Course
Bachelor of Early Childhood Education

Course Code
BECE10

Location and Commencement Date
Waverley Campus
Metropolitan South Institute of TAFE, Alexandra Hills Campus, Queensland

Subjects will be delivered in the following study period/s (depending on student numbers):
- Semester 1, 2012 - Taught on campus (Waverley campus only)
- Semester 2, 2012 – Taught on campus

Contact
Waverley Campus
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Metropolitan South Institute of TAFE, Queensland
Stephanie Smith, Course Leader stephanie.j.smith@deet.qld.gov.au
**Year 1, Semester 1**

<table>
<thead>
<tr>
<th>Subject title</th>
<th>Code</th>
<th>Communication and Positive Guiding</th>
<th>Child Observation</th>
<th>Introduction to Professional Practice</th>
<th>Practicum I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
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<tr>
<td>a) describe their own concept of child development and discuss the social and cultural influences on their concept</td>
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<tr>
<td>b) describe and discuss historical variations in conceptualising children and childhood</td>
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<tr>
<td>c) describe and discuss childhood as socially constructed in specific socio-historical contexts</td>
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<tr>
<td>d) describe and discuss a range of philosophical and theoretical contributors to current concepts of childhood</td>
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<tr>
<td>e) discuss specific examples of how concepts of childhood shape the consequent care, management and education of young children</td>
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<td>f) discuss the concept of discourses as it relates to the study of children and childhood</td>
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<tr>
<td>g) discuss the national Early Years Learning Framework’s themes of Being, Belonging and Becoming</td>
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<tr>
<td>h) describe and discuss the child-related discourses and images of the Victorian Early Years Learning and Development Framework</td>
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<td>Weekly contact</td>
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<tr>
<td>Lecture/Tutorial/Online – 4 hours</td>
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<tr>
<td>Assessment</td>
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<tr>
<td>a) discuss the nature and ecology of children’s communication.</td>
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<tr>
<td>b) review a range of historical, contemporary and critical theoretical approaches to and practices of appropriate and positive communication and behaviour guidance when working with young children.</td>
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<tr>
<td>c) identify, discuss and develop communication methods and strategies to support positive relationships with children.</td>
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<td>d) explore a range of emerging technologies designed to support communication with the young child.</td>
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<tr>
<td>e) identify, discuss and develop communication strategies to support children’s interests and to support children in learning about the decision making process.</td>
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<td>f) discuss strategies to promote respect for similarities and differences and encourage children to respect these differences.</td>
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<td>g) discuss the identification and review of behaviour causing concern.</td>
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<td>h) outline strategies to assist young children in developing self-regulation skills.</td>
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<tr>
<td>i) describe methods for establishing and applying limits and guidelines for behaviour.</td>
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<tr>
<td>a) discuss the primary historical and contemporary theories that underpin the practice of child observation</td>
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<tr>
<td>b) outline a number of contemporary national and international methods currently used in early childhood education environments to observe, record and analyse information relating to a child’s individual development</td>
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<td>c) explain how current curriculum documents including the EYLF and the VEYLF and their presentation of the child as an active participant in their own learning impact on observation processes</td>
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<td>d) discuss the ethical implications and considerations related to child observation, including current regulators and policies and changes that may affect the way the EYLF or VEYLF are applied.</td>
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<td>e) discuss the value of utilising team and collaborative processes in obtaining quality child observation data.</td>
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<td>f) identify potential difficulties associated with child observation and outline a variety of strategies to assist in addressing these</td>
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<td>g) explain how observations and information collected to understand the child are applied to program planning, evaluation and assessment tasks and more formal early curriculum processes</td>
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<td>h) discuss how current and emerging technologies may be used effectively to assist the observation process</td>
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<td>a) explain their personal perceptions of what a teacher is and their roles and responsibilities</td>
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<td>b) discuss the images they have of themselves as teachers and describe their emerging philosophy as a teacher</td>
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<td>c) critically examine where their images of themselves as teachers come from in terms of socio-historical images and educational philosophies perspectives.</td>
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<td>d) discuss planning documents EYLF, VEYLF and VELS in current use in Early Childhood or Junior School settings, and relate them to theories and perspectives as detailed in ECE 1101 Child Development 1</td>
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<td>e) discuss the impact of contemporary and emerging technologies on the teachers role, in teaching practice</td>
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<td>f) outline the professional, legal and ethical responsibilities of the early childhood professional as presented in VIT and ECA Codes of Practice</td>
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<td>g) explain the importance of critical thinking, reflective practice and research, including the researcher, in the context of, ‘evidence-based practice’ and ‘best practice’.</td>
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<tr>
<td>Pre-school setting</td>
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<tr>
<td>a) demonstrate appropriate positive communication strategies with children and adults</td>
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<tr>
<td>b) demonstrate the ability to work as a team member</td>
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<td>c) begin to apply observation methods to gather and record information about children’s behaviour and development from primary and secondary sources</td>
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<td>d) model the professional behaviours used by their early childhood educator when working with young children</td>
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<td>e) identify the varied roles of the early childhood educator including their roles with families</td>
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<td>f) act in accordance with relevant legal, regulatory and professional requirements</td>
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<td>g) demonstrate a beginning ability to critically evaluate their own teaching practice, communicate these reflections appropriately and identify areas for improvement</td>
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<td>h) review the policies and procedures of the pre-school setting and identify implications for professional practice</td>
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**Prerequisites**

