

EDUC6161: Contemporary Issues in Early Childhood Intervention

Online

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description This course explores contemporary and popularised issues that are prevalent in the fields of both inclusive preschool education and early intervention services for infants and young children with disabilities. It seeks to provide knowledge and understanding of emerging evidence-based practices.

Contact Hours **Integrated Learning Session**
Online
2 hour(s) per Week for Full Term

Unit Weighting 10

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Online Dr Laura Roche Laura.Roche@newcastle.edu.au Consultation: please email for an appointment
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	Topics will include: <ol style="list-style-type: none">1. Inclusive practices in long day care and pre-school settings2. Early Childhood Intervention services and support approaches3. The role of play for infants and children with disabilities4. Fostering social interactions5. Supporting families in Early Childhood Intervention6. The National Disability Insurance Scheme7. Professional development for early childhood professionals
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Demonstrate understanding of historical factors on contemporary practice in Early Childhood special education2. Critique theories, philosophies and curriculum approaches in Early Childhood special education3. Describe and critically analyse contemporary issues and trends in Early Childhood special education
Course Materials	A course reading list is provided via canvas

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Contexts of Development	Develop an understanding of key developmental stages	
2	4 Mar	Early Intervention Systems	Develop an understanding and rationale of early intervention and evidence-based practice	
3	11 Mar	Child Assessment	Identify the importance of child assessment	
4	18 Mar	Child Assessment	Identify the key components of effective assessment	
5	25 Mar	Technology	Critique technology available for children with disabilities	Discussion Post 1.1
6	1 Apr	The Role of Play	Understand the importance of play	
7	8 Apr	The Role of Play	Extend knowledge of play for key developmental skills	
Mid Term Break				
Mid Term Break				
8	29 Apr	Evaluating Early Intervention Implementation and Outcomes	Critique the implementation and outcomes early intervention, further develop an understanding of evidence-based practice	Discussion Post 1.2 and peer response
9	6 May	The National Disability Insurance Scheme (NDIS)	Understand key issues in the NDIS process	
10	13 May	Inclusive Practice	Understand the inclusive practices involved in early childhood learning	Essay
11	20 May	Family Centred Intervention and Transitions	Focus on the critical involvement of families in early intervention practices	
12	27 May	Professional Development and Special Issues	Gain an understanding of professional development and special issues	Discussion Post 1.3 and peer response
13	3 Jun			
Examination Period				
Examination Period				

ASSESSMENTS

This course has two assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	On-Line Group Discussion Board Contribution and Participation	All due dates will be listed on Canvas under Assignments. Detailed submission information is provided with each assessment task.	Individual	60%	1, 2, 3
2	Essays/Written Assignments	Week 10	Individual	40%	1, 2, 3

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - On-Line Group Discussion Board Contribution and Participation

Assessment Type	Online Learning Activity
Purpose	These online learning activities been designed to practically apply the information learnt in the course reading.
Description	Discussion questions are listed on Canvas under Assignments. You should read the commentary and the question before the required readings. As you read, you can annotate information that is relevant to the question. The goal of discussion questions is to apply or reflect on the topic, in an informed way. Depending on your interests, profession and work experiences, each person may highlight slightly different aspects of the readings. The reference list should always show evidence of reading beyond the core course readings. The reference list is not included in the word count.
Weighting	60%
Length	Total limit 3000 words (1x500, 1x1000, 1x1500)
Due Date	All due dates will be listed on Canvas under Assignments. Detailed submission information is provided with each assessment task.
Submission Method	Online via Canvas. Detailed submission information is provided with each assessment task.
Assessment Criteria	Discussion Post 1.1 = 10%, Discussion Post 1.2 = 20%, Discussion Post 1.3 =30% A rubric for each of the discussion posts can be found on Canvas under Assessments.
Return Method	Online
Feedback Provided	Online

Assessment 2 - Essays/Written Assignments

Assessment Type	Essay
Purpose	To apply knowledge of play development, assessment and intervention strategies.
Description	The assessment will be uploaded to Canvas under the Assignment tab. The reference list is not included in the word count.
Weighting	40%
Length	Total limit 2000 words
Due Date	Week 10
Submission Method	Online through Turnitin. A cover page is not required.
Assessment Criteria	A rubric can be found on Canvas under Assignments.
Return Method	Online
Feedback Provided	Online - Marks and feedback will be provided within three weeks of the due date. Feedback will be provided via comments on Turnitin and via an attached rubric. Every assignment will have comments on the Turnitin submission. Please access Turnitin via a computer as comments are not always visible on a phone.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Students can email the course coordinator for any course related questions or concerns.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the [Student Academic Integrity Policy](#) for more information.

