Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	INTERVENTION THEORY AND PRACTICE IN EARLY CHILDHOOD EDUCATION
Unit ID:	EDMST6015
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070303

Description of the Unit:

This unit will develop students' understanding and application of early childhood intervention theories, practices and contemporary issues while comparing current philosophical and pedagogical perspectives with national education frameworks and legislative literature. Additionally, new innovative theories of childhood will be explored, that acknowledge children and their family's ever changing and relationally complex worlds within an early childhood intervention context.

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

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory					✔	
Intermediate						

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Advanced						

Learning Outcomes:

Knowledge:

K1. Compare and contrast best practice Early Childhood Intervention Australia (ECIA) guidelines, with relevant policies, theories and standards nationally and internationally

K2. Critically reflect on the student's own professional practice informed by early childhood specific education and intervention theory, and other relevant evidence-based literature for ongoing improvement

K3. Explore the potential for Post humanist and Transformative theories to address the diverse and constantly changing world relevant to the complex relational lives of children and their families today and into the future

K4. Review literature highlighting the positive outcomes of best practice early childhood intervention pedagogy for children, families and communities

Skills:

S1. Demonstrate socially and culturally sensitive perspectives reflecting strength based and family centred capacity building approaches

S2. Identify and demonstrate skills required for ensuring the family and all professionals within an ECI team are equipped with the necessary knowledge, skills and resources to effectively support the child to participate and flourish

S3. Analyse contemporary and innovative philosophical, theoretical understandings that inform pedagogical decision-making and potentially extend upon application of early childhood intervention best practice principles

Application of knowledge and skills:

A1. Examine, interpret and apply government standards for early childhood education intervention

A2. Compare and contrast contemporary views with philosophical post-humanist and transformational perspectives on early childhood intervention and pedagogical practices within the early education learning environment

A3. Create and apply a process for critical reflection of personal values, beliefs, conscious and unconscious and social/cultural bias to increase capacity to be responsive and adaptive to diverse and changing child and family contexts

Unit Content:

- Disablity, developmental delay and cultural, social, gender diversity, Aboriginal and Torres Strait Islander perspectives, supporting the whole child and their family in a complex relational world
- The eight best practice principles of the National guidelines for early intervention in Australia and their application in a range of contexts
- Theories, frameworks and models underpinning early intervention practices nationally and internationally
- Implications of ecological, family centred practices and other models on teachers role and learning as an early childhood intervention team member
- Effective comunication skills, crtiically reflective practice and self auditing of early intervention perspectives and practices

- Views of childhood, global issues and implications for the future of early childhood intervention
- Positive outcomes of best practice early childhood intervention pedagogy for children, families and communities
- Foundation ECI best practices.

Graduate Attributes

The Federation University Federation 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 Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		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 K2 K3 K4 S1 A1 A2	AT1 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.	K2 K3 K4 S1 S2 S3 A2	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.	K3 S1 S2 S3 A2	AT1
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.	K1 S1 S2 S3 A1 A3	AT1 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 K3 S1 S2 S3 A2 A3	AT1 AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2 K3 S1 S2 S3 A1 A2 A3	Critical Reflection. Select an evidence based critical reflection model from unit material. Analyse your experiences engaging with intervention stakeholders on placement.	Reflective log	40-50%
K1 K3 K4 S1 S2 S3 A1 A2	Transformative leader resource. Design an early childhood intervention information digital handbook for an early childhood education context of choice. Reference list to be included	Digital handbook	50-60%

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