- Nil

**Co-requisites**

- ECE1101, ECE1102, ECE1103, ECE1104
**Bachelor of Early Childhood Education**

<table>
<thead>
<tr>
<th>Subject title</th>
<th>Child Advocacy</th>
<th>Play as an Educational Medium and Learning</th>
<th>Early Childhood Teaching and Learning</th>
<th>Promoting Child Health, Wellbeing and Safety</th>
<th>Practicum II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
<td>ECE1201</td>
<td>ECE1202</td>
<td>ECE1203</td>
<td>ECE1204</td>
<td>ECE1205</td>
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<tr>
<td><strong>Credit points</strong></td>
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</tbody>
</table>

**Subject Overview**

The subject adopts the perspective that child advocacy involves raising the status of children, increasing their self-determination and the responsiveness and accountability of institutions affecting them. It emphasises that professional and ethical practice includes consideration of each situation with reference to context, time, environment, acknowledgment of key stakeholders and their values, legal aspects, professional principles and ethical principles. Students examine the legislative and organisational background to children's services at both the federal and state level and review relevant international, federal, state and local legislation.

**Learning Outcomes**

a) **discuss the concepts of ‘advocacy’, ‘social justice’, and ‘duty of care’ as they relate to early childhood education practice.**
b) **demonstrate an awareness of relevant legislation and guidelines related to the protection of children.**
c) **describe strategies applied to early childhood education practice which support the protection of children.**
d) **identify and examine the risks and possible risk of harm.**
e) **discuss sociological and environmental factors that may contribute to children being placed at risk.**
f) **outline the professional responsibilities of the early childhood practitioner in relation to child advocacy and the protection of children with reference to professional boundaries: scope of practice and ‘duty of care’.**
g) **identify relevant resources and referral agencies available to the early childhood practitioner and discuss processes of referral.**

The initial focus of this subject is on exploring and reflecting upon the early childhood play experiences of the students, and current trends in children’s play experiences within the family unit. Play and pedagogy and the roles of teachers in early childhood education are key components of this subject. Students will explore various types of play, and the teaching strategies and experiences that can be incorporated to support children’s learning and development through play for children from birth to eight years of age.

**Assessment**

- **Examination – 40%**
- **Essay – 60%**

**Weekly Contact**

- **Lecture/Tutorial/Online – 3 hours**
- **Lecture/Tutorial/Online – 3 hours**
- **Lecture/Tutorial/Online – 3 hours**
- **Semester contact hours – 113 (15 days)**

**Practicum II**

Practicum II orientates students to the long day care environment with a particular focus on promoting children’s health, wellbeing and safety and teaching and learning within this setting.
Bachelor of Early Childhood Education

Year 2, Semester 1

<table>
<thead>
<tr>
<th>Subject title</th>
<th>Child Development II</th>
<th>Literacy I, II, III</th>
<th>Curriculum Theory</th>
<th>Working with Families and Communities</th>
<th>Practicum III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>ECE2101</td>
<td>ECE2102</td>
<td>ECE2103</td>
<td>ECE2104</td>
<td>ECE2105</td>
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<tr>
<td>Credit points</td>
<td>6</td>
<td>5</td>
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**Subject Overview**

In this subject, students develop an understanding of the important concepts and theories of cognitive and language development and consider the implications for teaching and learning practices in early childhood curriculum. The subject examines current research with a focus on four key areas:

1. Scientific comprehension of early experiences
2. Whether brain development includes predictable critical periods
3. Brain development as a process across the lifespan
4. Early brain growth risks associated with biological hazards.

