Demonstrate your understanding of the role of the reflective practitioner

### Professional Experience

Due: **Weeks 10 - 12**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Undertake 20 days of professional experience.

On successful completion you will be able to:

- 1. Plan, implement and evaluate sequenced learning experiences for young children
- 2. Recognise the significance of acknowledging diversity in early childhood settings
- 3. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- 4. Facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment
- 5. Reflect upon and document the learning of young children
- 6. Identify and develop an integrated approach in your curriculum decision making
- 7. Critically evaluate your teaching practices and your record keeping processes
- 8. Refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children
- 9. Develop confidence in justifying professional decisions
- 10. Demonstrate your understanding of the role of the reflective practitioner

## Philosophy in Practice

Due: **10/11/2019 (end of Week 13)**

Weighting: **60%**

Present evidence of philosophical approach to teaching with a focus on diversity, the outdoor learning environment and transition to school.

On successful completion you will be able to:

- 1. Plan, implement and evaluate sequenced learning experiences for young children
- 2. Recognise the significance of acknowledging diversity in early childhood settings
- 3. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- 4. Facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment
- 5. Reflect upon and document the learning of young children
- 6. Identify and develop an integrated approach in your curriculum decision making
- 8. Refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children
- 10. Demonstrate your understanding of the role of the reflective practitioner

## Delivery and Resources

***The information in this Unit Guide must be read in conjunction with the Assessment details and Weekly Readings documents available for download from iLearn.***

### **On Campus days**

On campus day will be held on Saturday 24th August and 5 October.

### **Texts and Readings for this Unit**

Compulsory texts for this unit which you should already have.

Little, H., Elliott, S., & Wyver, S. (2107). *Outdoor learning environments: Spaces for exploration, discovery and risk-taking in the early years*. Sydney: Allen & Unwin.

Porter, L. (2016). *Young children's behaviour. Guidance approaches for early childhood educators 4th Ed.* Crows Nest, NSW: Allen & Unwin.

Australian Children's Education & Care Quality Authority. (2017). *Guide to the National Quality Standard*. Retrieved from <http://files.acecqa.gov.au/files/NQF/Guide-to-the-NQF-3-Guide-to-the-NQS-Part-A.pdf>

Australian Government Department of Education Employment and Workplace Relations. (2009). *Belonging, being & becoming: The early years learning framework for Australia*. Australia: Commonwealth of Australia. Retrieved from [http://docs.education.gov.au/system/files/doc/other/belonging\\_being\\_and\\_becoming\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](http://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)

### **Other Relevant Documents**

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

- *Professional Experience Handbook*
- *Professional Experience Guidelines*
- *Professional Experience Evaluation*

### **EC Professional Experience Unit Placement Expectations**

- Students are required to complete 20 days of Professional Experience at an early childhood centre for children aged birth-five.
- To be eligible to commence the block placement component of this unit, students
  - Must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block
  - Must meet the participation requirements for the unit
- Students must be able to present evidence of completion of the following prior to



semester census date in order to receive a placement for Professional Experience:

- A Working with Children Check or State/ Territory equivalent
  - Anaphylaxis training (practical and on line training)\*
  - Child Protection online training\*
- A Working with Children Check or State/Territory equivalent is required by the end of Week 3/census date to be eligible for a placement. Students may need to withdraw from this unit if this has not been obtained in time.
  - Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.
  - Students are expected to negotiate with the supervising teacher to complete five (5) observation days at times which do not impact on attendance at tutorials for this or other units.
  - Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convener about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
  - Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of assessments against the marking criteria and unit outcomes prior to submission.
  - **In order to meet the Professional Experience placement expectations of this unit, students must:**
    - attain a 'Satisfactory' grade for their Professional Experience Practical Work in their Evaluation Report, **AND**
    - attain a 'Satisfactory' grade for their Professional Experience Folder in their Evaluation Report

**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.

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.

### **Withdrawing from this UG Unit**

If you are considering withdrawing from this unit, please seek academic advice by writing to [DE.S.ug@mq.edu.au](mailto:DE.S.ug@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.

### **Family and Children's Records**

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adheres to the ethical practices of the [Early Childhood Australia Code of Ethics \(2006\)](#) and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery (see *Fabrication* in the IEC Academic Honesty Handbook above). Please note that submitted records can only be used once for assessment purposes.

### **Confidentiality**

Students must respect the need for sensitivity and confidentiality and ensure that privacy obligations are met. There should be nothing in your Professional Experience Folder that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

### **Photography Permission**

In this unit, students may take photographs to support the observation, planning, evaluation and reflection records that are developed during the Professional Experience. Students are expected to adhere to the Professional Experience placement site's policies and seek permission from families in order to take photographs. Please use the permission form provided on iLearn.