**Adverse
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#).

**Important Policy
Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System.

Students should familiarise themselves with the [policies and procedures](#) that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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Rubric for EDUC6161 Discussion Board Question 1.1 – Contemporary Issues in Early Childhood Intervention

Student:

Marker: Laura Roche

	FF <50%	P 50%	CR 65%	D 75%	HD 100%	Mark
Criterion 1 Evidence of understanding of the topic and contribution continues the flow of discussion board	Incorrect or incomplete understanding of topic. Response not related or loosely related to the question.	Limited understanding and explanation provided. Little link to discussion board flow.	Main topics and issues identified with sound explanation and understanding. Relevant contribution	Main topic identified with a good explanation of key topics and themes directly related to the topic	Comprehensive response displaying an understanding of all vocabulary, topics and issues with clear relevance	/3
Criterion 2 Discuss use for professional practice	No practical application or insight	Limited practical application.	Clear application to practice	Commendable application to practice	Outstanding insights and application to practice	/4
Criterion 3 At least 1 unique app and 1 unique blog/website added to discussion board with weblinks	Limited or inappropriate apps and blog/website. Website/app already mentioned. No weblink provided	One appropriate app and/or blog/website recommended.	Reasonable app and/or blog/website recommended. Weblinks provided	Good app and/or blog/website recommended. Weblinks provided	Excellent app and/or blog/website recommended. Weblinks provided	/3
Comments:					Total Points	/10

Rubric for EDUC6161 Discussion Board Question 1.2 – Contemporary Issues in Early Childhood Intervention

Student:**Marker:** Laura Roche

	FF <50%	P 50%	CR 65%	D 75%	HD 100%	Mark
Criterion 1 Evidence of understanding of the topic and issues	Incorrect or incomplete understanding of topic. Response not related or loosely related to the question.	Limited understanding and explanation provided. Question generally addressed.	Main topics and issues identified with sound explanation and understanding. Question accurately addressed.	Main topic identified with a good explanation of key topics and themes directly related to the question	Comprehensive response displaying an understanding of all vocabulary, topics and issues with clear explanations	/5
Criterion 2 Reflective, insightful comments, considering implications for professional practice	No evidence of understanding of the main concepts/issues or practical application and or insight	Limited personal reflection and application. Limited analysis of the main issues/concepts	Clear insight to the main issue/s with some reflection and application	Commendable insights about the topic which reflect active and personal connection with the concepts/issues.	Outstanding insights about the topic which reflect active and personal connection with the concepts/issues	/3
Criterion 3 Topic readings and at least 2 additional readings used to inform and justify views/discussion	Limited or no use of references	Topic readings included in an adequate response	Topic readings and 2 additional readings used in a sound response	Topic readings and 2 additional readings used in a good synthesis of ideas	Topic readings and 2 additional readings used in an excellent comprehensive synthesis of ideas	/4
Criterion 4 Accurately uses APA style referencing throughout all responses and has a clear and concise academic writing style	Poor writing style. Limited or incorrect use of APA referencing	Limited references and several referencing errors. Difficult to follow writing style.	Some good use of references. Mainly accurate APA referencing. Adequate writing style.	Good use of references and accurate APA referencing with some minor errors. Good writing style.	Excellent writing style and APA referencing	/3
Criterion 5 Responses to one other student in the discussion board forum. This response must be referenced	No response to peers or limited response with little connection to key issues. No or irrelevant references	Limited response. Limited thoughtful reflection of course content. Limited referencing.	Reflection on peer contributions demonstrates a clear understanding and application of theory into practice. Reasonable referencing.	Reflection on peer contributions demonstrates a thorough understanding and application of theory into practice. Good referencing	Interaction with peers adds value to the academic and professional discourse on the topic. Excellent and highly relevant references	/5
Comments:					Total Points	/20

Rubric for EDUC6161 Discussion Board Question 1.3 – Contemporary Issues in Early Childhood Intervention