Students will explore individual differences in children’s cognitive and language development and the implications these have for observation and planning methodologies to meet the wide range of intellectual and language needs of children in same-age and multi-age groups.

**Learning Outcomes**

a) Describe how children 0-5 communicate with others and the implications of this for planning learning experiences.
b) Discuss language theories, teaching and learning principles and implications of these for planning.
c) Recognise the diversity of learners’ language backgrounds and the implications for teaching in various settings.
d) Analyse the influence of social and cultural contexts in shaping the way in which children (0-5 years) learn language and literacy.
e) Identify best practice for early literacy development outlined by national and international educational researchers and practitioners.
f) Examine literacy practices with particular reference to play contexts.
g) Plan, implement and evaluate a range of experiences in support of young children’s language and communication development.
h) Discuss the advantage and concerns related to the use of multi media resources.

**Assessment**

- Written report – 40%
- Follo – 60%
- Scenario-based practical task – 60%
- Examination – 45%
- Essay – 40%
- Case scenario – 60%
- Essay – 50%
- Annotated resource folio – 50%
- Professional practice assessment – 40%
- 270 degree multi-source assessment – 60%

**Prerequisites**

ECE1101
ECE1203 Early Childhood Teaching and Learning
ECE1104, ECE1202

**Co-requisites**

Nil
Nil
Nil
ECE2101, ECE2102
ECE2103, ECE2104
**Bachelor of Early Childhood Education**

**Year 2, Semester 2**

<table>
<thead>
<tr>
<th>Subject title</th>
<th>Inclusion and Diversity I (Contemporary Society)</th>
<th>Children's Art</th>
<th>Early Learning and Education</th>
<th>The Contemporary Early Childhood Educator</th>
<th>Practicum IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>ECE2201</td>
<td>ECE2202</td>
<td>ECE2203</td>
<td>ECE2204</td>
<td>ECE2205</td>
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**Subject Overview**

The 21st-century child exists within a highly complex society influenced by the fluid and ever-changing world. This subject provides a sociological background for the contemporary early childhood educator. The underpinnings for the subject will be the socio-cultural and ecological interpretations of what constitutes the modern society, what constitutes the contemporary family, the social and emotional consequences of family breakdown and family blending, economic/geographic disadvantage and complex social challenges including the impacts of drugs, alcohol and mental health issues.

In this subject students focus on the role of the visual arts in early childhood, especially in developing social and cognitive competencies and the importance of art as a medium for emotional and physical expression. Students will explore their own art history to consider how their current attitudes may have been fostered, and the implications that history has on their teaching practice and their views of young children as imaginative thinkers, explorers and artists.

**Learning Outcomes**

- a) Apply socio-cultural and ecological systems theories as lenses to understand lived realities.
- b) Analyse modern societies and the implications for teaching.
- c) Describe the benefits of working as part of a team which may include families and allied professionals.
- d) Investigate a range of family support agencies, on the web, whose purview is to assist children and families experiencing socially constructed disadvantage.
- e) Outline government policy and legislation related to the education and protection of children.
- f) Discuss teaching parameters when dealing with children experiencing social and economic challenges or trauma.
- g) Explain the processes involved in the assessment and referral of children requiring additional professional support.

- a) Discuss the stages of children’s drawing.
- b) Examine and understand the connections between art and the acquisition of literacy skills.
- c) Present a range of art experiences to assist the development of children’s artistic skills and their appreciation of the visual arts.
- d) Plan appropriate art experiences to meet the developmental and socio-cultural needs of young children.
- e) Demonstrate and articulate the important role of art in holistic learning and art as a means of cultural expression.
- f) Incorporate multimedia technologies into children’s art experiences.
- g) Examine their own beliefs and attitudes towards art and artistic development.

