



ABEC212

Difference and Disability in Early Development

X2 2012

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

Lecturer

Kathy Cologon

kathy.cologon@mq.edu.au

Contact via kathy.cologon@mq.edu.au

Unit Convenor

Rosemary Dunn

rosemary.dunn@mq.edu.au

Contact via rosemary.dunn@mq.edu.au

Credit points

3

Prerequisites

Admission to BTeach(ECS)

Corequisites

Co-badged status

Unit description

This unit is designed to build on principles of child development and developmental processes. How these processes are affected by identified at risk factors, and result in disability and/or difference, are investigated with reference to current research and theory. The role of the community in enriching the learning potential of young children is emphasised. Research on the importance of community empowerment and the implications of this for professional roles in all early childhood programs is evaluated. Particular implications for Aboriginal and Torres Strait Islander communities are discussed.

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:

- Explore the social and contextual issues of developmental differences and/or disability
- Develop an understanding of the key patterns of developmental differences and disability and the effects they can have on children and their learning.

Understand the concepts underlying equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings.

Understand the practices that support equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings, including the essential roles of the early childhood teacher as a leader and collaborator.

Develop a strong understanding of the documents that underpin practice in prior to school settings and how they inform equity, inclusion and access for children with developmental differences and/or disability

Identify the essential roles of the family, professionals and community in the education of children with developmental differences and/or disability

Develop knowledge of a range of ways to support children that emphasise creative and innovative approaches to problem solving in environmental and curriculum adaptations.

Be reflective about learning, new and existing skills and experience.

Be able to communicate effectively in a range of situations and for different audiences about the specific issues in working with young children with developmental differences and/or disability, their families and communities

Assessment Tasks

Name	Weighting	Due
<u>Reflective Writing</u>	10%	25 July 2012
<u>Essay</u>	25%	17 September 2012
<u>Oral Task</u>	10%	26 September 2012
<u>Group Workshop Plan</u>	20%	22 October 2012
<u>Personal Reflection</u>	5%	22 October 2012
<u>Quiz</u>	10%	26 September 2012
<u>Workbook</u>	20%	9 November 2012

Reflective Writing

Due: **25 July 2012**

Weighting: **10%**

Reflection on what the Early Years Learning Framework (EYLF) and the National Quality

Standard (NQS) say about the inclusion and education of young children with developmental differences and disabilities in prior to school settings.

On successful completion you will be able to:

- Explore the social and contextual issues of developmental differences and/or disability
- Understand the concepts underlying equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings.
- Develop a strong understanding of the documents that underpin practice in prior to school settings and how they inform equity, inclusion and access for children with developmental differences and/or disability
- Be reflective about learning, new and existing skills and experience.

Essay

Due: **17 September 2012**

Weighting: **25%**

Discussion of the role of the Early Childhood Teacher in the education and inclusion of children with developmental differences and disabilities in prior to school settings.

On successful completion you will be able to:

- Understand the practices that support equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings, including the essential roles of the early childhood teacher as a leader and collaborator.
- Develop a strong understanding of the documents that underpin practice in prior to school settings and how they inform equity, inclusion and access for children with developmental differences and/or disability
- Identify the essential roles of the family, professionals and community in the education of children with developmental differences and/or disability
- Develop knowledge of a range of ways to support children that emphasise creative and innovative approaches to problem solving in environmental and curriculum adaptations.
- Be able to communicate effectively in a range of situations and for different audiences about the specific issues in working with young children with developmental differences and/or disability, their families and communities

Oral Task

Due: **26 September 2012**

Weighting: **10%**

Individual oral presentation of a planned workshop to educate staff, families and community members on a relevant aspect of developmental difference, disability and/or inclusive education.

On successful completion you will be able to:

- Explore the social and contextual issues of developmental differences and/or disability
- Understand the concepts underlying equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings.
- Understand the practices that support equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings, including the essential roles of the early childhood teacher as a leader and collaborator.
- Develop a strong understanding of the documents that underpin practice in prior to school settings and how they inform equity, inclusion and access for children with developmental differences and/or disability
- Develop knowledge of a range of ways to support children that emphasise creative and innovative approaches to problem solving in environmental and curriculum adaptations.
- Be able to communicate effectively in a range of situations and for different audiences about the specific issues in working with young children with developmental differences and/or disability, their families and communities

Group Workshop Plan

Due: **22 October 2012**

Weighting: **20%**

Proposed plan for a workshop to educate staff, families and community members about relevant aspects of developmental difference, disability and/or inclusive education in a prior to school setting. This plan will be developed by a small group.

