

# Unit Outline (Higher Education)

**Institute / School:** School of Education

**Unit Title:** NATURE PEDAGOGY

**Unit ID:** EDECE3018

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:**

070199

## Description of the Unit:

This course is designed to provide PSTs with a deep understanding of the theory and pedagogical approaches and practices of learning with nature as an alternative approach and pedagogy to curriculum design. Historical and contemporary approaches to nature programs will be addressed including the impact of Aboriginal and Torres Strait Islander perspectives on early nature programs in Australia. This course will acquaint PSTs with the value and benefits of learning with nature and how these approaches generate opportunities to differentiate teaching strategies and methods to meet a range of childrens' abilities, interests and dispositions, including children with special needs and those from culturally diverse backgrounds. PSTs will also come to understand that learning with nature supports other curriculum approaches and pedagogies such as play-based pedagogies, inquiry learning stances, socially inclusive practices and learner engagement.

PSTs will explore a range of curriculum teaching areas, in particular science and environmental education, numeracy and technology and how nature programs can meet curricula, teaching methods and legislative requirements of curriculum areas and other regulatory frameworks. PSTs will examine how children's health, wellbeing and safety can be addressed in nature programs and how such programs incorporate notions of diversity, difference and inclusion. PSTs will come to understand the importance of family and community partnerships in the planning, programming and evaluation of nature programs and will be able to demonstrate the ability to plan for children prior-to-school, particularly within the science curriculum area.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

**Learning Outcomes:**
**Knowledge:**

- K1.** Demonstrate a deep understanding of health, wellbeing and safety and implications for and of nature learning
- K2.** Articulate and demonstrate the role and value of nature pedagogy as a curricula approach and how the dynamic nature of teaching afforded through nature pedagogical approaches link to and support other pedagogies, socially inclusive teaching and assessment practices.
- K3.** Demonstrate an understanding of content teaching areas, and how they be addressed using nature and play-based pedagogies
- K4.** Outline legislative and curricula requirements as they relate to conducting nature programs
- K5.** Demonstrate a deep understanding of the importance of parent/carer and community partnerships in developing and implementing nature programs that are environmentally sustainable and model a respect for the environment.
- K6.** Demonstrate an understanding of how to select science experiences appropriate to young children

**Skills:**

- S1.** Analyse and critically reflect on nature pedagogy approaches
- S2.** Plan engaging experiences for young children in prior to school settings, ensuring health, safety, curricula and regulatory requirements are addressed
- S3.** Identify socially inclusive teaching and assessing strategies and use IT to record teaching and assessment in nature programs.
- S4.** Differentiate strategies, content and concepts to address the needs of a full range of abilities, interests and dispositions
- S5.** Explain why science and environmental education should be taught to young children and the role that the adult can play in assisting young children to explore science and their environment.
- S6.** Describe the various ways in which science experiences and environmental education can contribute to children's development

**Application of knowledge and skills:**

- A1.** Use their knowledge of nature to identify curricula content, in particular scientific content, attitudes and processes that can be addressed using nature approaches

- A2.** Use their knowledge of child development and learning curricula and regulatory frameworks, to plan appropriate science and nature-based experiences that address the needs of a range of abilities and interests and sociocultural backgrounds in the early years prior to school settings
- A3.** Critique and reflect on their own teaching practices to highlight professional learning goals and strategies for improving the teaching of science concepts
- A4.** Using knowledge of nature approaches, socially inclusive practices, and curricula requirements, articulate the value of nature programs for the wellbeing of children and critique and reflect on their own teaching practices to highlight professional learning goals and strategies for improving teaching in nature programs
- A5.** Distinguish possible changes to the environment in an early childhood context and discuss how changes could be implemented with active involvement of children, families and communities

### Unit Content:

Topics may include:

- Contextualising nature pedagogical approaches
- Theoretical frameworks that inform nature pedagogy such as, but not limited to Froebel, Steiner, Te Whariki
- Personal dispositions toward nature learning and the impact of personal attitudes in developing children's positive attitudes toward science and environmental education
- Benefits of learning with nature and science in early years development
- How learning with nature generates opportunities for children to understand complex integrated across-curriculum teaching areas
- Identifying science and environmental experiences in daily routine tasks planned and unplanned
- Participating in nature pedagogy and science for all learners
- Risk and resilience when learning with nature
- Inclusive practices: social emotional, cultural, developmental, additional needs
- Planning, implementing and assessing through nature programs, particularly in the science curriculum area
- Preparing challenging environments
- Sensitive, responsive and intentional interactions with children in natural environments
- Policy and practice and nature programs: curricula and regulatory requirements
- Communicating and collaborating with parents/carers and the community
- Critically reflective practice and professional learning

### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor	Development and acquisition of FEDTASKS in the Unit	
	Learning Outcomes (KSA)	Assessment task (AT#)

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	S3	AT2
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>	K1, K2, K3, K4, K6 S1, S2, S5, S6 A2, A3, A4, A5	AT2, AT3
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, S1	Forum Posting. PST to complete forum posting on an aspect of nature	Hurdle Forum Posting	U/S
K1, K2, K3, K4, K5, K6 S1, S4, A1, A2. APST 1.2, 1.5, 1.6, 3.1, 3.4, 3.5, 4.4, 7.2	Portfolio (Part 1) Using one of the four elements of nature (air, earth, water, light/fire) complete the mind map provided by brainstorming learning experience ideas and teaching strategies for each curriculum learning area across 0-2 years and 3-5 years. The content in the mind map should demonstrate an awareness of how teaching through nature pedagogical approaches link to and support other teaching pedagogies. Attached to the mind map, include a document that highlights the concepts and attitudes covered and to justify teaching strategies. Consideration must be given to how the experiences and teaching strategies address a diverse range of learning needs and strengths of children and how nature learning has implications for student's health, wellbeing, safety and development.	Portfolio	40% - 60%
K1, K2, K3, K4, K5, K6, S1, S2, S3, S4, S5, S6, A1, A2, A3, A4, A5, APST 1.2, 1.5, 1.6,2.1, 2.2, 2.3,3.1, 3.2, 3.3, 3.4, 3.5, 3.7,4.1, 4.2, 4.4,	Portfolio (Part 2) Planning & Evaluation Planning From your mind_map developed in AT2, plan two learning experiences. Using the provided scenario modify both learning experiences to cater for the inclusion of the child. The modification should consider inclusion of additional resources, concepts, teaching and assessment strategies. Evaluation Report Write a report that discusses the value of nature programs for the wellbeing of children and reflects on the process of modification and differentiation, including the role effective teachers play in assisting children learning in and with nature. Identify areas of teaching practice that need further development, set professional learning goals and propose strategies for achieving these goals.	Planning & Evaluation Report	40-60%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course

Modification Form.

**MICS Mapping has been undertaken for this Unit**

No

Date:

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)