- a) Explain the role of primary care in infant and toddler settings in the context of attachment theory and the concept of attachment based learning.
- b) Analyse the collaborative partnerships between early childhood care-givers/teachers and the families of infants and toddlers that are respectful of their cultural context.
- c) Discuss strategies for contextualising routines including feeding, sleeping, changing nappies and toileting as part of the early learning experience.
- d) Identify best practice curriculum and pedagogy that promotes neurological development in a play-based environment for infants and toddlers.
- e) Discuss key considerations and effective strategies relevant to practitioners operating in multi-age early learning settings, with an emphasis on the safety, play and development of each individual child.
- f) Identify and critically analyse professional, educational, political and philosophical issues that impact on the work of contemporary early childhood educators working in a range of contexts.
- g) Consider how these theories impact on the practices of early childhood educators in their professional practices.
- h) Review their role as an early childhood educator in a range of contexts.
- i) Explain the importance of ‘evidence-based practice’ and ‘best practice’ in the early childhood environment.

- d) Explain the importance of educational research in improving outcomes for children and identify common research models outline the key considerations for professionals in reviewing any educational research.
- e) Discuss the impact of emergent technologies on teaching practice in the early years prior to school and consider best practices.
- f) Identify their own current and future professional development needs in relation to the effective integration of contemporary technologies within early childhood curricula.

**Weekly contact**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Annotated folio (1,400 words) – 50% Essay (1,400 words) – 50%</th>
<th>Essay (1,400 words) – 50% Teaching resource (1,400 words) – 50%</th>
<th>Resource Folio (1,700 words) – 40% Essay (2,500 words) – 60%</th>
<th>Essay (1,700 words) – 40% Essay (2,500 words) – 60% Professional e-Portfolio – 5% Uns.</th>
<th>Professional practice assessment (PPA) (2 x 20%) – 40% 270 degree multi-source assessment (MSA) – 60%</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
<td>ECE1101, ECE1103, ECE2101</td>
<td>ECE1101, ECE1103, ECE1203, ECE2101, ECE2103</td>
<td>Nil</td>
<td>Working with Children Check ECE2155</td>
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<tr>
<td>Corequisites</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>ECE2201, ECE2202, ECE2203, ECE2204</td>
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**Application for Accreditation**  
*Holmesglen Commercial in Confidence*
Learning Outcomes

a) Apply sociocultural theory as a lens to understand lived realities.

b) Develop and apply effective strategies and resources to support diversity.

c) Implement effective strategies for working with indigenous students, families and communities.

d) Identify and explain the varying factors that impact on indigenous and migrant children in educational settings.

e) Discuss effective strategies showing an understanding for working with multicultural families and communities.

f) Create a classroom environment inclusive of all students.

Weekly contact

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<thead>
<tr>
<th>Lecture</th>
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Assessment

<table>
<thead>
<tr>
<th>Essay</th>
<th>50%</th>
<th>Report</th>
<th>50%</th>
<th>Practical Task</th>
<th>60%</th>
<th>Examination</th>
<th>40%</th>
<th>Children's experience resource file</th>
<th>50%</th>
<th>Curriculum and planning portfolio</th>
<th>50%</th>
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</table>

Prerequisites

Nil

Co-requisites

Nil
Learning Outcomes

a) Explain the concept of 'popular culture' within contemporary Australian society.
b) Analyse the influences of popular culture and the media on learning and development.
c) Describe and discuss recent research findings related to television exposure for babies and toddlers.
d) Discuss the concept of young children as consumers.
e) Reflect on the relationship between the nature of literacy and the implications for education and learning.
f) Analyse the implications of research on 'popular culture' and the media for early childhood education.
g) Develop a curriculum that is an effective and appropriate integrating aspects of the media and popular culture into curricula to enhance children's learning and development.

Assessment

- **Practicum VI**
  - **Weekly contact:** Lecture/Tutorial/Online – 3 hours, Seminar: 20 days
  - **Assessment:** Essay – 50%, Practical task – 35%, Examination – 15%
  - **Prerequisites:** Nil
  - **Co-requisites:** Nil

- **Practicum III**
  - **Weekly contact:** Lecture/Tutorial/Online – 3 hours
  - **Assessment:** Essay – 20%, Practical task – 40%, Examination – 40%
  - **Prerequisites:** Nil
  - **Co-requisites:** Nil

- **Practicum II**
  - **Weekly contact:** Lecture/Tutorial/Online – 4 hours
  - **Assessment:** Essay – 40%, Examination – 60%
  - **Prerequisites:** ECE2102
  - **Co-requisites:** Nil
Subject Overview
The philosophies of inclusion, inclusive practices, principles of social justice, human and children’s rights and anti-discrimination in educational settings will be discussed and explored in this subject. Students will be introduced to the notion that the inclusive educational practice is a response to the fact that communities are comprised of a wide diversity of individuals and families. Diversity has many aspects. This subject addresses the aspects of those children with disabilities and additional specific needs.

