

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	NATURE PEDAGOGY 1
<b>Course ID:</b>	EDMAS6035
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070101

## Description of the Course:

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 children's 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 and as they transition to school, particularly within the science curriculum area.

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

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes:

#### Knowledge:

- K1.** Demonstrate a deep understanding of health, wellbeing and safety and implications for and of nature learning
- K2.** Articulate the role and value of nature pedagogy as a curricula approach
- K3.** Demonstrate how the dynamic nature of teaching afforded through nature pedagogical approaches link to and support other pedagogies
- K4.** Demonstrate a deep understanding of content teaching areas, in particular, science, and how they be addressed using nature and play-based pedagogies
- K5.** Outline legislative and curricula requirements as they relate to conducting nature programs
- K6.** Articulate how nature programs support socially inclusive teaching and assessment practices
- K7.** Demonstrate a deep understanding of the importance of parent/carer and community partnerships in developing and implementing nature programs
- K8.** Recognise the importance of demonstrating a positive attitude toward science and the environment
- K9.** Comprehend that science includes attitudes and processes as well as concepts
- K10.** Demonstrate an understanding of how select science experiences appropriate to young children

#### Skills:

- S1.** Analyse and critically reflect on nature pedagogy approaches
- S2.** Address curriculum content areas across early education contexts, with a focus on the science curriculum area
- S3.** Plan engaging experiences for young children in prior to school settings and as they transition to school ensuring health, safety, curricula and regulatory requirements are addressed
- S4.** Identify socially inclusive teaching and assessing strategies
- S5.** Differentiate strategies, content and concepts to address the needs of a full range of abilities, interests and dispositions
- S6.** Use IT to record teaching and assessment in nature programs
- S7.** Explain why science and environmental education should be taught to children
- S8.** Describe various ways in which science experiences and environmental education can contribute to children's development
- S9.** Articulate and reflect upon the role that the adult can play in assisting young children to explore science and their environment

#### 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, 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

- A3.** Use their knowledge of curricula requirements and regulatory frameworks to plan and implement nature experiences across the early childhood years
- A4.** Critique and reflect on their own teaching practices to highlight professional learning goals and strategies for improving the teaching of science concepts
- A5.** Using knowledge of nature approaches, socially inclusive practices, and curricula requirements, articulate the value of nature programs for the wellbeing of children
- A6.** 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

**Course Content:**

Topics to be covered 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

**Values:**

- V1.** The place of natural environments in the wellbeing of children and communities and appreciate the relevance of science and environmental education to one's daily life
- V2.** The benefits of alternative curricula approaches in the meeting the requirements of curricular teaching areas, in particular science
- V3.** Recognise and make connections between topics and theories related to childhood and education and their own professional learning and development
- V4.** Appreciate the importance of critical reflection and evaluation in curriculum decision making
- V5.** Being empowered to work towards a sustainable future
- V6.** Appreciate that science is a natural experience for young children
- V7.** Recognise what sustainability in early childhood means

**Graduate Attributes**

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program

progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1 ;S1; S9; A4	AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K4; S9; A6	AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K6; S4; A5	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2; S9; A5	AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2; S8; A5	AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, S1	Forum Posting PST to complete forum posting on an aspect of nature	Forum Posting	10-30%
K1, K2, K3, K4, K5, K6, K8, K9, S1, S3, S4, S5, S7, S8 A1, A2 APST 1.2, 1.5, 1.6 3.1, 3.4, 3.5 4.4 7.2	Portfolio (Part 1) PSTs identify a feature of nature e.g. sticks, stones, water, clay, fire and propose how this feature can be used to address teaching and learning and curricula areas. PSTs are to consider curriculum areas, concepts and inclusive teaching strategies for children prior to school and early years of school	Portfolio	20-40%
K1, K2, K3, K4, K5, K6, K7, K10 S1, S2, S3, S4, S5, S6, S9 A1, A2, A3, A4, A5, A6 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 5.1, 5.2 7.2, 7.4	Portfolio (Part 2) Planning & Evaluation Planning PSTs are to plan, implement and evaluate five learning experiences based on the feature identified in portfolio (part 1) around the science teaching area for kindergarten aged children. Based on a scenario, PSTs are to modify content, teaching and assessment strategies to meet the needs of the children Evaluation Report PSTs are to report on the planning and implementation of teaching experience and process of modification and differentiation. Identify areas of their teaching practice that need further development, set professional learning goals and propose strategies for achieving their goals.	Planning & Evaluation Report	40-60%

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)

**Professional Standards / Competencies:**
**Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial**

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Intermediate
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Intermediate
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	Yes	Intermediate
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Intermediate
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Intermediate
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Intermediate
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Intermediate
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Intermediate
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Intermediate

3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Intermediate
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Intermediate
3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.	Yes	Intermediate
<b>4. Create and maintain supportive and safe learning environments</b>		
4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Intermediate
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Intermediate
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Intermediate
<b>5. Assess, provide feedback and report on student learning</b>		
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Intermediate
5.2 Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Yes	Intermediate
<b>Professional Engagement</b>		
<b>7. Engage professionally with colleagues, parents/carers and the community</b>		
7.2 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Yes	Intermediate
7.4 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Yes	Intermediate