

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Intervention Theory and Practice in Early Childhood Education
<b>Unit ID:</b>	EDMST6015
<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>	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

**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.** 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:

Disability, 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 communication skills, critically 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.

### 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%

### Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)