



ECHE4510

Early Education for Young Children with Disabilities

Session 2, Special circumstance 2020

Macquarie School of Education

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Disclaimer

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Unit Convenor

Katie Wright

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Contact via Email

29WW 371

By appointment

Lecturer

Aliza Salvador

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By appointment

Kathy Cologon

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Credit points

10

Prerequisites

ECH320 or ECH333 or ECHE3330

Corequisites

Co-badged status

Unit description

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

Important Academic Dates

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

Learning Outcomes

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

- ULO1:** Engage in personal and professional development in order to address important issues in relation to the education and care of young children who experience disability.
- ULO2:** Understand concepts of disability and impairment and the impact these can have on the lives of children and families.
- ULO3:** Understand of the critical importance of working collaboratively with families and a range of professionals to support the early education of young children who experience disability.
- ULO4:** Deeper understanding of inclusion and the implications for inclusive early childhood education, including the role of the teacher.
- ULO5:** Greater understanding of the range of methods, including appropriate supports and adaptations, that can be implemented to facilitate participation, communication and belonging for all young children.
- ULO6:** Understanding and knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to problem solving and adapting curriculum.
- ULO7:** Continuously research and critically review a range of sources of information in order appropriately and effectively engage in planning, implementing and evaluating early childhood programs for diverse groups of children, including those who experience disability.
- ULO8:** Understanding of appropriate and respectful language use and the ways in which language shapes and informs understanding of disability.
- ULO9:** Further developed approaches to collaborative learning and sharing appropriate to early childhood teachers.

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 NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- 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: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- 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 (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.

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 Task	30%	No	Weekly with submission's on 21/8/20 & 6/11/20
Media Assignment	30%	No	2/10/20
Resource Kit	40%	No	23/10/20

Weekly Critical Reflection Task

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 30 hours

Due: **Weekly with submission's on 21/8/20 & 6/11/20**

Weighting: **30%**

In this assignment you are required to keep a weekly reflective journal drawing on the unit readings and lectures. Each week you are required to write a reflection to address key aspects of your learning and draw out implications for early childhood practice as you bring together new knowledge with your developing knowledge. 300-500 words.

On successful completion you will be able to:

- Engage in personal and professional development in order to address important issues in relation to the education and care of young children who experience disability.
- Understand of the critical importance of working collaboratively with families and a range of professionals to support the early education of young children who experience disability.
- Understanding and knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to problem solving and adapting curriculum.

Media Assignment

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 50 hours

Due: **2/10/20**

Weighting: **30%**

This assignment requires you to identify a 'viral post' or 'viral page' from a social media platform that presents a focus on disability (it can be focused on a person, a particular impairment label,

or disability in general). After analysing the social media post/page you are required to devise a hypothetical comment/response that responds to the post/page, for the purpose of either constructively (and respectfully) critiquing the post or supporting/building on the post. 800-1200 words

On successful completion you will be able to:

- Understand concepts of disability and impairment and the impact these can have on the lives of children and families.
- Continuously research and critically review a range of sources of information in order appropriately and effectively engage in planning, implementing and evaluating early childhood programs for diverse groups of children, including those who experience disability.
- Understanding of appropriate and respectful language use and the ways in which language shapes and informs understanding of disability.

Resource Kit

Assessment Type ¹: Annotated bibliography

Indicative Time on Task ²: 20 hours

Due: **23/10/20**

Weighting: **40%**

This assignment involves the development of a resource kit for families of children who experience disability. This may be very young children or older children. The assignment involves the opportunity to draw on your learning to put together a resource that can be very useful to families that you work with. Your resource may be solely paper-based, or it may include online or physical components. 1000-1400 words.

On successful completion you will be able to:

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

belonging for all young children.

- Understanding and knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to problem solving and adapting curriculum.
 - Continuously research and critically review a range of sources of information in order appropriately and effectively engage in planning, implementing and evaluating early childhood programs for diverse groups of children, including those who experience disability.
 - Understanding of appropriate and respectful language use and the ways in which language shapes and informs understanding of disability.
 - Further developed approaches to collaborative learning and sharing appropriate to early childhood teachers.
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¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and recommended texts

Cologon, K., & Ebooks Corporation. (2014). *Inclusive education in the early years : Right from the start / edited by Kathy Cologon.*

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.

Lecture 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 iLearn 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**.

Structure

The unit comprises of a one-hour lecture and a two-hour tutorial. 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 or on the unit iLearn site.

Unit Schedule

Please see the ECHE4510 iLearn page for updated information regarding the unit schedule, including weekly lectures and readings .

Week 1: Disability studies and early education for young children who experience disability

Week 2: Making and sharing meaning: Inclusive literacy and numeracy

Week 3: Communication, collaboration and contemporary early intervention practice

Week 4: Universal Design for Early Childhood

Weeks 5-7: No lectures, readings or assessment during 4th year Practical Placement

Student recess – Independent study and assessment development

External On Campus Sessions: 23rd and 24th September

Lecture 8: Inclusion and play in the 21st century: Exploring, discovering and learning together

Week 9: Families, stigma and inclusion

Week 10: Perspectives on disability, inclusion and communication, and further consideration of AAC

Week 11: Adapting pedagogical approaches and the learning environments for including children with vision impairment

Week 12: Every child an artist; every child a musician

Week 13: Towards an Affirmation model

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.*)

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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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.

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.

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 (23/9/20 and 24/9/20) 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.
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