ECHE310

Play-based Curriculum: Discovery and Creativity in Outdoor Environments

S1 External 2019

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Unit convenor, lecturer and tutor
Helen Little
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Contact via via iLearn dialogue
X5B235
Wednesday 10am - 11.30am or by appointment

Tutor
Alison Frost
Contact via via iLearn Dialogue

Marker
Jennifer Burgess
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Credit points
3

Prerequisites
39cp at 100 level or above including (ECH113 or ABEC120) and ECH130

Corequisites

Co-badged status

Unit description
This unit examines the role of outdoor environments in providing opportunities for young children to engage in discovery and creative play and physical activity. The unit builds on students' foundational understanding of play-based pedagogies to enhance their capacity to recognise, evaluate and design play-based environments and experiences that promote learning for children from birth to school age. The unit explores inter-relationships between affordances in the outdoor environment, children's play behaviours and their learning, with a particular emphasis on relationship-based learning, scientific inquiry, problem-solving and physical activity. The unit requires students to engage critically with a range of relevant contemporary issues which have the potential to impact on children's opportunities for learning and development. Students also consider issues of inclusive practice for children with different educational and developmental capabilities and with different social and cultural backgrounds.

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:

Articulate an understanding of the major theoretical developments in outdoor learning environments

Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.

Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments

Design rich, integrated and inclusive outdoor play experiences for children aged birth to five

Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework

Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments

Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

General Assessment Information

PLEASE REFER TO INFORMATION ON iLEARN FOR FURTHER DETAILS OF ASSESSMENT TASKS AND MARKING CRITERIA

All assessment tasks for this unit are submitted online.

<u>Assessment Presentation & Submission Guidelines</u>

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.
- Assignment cover sheets are <u>NOT</u> 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.

Please Note:

- Students should retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time. **Do not contact staff asking them to check your submission.**
- Late submissions due to last minute technical difficulties may incur a lateness penalty.
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- Your assignment will be marked based on what is received - any omissions will not be accepted after your submission. Please check your submission very carefully.
- 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.

Assignment extensions and late penalties

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://students.mq.edu.au/study/my-study-program/special-consideration

- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a "Special Consideration" request before the submission date. This will ensure consistency in the consideration of such requests is maintained. 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 Consideration policy and are submitted via ask.mq.edu.au*.

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.

Academic Honesty

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. Department of Educational Studies students are required to use the American Psychological Association (APA) 6th referencing procedures. Full details about how to cite and reference correctly can be found in online APA guides or Perrin (2015).

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

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 (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.

Withdrawing from this 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
Assignment 1	20%	No	14 April 2019 (Week 7)
Assignment 2	35%	No	5 May 2019 (Week 8)
Assignment 3	45%	No	9 June 2019 (Week 13)

Assignment 1

Due: **14 April 2019 (Week 7)**
Weighting: **20%**

750 word play policy outlining approach to outdoor learning and managing risk in play.

On successful completion you will be able to:
- Articulate an understanding of the major theoretical developments in outdoor learning environments
- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments
- Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework
- Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

Assignment 2

Due: **5 May 2019 (Week 8)**
Weighting: **35%**

EC education for sustainability and science learning in the outdoor environment. Essay and planning for a specific issue/topic related to sustainability.

On successful completion you will be able to:
- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments

- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five
- Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework
- Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments
- Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

Assignment 3

Due: **9 June 2019 (Week 13)**
Weighting: **45%**

Planning for outdoor learning: Students design outdoor learning spaces for infants, toddlers & preschool aged children and provide a justification for their choice of learning spaces, resources, and physical elements within the environment and a discussion of the learning potential in terms of affordances for physical activity, risk-taking, engagement with nature.

On successful completion you will be able to:

- Articulate an understanding of the major theoretical developments in outdoor learning environments
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments
- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five
- Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework
- Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments
- Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

Delivery and Resources

Students in this unit should read this unit guide carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult the Unit Coordinator.

Relevant Documents

The information in this *Unit Guide* must be read in conjunction with the following documents

available for download from iLearn:

- *Weekly schedule of lectures and readings*
- *Assessment details and marking rubrics*

Information about the unit iLearn site

This unit 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, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Lectures

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

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.

No extensions will be given for any technical issues. 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; it is 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**.

Learning and Teaching Methods

The unit is offered in both internal and external mode. Content in this unit will be delivered using

a combination of live and pre-recorded lectures, required readings, individual study tasks and weekly tutorials for internal students (two on campus days for external students).

The unit comprises lectures and a two-hour tutorial (or 2-day on campus for external students). In the tutorial 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 readings, 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 accompanying readings/ preparation is available on the following pages and on the unit iLearn site.

