

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	COLLABORATIVE INTERVENTIONS IN EARLY CHILDHOOD
Unit ID:	EDMST6116
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070303

Description of the Unit:

This unit is designed to develop knowledge and understanding of key concepts relating to collaborative teamwork with early childhood education teams or in a multidiscipline team. Collaborative and distributive leadership is explored in a range of early childhood education and intervention contexts, with emphasis on benefiting marginal groups and those experiencing systemic and social discrimination. Diverse philosophical and theoretical collaborative approaches will be critically appraised for pedagogical decision-making, aligning with national and state early childhood learning frameworks. Personal and professional communication and leadership skills, problem solving to overcome common challenges and strategies for building strong, sustainable partnerships are explored and analysed.

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.** Investigate major theories, models, contemporary research and educational policy for key knowledge and understanding of the complex nature of effective collaborative practices within early childhood professional and multidisciplinary teams and the benefits to children and families
- K2.** Recognise and understand leadership roles, requirements and responsibilities equated to varying levels of collaboration when adopting a relational agency approach
- K3.** Explore models of critical reflection for evaluation of collaborative approaches
- K4.** Explain the significance of cultural perspectives, including those of Aboriginal and Torres Strait Islander people, as it relates to collaborative practices with families, community and other professionals

Skills:

- S1.** Evaluate and discuss a range of collaborative teamwork approaches across diverse early childhood intervention contexts.
- S2.** Critique leadership theories and contemporary research for effectiveness of diverse models for leading multidiscipline teams across a range of contexts.
- S3.** Examine and analyse evidence-based strategies to build self awareness as a reflective team member and leader.

Application of knowledge and skills:

- A1.** Design a framework to guide, enhance and evaluate collaborative processes
- A2.** Develop a suite of priority communication skills based on adult learning principles for effective collaborative leadership in early childhood intervention contexts
- A3.** Develop socially and culturally sensitive personal and professional leadership skills and attributes

Unit Content:

- Benefits of quality collaborative practices for children and family outcomes
- Exploring and evaluating collaborative practice theories, frameworks and contemporary research for effective collaborative practice in early childhood education and intervention contexts
- Maintaining family centred approaches within collaborative practices
- Legislation and policy on collaborative practice
- Leadership and relational agency including managing multidiscipline teams and facilitating collaborative work environments
- Articulating and interpreting early childhood education professional knowledge to other professionals
- Designing and implementing a 'systems framework' or other preferred approach for specific contexts
- Comparing and contrasting evaluative approaches for collaborative practices
- Applying critically reflective practices for improving collaborative skills and attributes

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, S1, S2, S3, A1, A2, A3	AT1, AT2, AT3
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.	K3, S1, S2, A1	AT2, AT3
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.	K4, S3, A3	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.	S3, K4, A2	AT1, AT2, AT3
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, S3, A2, A3	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, A1, A2, A3	Based on weekly course material: Personal reflections on course material with references	Discussion board posts and responses	15-25%
K1, K2, K3, S1, S2, S3, A1, A3	As the pedagogical leader and decision maker, construct an evidence based structure and process of a collaborative practice approach to be undertaken for a child and their family attending the centre with a team of early childhood educator centre staff. A reflective practice component is to be included.	Narrated Power Point Presentation to peers	30-40%
K1, K2, K4, S2, A1, A2, A3	Respond to an intervention case study. Identify an approach an early childhood teacher could take to facilitate a multi-discipline collaboration that benefits children and family outcomes.	Case study response	40-50%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)