Learning Outcomes

- a) Describe the concept and function of inclusive educational practice.
- b) Outline government policy relating to the education and the inclusion of children with additional specific needs.
- c) Discuss a range of strategies in relation to working effectively as a teacher in partnership with families and health professionals.
- d) Demonstrate an awareness of the needs of families of children with additional specific needs.
- e) Appraise a clear understanding of the importance of effective inclusion for children with additional specific needs.
- f) Demonstrate an understanding of the range of professional assessments and referrals available for children, and when they may be necessary.
- g) Identify and describe a typical range of specific/partial needs that an individual child may have. These needs would include medical conditions, developmental delays, disabilities, family crises.

This subject has been designed to provide students with a grounding in leadership and management theory relevant to the role of a graduate teacher. Students develop an understanding of the role of teacher as a leader within early childhood settings. Such leadership incorporates the practical aspects of pedagogical leadership and leadership within a service or school; and change management. Underpinning the understanding of these components will be an introduction to theories of educational leadership and leadership styles. The subject will provide a basic introduction to financial management and accountability within early childhood organisations including requirements for reporting to and working with management committees or other management structures, the development and presentation of basic business plans; and meeting legal requirements for reporting to government agencies.

Weekly contact

- Lecture/Tutorial/Online – 3 hours
- Assessment
  - Examination (80%)
  - Case scenario (1,700 words) (60%)
  - Essay – 50%
  - Assignment – 50%
- Prerequisites
  - ECE1101, ECE1103, ECE2101
  - ECE3103
- Co-requisites
  - Nil
Bachelor of Early Childhood Education

Year 4, Semester 2

Subject title | Inclusion and Diversity IV (Exceptional Children) | Performing Arts | Curriculum Design | Transition to Professional Practice | Practicum VIII
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Code | ECE4201 | ECE4202 | ECE4203 | ECE4204 | ECE4205
Credit points | 4 | 4 | 4 | 4 | 8

Subject Overview
This subject provides an initial overview of the concepts and theories regarding giftedness and exceptional abilities in young children; it provides opportunities for students to develop skills in teaching and assessing within an integrated educational program. Students will explore the strategies, knowledge and skills to successfully provide inclusive and integrated approaches to the teaching, learning and development of gifted children within a mainstream early childhood environment.

Learning Outcomes
a) Analyse the concepts of giftedness, talent and exceptionalism according to a range of models and theoretical frameworks.
b) Discuss indicators used in the identification of giftedness and exceptional abilities in young children.
c) Explain the pedagogical implications and approaches for working with children identified as gifted, talented or exceptional.
d) Relate the role of structured and unstructured play experiences to gifted children’s development.
e) Describe the range of potential policy issues related to the inclusion of children with exceptional abilities/needs.
f) Discuss the issues related to the educational rights of gifted children and their families.
g) Analyse the impact of exceptional abilities on the child, the family, and the educational service.
h) Determine strategies for working effectively as a teacher in partnership with families and allied professionals to enhance the learning and development of the gifted child.
i) Articulate a clear philosophy and rationale for meeting the needs of exceptional children in early childhood educational programs.

Assessment
- Presentation – 15 minutes + 40% Report – 60%
- Development of a performing arts experience for children and associated paper – 60%
- Essay – 40%
- Teaching plan – 60%
- Literature review – 40%
- Essay – 50%
- Transition to professional practice plan – 50%
- Professional e-Portfolio – S/Uns.
- Professional practice assessment (PRA) – 40% 270 degree multi-source assessment (MSSA) – 60%
- Working with Children Check ECE4105

Weekly contact
Lecture/Tutorial/Online – 3 hours
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Semester contact hours – 225 (30 days)

Credit points 4 4 4 4 8

The final practicum is an opportunity to consolidate and extend the core teaching functions of observation, planning, implementing, assessment and evaluation.

Co-requisites
| ECE4205 |
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Prerequisites
- ECE1103, ECE1201
- ECE1104, ECE1204, ECE2104, ECE3104, ECE3204, ECE4104