## **Unit Schedule**

## Unit guide ABEP330 Program Planning in ATSI Contexts

Date	Lecture Content	Lecturer
<b>Week 1</b> 29 July	Introduction to unit  Overview of key themes - Outdoor Learning, Diversity and Difference, Transitions and Guiding Behaviour.	Helen Little
<b>Week 2</b> 5 August	Planning for Diversity and Difference	Jenni Burgess
<b>Week 3</b> 12 August	The outdoors as a learning environment – beyond running and climbing	Helen Little
<b>Week 4</b> 19 August	Making the most of what you've got	Helen Little
<b>Week 5</b> 26 August	The outdoors for infants and toddlers	Helen Little
<b>Week 6</b> 2 September	ATSI contexts – honouring land and learning from Indigenous ways. Pre-recorded	Michelle Hamilton
<b>Week 7</b> 9 September	Documenting learning with a focus on record keeping for individuals and groups	TBC
16 – 27 September		
<b>Week 8</b> 30 September	The Transition to School Statement	TBC
<b>Week 9</b> 7 October	The Forest schools as inspiration in the Australian context PUBLIC HOLIDAY Pre-recorded lecture No tutorial	Rebecca Andrews (DET)
<b>Week 10</b> 14 October	Professional Experience	
<b>Week 11</b> 21 October	Professional Experience	
<b>Week 12</b> 28 October	Professional Experience	

Week 13	No lecture – <b>tutorial only</b>	
4 November	Prac de-brief & Assessment 2 preparation	

## 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 \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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 1 of Session.

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.

### **External Students**

1. The on-campus sessions on 24th August and 5th October are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide. Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.
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.

### **Unit Expectations**

- Students are expected to read weekly readings before completing tasks and attending tutorials/ on campus days
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials/ on campus days
- Submit all assessment tasks

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

## 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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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

- 3. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- 7. Critically evaluate your teaching practices and your record keeping processes

## Assessment tasks

- Professional Experience
- Philosophy in Practice

## 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. Plan, implement and evaluate sequenced learning experiences for young children
- 2. Recognise the significance of acknowledging diversity in early childhood settings
- 3. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- 4. Facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment
- 5. Reflect upon and document the learning of young children
- 6. Identify and develop an integrated approach in your curriculum decision making
- 7. Critically evaluate your teaching practices and your record keeping processes
- 8. Refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children
- 9. Develop confidence in justifying professional decisions
- 10. Demonstrate your understanding of the role of the reflective practitioner

## Assessment tasks

- Planning for Diversity.
- Professional Experience
- Philosophy in Practice

## 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 outcomes**

- 2. Recognise the significance of acknowledging diversity in early childhood settings
- 4. Facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment
- 7. Critically evaluate your teaching practices and your record keeping processes
- 9. Develop confidence in justifying professional decisions
- 10. Demonstrate your understanding of the role of the reflective practitioner

## **Assessment tasks**

- Planning for Diversity.
- Professional Experience
- Philosophy in Practice

## **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. Plan, implement and evaluate sequenced learning experiences for young children
- 2. Recognise the significance of acknowledging diversity in early childhood settings
- 3. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- 4. Facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment
- 6. Identify and develop an integrated approach in your curriculum decision making
- 7. Critically evaluate your teaching practices and your record keeping processes
- 8. Refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children
- 9. Develop confidence in justifying professional decisions
- 10. Demonstrate your understanding of the role of the reflective practitioner



## Assessment tasks

- Planning for Diversity.
- Professional Experience
- Philosophy in Practice

## 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. Plan, implement and evaluate sequenced learning experiences for young children
- 2. Recognise the significance of acknowledging diversity in early childhood settings
- 3. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- 4. Facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment
- 5. Reflect upon and document the learning of young children
- 6. Identify and develop an integrated approach in your curriculum decision making
- 7. Critically evaluate your teaching practices and your record keeping processes
- 8. Refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children
- 9. Develop confidence in justifying professional decisions
- 10. Demonstrate your understanding of the role of the reflective practitioner

## Assessment tasks

- Planning for Diversity.
- Professional Experience
- Philosophy in Practice

## 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. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- 4. Facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment
- 6. Identify and develop an integrated approach in your curriculum decision making
- 7. Critically evaluate your teaching practices and your record keeping processes
- 9. Develop confidence in justifying professional decisions
- 10. Demonstrate your understanding of the role of the reflective practitioner

## **Assessment tasks**

- Planning for Diversity.
- Professional Experience
- Philosophy in Practice

## **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**

- 1. Plan, implement and evaluate sequenced learning experiences for young children
- 2. Recognise the significance of acknowledging diversity in early childhood settings
- 4. Facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment
- 5. Reflect upon and document the learning of young children
- 6. Identify and develop an integrated approach in your curriculum decision making
- 7. Critically evaluate your teaching practices and your record keeping processes
- 8. Refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children
- 9. Develop confidence in justifying professional decisions
- 10. Demonstrate your understanding of the role of the reflective practitioner

## Assessment tasks

- Planning for Diversity.
- Professional Experience
- Philosophy in Practice

## 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. Plan, implement and evaluate sequenced learning experiences for young children
- 2. Recognise the significance of acknowledging diversity in early childhood settings
- 3. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- 4. Facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment
- 5. Reflect upon and document the learning of young children
- 6. Identify and develop an integrated approach in your curriculum decision making
- 8. Refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children
- 9. Develop confidence in justifying professional decisions
- 10. Demonstrate your understanding of the role of the reflective practitioner

## Assessment tasks

- Planning for Diversity.
- Professional Experience
- Philosophy in Practice

## Socially and Environmentally Active and Responsible

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

This graduate capability is supported by:

## **Learning outcomes**

- 2. Recognise the significance of acknowledging diversity in early childhood settings
- 3. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- 4. Facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment
- 8. Refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children
- 9. Develop confidence in justifying professional decisions
- 10. Demonstrate your understanding of the role of the reflective practitioner

## **Assessment tasks**

- Planning for Diversity.
- Professional Experience
- Philosophy in Practice