The timetable for *internal students* is as follows:

Lecture: Wednesday 12.00pm 12 Second Way - 229 Tutorial room

Tutorials: Wednesday 1.00 – 3.00pm 29 Wally's Walk – 041 tutorial room   **OR**

Wednesday 4.00 - 6.00pm 29 Wally's Walk – 041 tutorial room

Note: Tutorials will commence in Week 1

Compulsory on campus days for *external students* will be held on *Tuesday 23 April* and *Wednesday 24 April*.

REQUIRED TEXTS AND READINGS

There is an expectation that you complete the scholarly reading in this unit. It is an integral part of your study of ECHE310.

Prescribed Text:

Little, H., Elliott, S., & Wyver, S. (2017). *Outdoor learning environments: Spaces for exploration, discovery and risk-taking in the early years.* Sydney: Allen & Unwin.

Additional Required Weekly Readings:

Week 2: Historical, contemporary and theoretical approaches to outdoor learning environments

Tovey, H. (2014). Outdoor play and the early years tradition. In T. Maynard & J. Waters (Eds), *Exploring outdoor play in the early years* (Chapter, 1, pp. 16-28). Maidenhead: Open University Press.

Week 3: The Regulatory Context

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 [DEEWR]. (2009). *Belonging, being and becoming: The Early Years Learning Framework for Australia.* Canberra: DEEWR.

http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Week 4: Outdoor Environments for Infants and Toddlers

Bilton, H., Bento, G., & Dias, G. (2017). Becoming safe through taking risks (Ch. 4). *Taking the first steps outside: Under threes learning and developing in the natural environment.* Milton Park, Abingdon, UK: Routledge.

Week 5: Managing Risk in Play

Cummins, E & Reedy, A. (2015). *Getting the balance right. Risk management for play.* Melbourne: Play Australia. (Part A, excerpts)

Week 7: Thinking Outdoors

Petriwskyj, A. (2013). Science. In D. Pendergast & S. Garvis (Eds), *Teaching early years: curriculum, pedagogy and assessment* (Chapter 7, pp. 107-124). Sydney: Allen & Unwin.

Waters, J., & Bateman, A. (2015). Revealing the interactional features of learning and teaching moments in outdoor activity. *European Early Childhood Education Research Journal, 23*(2), 264-276.

Week 8: Physically Active Play and Creative Play

Archer, C., & Siraj, I. (2015). *Encouraging physical development through movement play* (Chapter 3). London: Sage.

Drown, K., & Christensen, K. (2014). Dramatic play affordances of natural and manufactured outdoor settings for preschool-aged children. *Children, Youth and Environments, 24*(2), 53-77. http://www.jstor.org/stable/10.7721/chilyoutenvi.24.2.0053

Week 12: Supporting Participation and Inclusion

Waller, T. (2010). 'Let's throw that big stick in the river': an exploration of gender in the construction of shared narratives around outdoor spaces. *European Early Childhood Education Research Journal, 18*(4), 527-542, doi: 10.1080/1350293X.2010.525953

Woolley, H. (2013). Now being social: The barrier of designing outdoor play spaces for disabled children. *Children & Society, 27*. 448-458. doi: 10.1111/j.1099-0860.2012.00464.x

Unit Schedule

	Week	Lecture	Topic	Lecturer	Readings
Module 1: **Approaches to outdoor learning**	**1** **27 Feb**	**1**	**Contemporary issues**	Helen Little	Little, Elliott & Wyver (2017) Chapter 1
	2 **6 Mar**	**2**	**Historical, contemporary and theoretical approaches to outdoor learning environments**	Helen Little	Tovey (2014)
	3 **13 Mar**	**3**	**Planning effective outdoor environments**	Helen Little	Little, Elliott & Wyver (2017) Chapter 6
		4 (Note: pre-recorded lecture)	**The regulatory context of outdoor learning environments**	Helen Little	EYLF & NQS Little, Elliott & Wyver (2107) Chapter 7
Module 2: Outdoor environments as pedagogical spaces	**4** **20 Mar**	**5**	**Playing outside**	Helen Little	Little, Elliott & Wyver (2017) Chapter 2
		6 (Note: pre-recorded lecture)	**Outdoor environments for infants and toddlers**	Sheila Degotardi	Bilton, Bento & Dias (2017)
	5 **27 Mar**	**7**	**Managing risk in play**	Helen Little	Cummins & Reedy (2015) Review Little et al. Ch 2
		8 (Note: pre-recorded lecture)	**Outdoor environments for pre-schoolers**	Luke Touhill	
	6 **3 April**	**9**	**Natural playspaces**	Helen Little	Little, Elliott & Wyver (2017) Chapter 3
	7 **10 Apr**	**10**	**Sustainable practice and environmental responsibility**	Helen Little	Little, Elliott & Wyver (2017) Chapter 4