On successful completion you will be able to:

- Understand the concepts underlying equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings.
- Understand the practices that support equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings, including the essential roles of the early childhood teacher as a leader and collaborator.

- Develop a strong understanding of the documents that underpin practice in prior to school settings and how they inform equity, inclusion and access for children with developmental differences and/or disability
- Identify the essential roles of the family, professionals and community in the education of children with developmental differences and/or disability
- Develop knowledge of a range of ways to support children that emphasise creative and innovative approaches to problem solving in environmental and curriculum adaptations.
- Be able to communicate effectively in a range of situations and for different audiences about the specific issues in working with young children with developmental differences and/or disability, their families and communities

Personal Reflection

Due: **22 October 2012**

Weighting: **5%**

A brief reflection on learning, strengths and skills as a member of a group working on a project.

On successful completion you will be able to:

- Be reflective about learning, new and existing skills and experience.

Quiz

Due: **26 September 2012**

Weighting: **10%**

Short answer and multiple choice questions based on content covered in unit to this point.

On successful completion you will be able to:

- Develop an understanding of the key patterns of developmental differences and disability and the effects they can have on children and their learning.
- Understand the concepts underlying equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings.
- Develop a strong understanding of the documents that underpin practice in prior to school settings and how they inform equity, inclusion and access for children with developmental differences and/or disability
- Identify the essential roles of the family, professionals and community in the education of children with developmental differences and/or disability
- Develop knowledge of a range of ways to support children that emphasise creative and

innovative approaches to problem solving in environmental and curriculum adaptations.

Workbook

Due: **9 November 2012**

Weighting: **20%**

Completion of weekly tasks associated with readings and on-campus workshops.

On successful completion you will be able to:

- Explore the social and contextual issues of developmental differences and/or disability
- Develop an understanding of the key patterns of developmental differences and disability and the effects they can have on children and their learning.
- Understand the concepts underlying equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings.
- Understand the practices that support equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings, including the essential roles of the early childhood teacher as a leader and collaborator.
- Develop a strong understanding of the documents that underpin practice in prior to school settings and how they inform equity, inclusion and access for children with developmental differences and/or disability
- Identify the essential roles of the family, professionals and community in the education of children with developmental differences and/or disability
- Develop knowledge of a range of ways to support children that emphasise creative and innovative approaches to problem solving in environmental and curriculum adaptations.
- Be reflective about learning, new and existing skills and experience.

Delivery and Resources

This unit is offered externally with two block on-campus periods:

1. 16-25 July 2012
2. 17-26 Spetember 2012

Attendance at all the on-campus classes is required to pass this unit.

All assessments tasks must be submitted to pass this unit.

There is no required text book. A book of readings, containing a range of current and relevant research, professional information and curriculum and regulatory documents will be provided to each student to support their independent study throughout the semester. Students will need to

conduct their own wider reading and research for some assessment tasks.

An ilearn page has been developed to provide a vehicle for communication and resourcing for students. Students will also have access to the range of electronic library services including journals and e-books. Audio-visual material will be used at on-campus sessions as relevant.

Unit Schedule

The following topics will be considered consecutively through the semester:

1. The Social Context & Social Construction of Disability in Australia.
2. Family Perspectives & Family Centred Practice
3. Assessment & Intervention
4. Program Development & Planning with Families
5. Overview of Developmental Differences
6. Strategies to Promote Learning: Communication & Language
7. Strategies to Promote Learning: Socialisation, Behaviour & Self-Regulation
8. Strategies to Promote Learning: Physical & Sensory Disability and Difference
9. The Community
10. Professional Relationships & Specialist Services

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://www.mq.edu.au/policy/docs/assessment/policy.html>

Grade Appeal Policy <http://www.mq.edu.au/policy/docs/gradeappeal/policy.html>

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>.

UniWISE provides:

- Online learning resources and academic skills workshops http://www.mq.edu.au/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Services and Support

Students with a disability are encouraged to contact the [Disability Support Unit](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

IT Help

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/>.

When using the university's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

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

- Explore the social and contextual issues of developmental differences and/or disability
- Develop an understanding of the key patterns of developmental differences and disability and the effects they can have on children and their learning.
- Understand the concepts underlying equity, inclusion and access for children with

developmental differences and/or disability as active participants in prior to school settings.