Student:**Marker:** LR

	FF <50%	P 50%	CR 65%	D 75%	HD 100%	Mark
Criterion 1 Evidence of understanding of the topic and issues	Incorrect or incomplete understanding of topic. Response not related or loosely related to the question.	Limited understanding and explanation provided. Question generally addressed.	Main topics and issues identified with sound explanation and understanding. Question accurately addressed.	Main topic identified with a good explanation of key topics and themes directly related to the question	Comprehensive response displaying an understanding of all vocabulary, topics and issues with clear explanations	/7.5
Criterion 2 Reflective, insightful comments, considering practical implications	No evidence of understanding of the main concepts/issues or practical application and or insight	Limited personal reflection and application. Limited application of the main issues/concepts	Clear insight to the main issue/s with some reflection and application with reasonable examples	Commendable insights about the topic which reflect active and personal connection with examples	Outstanding insights about the topic which reflect active and personal connection with useful examples	/7.5
Criterion 3 Topic readings and at least 3 additional readings used to inform and justify views/discussion	Limited or no use of references	Topic readings included in an adequate response	Topic readings and 3 additional readings used in a sound response	Topic readings and 3 additional readings used in a good synthesis of ideas	Topic readings and 3 additional readings used in an excellent comprehensive synthesis of ideas	/5
Criterion 4 Accurately uses APA style referencing throughout all responses and has a clear and concise academic writing style	Poor writing style. Limited or incorrect use of APA referencing	Limited references and several referencing errors. Difficult to follow writing style.	Some good use of references. Mainly accurate APA referencing. Adequate writing style.	Good use of references and accurate APA referencing with some minor errors. Good writing style.	Excellent writing style and APA referencing	/5
Criterion 5 Responses to one other student in the discussion board forum. This response must be referenced	No response to peers or limited response with little connection to key issues. No or irrelevant references	Limited response. Limited thoughtful reflection of course content. Limited referencing.	Reflection on peer contributions demonstrates a clear understanding and application of theory into practice. Reasonable referencing.	Reflection on peer contributions demonstrates a thorough understanding and application of theory into practice. Good referencing	Interaction with peers adds value to the academic and professional discourse on the topic. Excellent and highly relevant references	/5
Comments:					Total Points	/30

Rubric for EDUC6161 Assessment 2 – Contemporary Issues in Early Childhood Intervention

Student:

Marker:

	FF <50%	P 50-64%	CR 65- 74%	D 75- 84%	HD 85- 100%	Marks
Criterion 1 Identifies appropriate assessment techniques	Incorrect or incomplete understanding of play assessment	Limited understanding and explanation provided	Main elements identified with sound explanation and understanding	Main topic identified with a good explanation of key elements with identified	Comprehensive understanding of all, elements and issues with clear explanation	/5
Criterion 2 Correctly identifies the child's stages of play development, supported by rationale	Incorrect or incomplete understanding of levels of play	Limited understanding and explanation provided. Some relevant skills identified	Main elements identified with sound explanation and understanding with a reasonable example	Main topic identified with a good explanation of key elements. Good analysis of play skills with examples	Comprehensive understanding of all elements and issues with clear explanation and examples	/5
Criterion 3 Identifies two appropriate goals in SMART format	Incorrect or incomplete goals	Some suitable components identified in the goals	Sound play goals developed	Relevant and practical play goals that are clearly explained	Excellent and appropriate play goals in SMART format	/4
Criterion 4 Designs relevant intervention strategies to support the child's play skills	Limited evidence of understanding of intervention and no/ limited references	Sound reflection and analysis of the main intervention strategies with limited references	Clear insight to the main intervention strategies with reference to the core course readings	Good insights into intervention strategies based on the literature with examples	Outstanding intervention strategies based on a comprehensive understanding of the theory with clear examples	/8
Criterion 5 Details specific strategies to train other people in the child's environment	Limited evidence of understanding of intervention and no/ limited references	Sound reflection and analysis of the main strategies for others with limited references	Clear insight to the main strategies for others with reference to the core course readings	Good insights into strategies for others based on the literature with examples	Outstanding strategies based on a comprehensive understanding of theory with clear examples	/5
Criterion 6 Detailed rationale of the benefits of these activities with reference to the Early Years Learning Framework (EYLF)	Incorrect or incomplete rationale and/or no reference to the EYLF	Sound rationale based on the course readings	Clear application of the theory. Some examples of use provided	Relevant and practical explanation supported with clear examples	Excellent rationale based on thorough research beyond the course readings with practical applications to the EYLF	/8
Criterion 7 Ability to write clearly and concisely using appropriate referencing (i.e. APA referencing style). Evidence of reading beyond the core course readings provided	Poor writing style. Limited referencing and many referencing errors, No additional references cited.	Reasonable writing style but could improve in structure. Contains several grammatical, spelling and/or referencing errors. Reasonable reference list	Well written. Contains some grammatical, spelling and/or referencing errors. Reference list shows evidence of further reading beyond core course readings	Good writing style and structure. Good use of APA referencing. Some minor writing and referencing errors. Good depth of relevance of reading	An exemplary paper with logical structure. Excellent use of high quality and relevant references throughout	/5
Comments:					Total Points	/40