Course Outline (Higher Education)

School:	School of Education
Course Title:	TEACHING IN NATURE
Course ID:	HENAE6001
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDECE3018 and EDMAS6035)
ASCED:	070101

Description of the Course :

This course is designed to provide teachers 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 teachers 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. Teachers 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. Teachers 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. Teachers 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. Teachers 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, etc.)
Placement Component:	No
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						
Intermediate					✔	
Advanced						

Learning Outcomes:

Knowledge:

K1. Consider health, wellbeing and safety and implications for and of nature learning

K2. Articulate the role and value of nature pedagogy as a curriculum approach

K3. Examine the dynamic nature of teaching afforded through nature pedagogical approaches that link to and support other pedagogies

K4. Demonstrate a deep understanding of content teaching areas, in particular, science, and how they can 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. Articulate and demonstrate the importance of parent/carer and community partnerships in developing and implementing nature programs

K8. 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. Articulate the value of nature programs for the wellbeing of children using knowledge of nature approaches, socially inclusive practices, and curricula requirements

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 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. Appreciate the relevance of science and environmental education to one's daily life and the place of natural environments in the wellbeing of children and communities life

V2. Appreciate 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. Be empowered to work towards a sustainable future

V6. Appreciate that science is a natural experience for young children and that science includes attitudes and processes as well as concepts

V7. Recognise the importance of demonstrating a positive attitude toward science and the environment

V8. 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)	**Code** A. Direct B. Indirect N/A Not addressed	**Assessment task (AT#)**	**Code** A. Certain B. Likely C. Possible N/A Not likely
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.	K3, S1, A4	A	AT2, AT3	A
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, S3, A1, A6	A	AT2	A
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, K8, S4, S5, A2	A	AT2	A
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, K6, S7, S8, S9, A5	A	AT1, AT3	A
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.	K1, K8, A3	A	AT3	A

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, S1	Forum Posting on an aspect of nature	Forum Posting	10-30%
K1, K2, K3, K4, K5, K6, K8, 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) 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. Consider curriculum areas, concepts and inclusive teaching strategies for children prior to school and early years of school	Portfolio	20-40%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K7, K8, 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 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, modify content, teaching and assessment strategies to meet the needs of the children. Evaluation Report Report on the planning and implementation of the teaching experience and process of modification and differentiation. 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%

Adopted Reference Style:

APA