		11 (Note: pre-recorded lecture)	**Thinking outdoors**	Janet Robertson	Waters & Bateman (2015) Petriwskyj (2013)
	8	12	**Physically active play**	Helen Little	Archer & Siraj (2015)
	1 May	13 (Note: pre-recorded lecture)	**Creative play**	TBC	Drown & Christensen (2014)
	9		**No lecture or tutorials due to ECHP222/ECHP425 prac**		
	10		**No lecture or tutorials due to ECHP222/ECHP425 prac**		
	11		**No lecture or tutorials due to ECHP425 prac**		
Module 3: **Relationship-based learning**	12 29 May	14	**Who can play? Supporting participation and inclusion;**	TBC	Waller (2010) Woolley (2013)
	13 5 June	15	**Environments beyond the gate**	Helen Little	Little, Elliott & Wyver (2017) Chapters 13 & 14

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). 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). 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).

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 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 23rd and 24th 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, 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) 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 outcomes

- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five
- Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework

Assessment tasks

- Assignment 2
- Assignment 3

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to

handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments
- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five
- Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework
- Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments
- Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

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

- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments
- Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments

Assessment task

- Assignment 2

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

- Articulate an understanding of the major theoretical developments in outdoor learning environments

- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.

- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments

- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five

- Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework

- Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments

- Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

Critical, Analytical and Integrative Thinking

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

have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Articulate an understanding of the major theoretical developments in outdoor learning environments
- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments
- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five
- Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework
- Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments
- Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

Problem Solving and Research Capability

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

This graduate capability is supported by:

Learning outcomes

- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments
- Consider social, cultural and educational diversity when planning for and evaluating

outdoor learning environments for children aged birth to five years.

Assessment tasks

- Assignment 2
- Assignment 3

Effective Communication

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

This graduate capability is supported by:

Learning outcomes

- Articulate an understanding of the major theoretical developments in outdoor learning environments
- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments
- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five
- Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework
- Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

Engaged and Ethical Local and Global citizens

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

This graduate capability is supported by:

Learning outcomes

- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments
- Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

Assessment tasks

- Assignment 2
- Assignment 3

Socially and Environmentally Active and Responsible

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

This graduate capability is supported by:

Learning outcomes

- Articulate an understanding of the major theoretical developments in outdoor learning environments
- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five
- Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

Assessment tasks

- Assignment 2
- Assignment 3

ACECQA and AITSL Standards addressed in this unit

ACECQA Curriculum Specifications

The Australian Children's Education and Care Quality Authority curriculum specifications addressed in ECHE310 are:

1. Psychology and child development

- Learning, development and care
- Language development
- Social and emotional development
- Child health, wellbeing and safety

2. Teaching pedagogies

- Alternative pedagogies and curriculum approaches
- Play based pedagogies
- Guiding behaviour/engaging young learners
- Teaching methods and strategies
- Children with diverse needs and backgrounds
- Working with children who speak languages other than, or in addition to, English

3. Education and curriculum studies:

- Early Years Learning Framework
- The Australian curriculum
- Numeracy, science and technology
- Language and literacy
- Social and environmental education
- Creative arts and music
- Physical and health education
- Curriculum planning, programming and evaluation.

4. Family, community contexts:

- Developing family and community partnerships
- Aboriginal and Torres Strait Islander perspectives
- Culture, diversity and inclusion.

5. History and philosophy of early childhood:

- Historical and comparative perspectives
- Contemporary theories and practice
- Research

Australian Professional Standards for Teachers

The framework of the Australian Professional Standards for Teachers, developed by the Australian Institute for Teaching and School Leadership (AITSL), provides a common reference

point to describe, recognise, and support the complex and varied nature of teachers' work. The Standards describe what teachers need to know, understand and be able to do, as well as providing direction and structure to support the preparation and development of students.

For more information see: www.teacherstandards.aitsl.edu.au/

The *Australian Professional Standards for Teachers* addressed in ECHE310 are:

Standard 1 — Know students and how they learn (1.1, 1.2, 1.3, 1.4, 1.5, 1.6)

Standard 2: Know the content and how to teach it (2.1, 2.2, 2.3, 2.4)

Standard 3: Plan for and implement effective teaching and learning (3.1, 3.2, 3.3, 3.4, 3.6)

Standard 4: Create and maintain supportive and safe learning environments (4.1, 4.3, 4.4)

Standard 7: Engage professionally with colleagues, parents/carers and the community (7.2, 7.3)