- Understand the practices that support equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings, including the essential roles of the early childhood teacher as a leader and collaborator.
- Identify the essential roles of the family, professionals and community in the education of children with developmental differences and/or disability
- Develop knowledge of a range of ways to support children that emphasise creative and innovative approaches to problem solving in environmental and curriculum adaptations.
- Be able to communicate effectively in a range of situations and for different audiences about the specific issues in working with young children with developmental differences and/or disability, their families and communities

Assessment tasks

- Reflective Writing
- Essay
- Oral Task
- Group Workshop Plan
- Personal Reflection
- Workbook

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

- Explore the social and contextual issues of developmental differences and/or disability
- Develop an understanding of the key patterns of developmental differences and disability and the effects they can have on children and their learning.
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- Understand the practices that support equity, inclusion and access for children with

developmental differences and/or disability as active participants in prior to school settings, including the essential roles of the early childhood teacher as a leader and collaborator.

- Be reflective about learning, new and existing skills and experience.

Assessment tasks

- Oral Task
- Group Workshop Plan
- Personal Reflection
- Workbook

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

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- Understand the practices that support equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings, including the essential roles of the early childhood teacher as a leader and collaborator.
- Develop a strong understanding of the documents that underpin practice in prior to school settings and how they inform equity, inclusion and access for children with developmental differences and/or disability
- Identify the essential roles of the family, professionals and community in the education of children with developmental differences and/or disability
- Develop knowledge of a range of ways to support children that emphasise creative and

innovative approaches to problem solving in environmental and curriculum adaptations.

Assessment tasks

- Reflective Writing
- Essay
- Oral Task
- Group Workshop Plan
- Quiz
- Workbook

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

- Explore the social and contextual issues of developmental differences and/or disability
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- Develop a strong understanding of the documents that underpin practice in prior to school settings and how they inform equity, inclusion and access for children with developmental differences and/or disability
- Identify the essential roles of the family, professionals and community in the education of children with developmental differences and/or disability
- Develop knowledge of a range of ways to support children that emphasise creative and innovative approaches to problem solving in environmental and curriculum adaptations.
- Be reflective about learning, new and existing skills and experience.
- Be able to communicate effectively in a range of situations and for different audiences

about the specific issues in working with young children with developmental differences and/or disability, their families and communities

Assessment tasks

- Reflective Writing
- Essay
- Oral Task
- Group Workshop Plan
- Personal Reflection
- Workbook

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

- Develop knowledge of a range of ways to support children that emphasise creative and innovative approaches to problem solving in environmental and curriculum adaptations.
- Be able to communicate effectively in a range of situations and for different audiences about the specific issues in working with young children with developmental differences and/or disability, their families and communities

Assessment tasks

- Essay
- Oral Task
- Group Workshop Plan

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

- Develop knowledge of a range of ways to support children that emphasise creative and

innovative approaches to problem solving in environmental and curriculum adaptations.

- Be able to communicate effectively in a range of situations and for different audiences about the specific issues in working with young children with developmental differences and/or disability, their families and communities

Assessment tasks

- Oral Task
- Group Workshop Plan
- Workbook

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

- Identify the essential roles of the family, professionals and community in the education of children with developmental differences and/or disability
- Be reflective about learning, new and existing skills and experience.
- Be able to communicate effectively in a range of situations and for different audiences about the specific issues in working with young children with developmental differences and/or disability, their families and communities

Assessment tasks

- Reflective Writing
- Essay
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- Quiz
- Workbook

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

- Explore the social and contextual issues of developmental differences and/or disability
- Understand the concepts underlying equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings.
- Understand the practices that support equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings, including the essential roles of the early childhood teacher as a leader and collaborator.
- Identify the essential roles of the family, professionals and community in the education of children with developmental differences and/or disability

Assessment tasks

- Oral Task
- Group Workshop Plan
- Workbook

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

- Explore the social and contextual issues of developmental differences and/or disability
- Understand the concepts underlying equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings.
- Understand the practices that support equity, inclusion and access for children with developmental differences and/or disability as active participants in prior to school settings, including the essential roles of the early childhood teacher as a leader and collaborator.

- Identify the essential roles of the family, professionals and community in the education of children with developmental differences and/or disability

Assessment tasks

- Oral Task
- Group Workshop Plan