

# National Interdisciplinary Education Framework for Professionals working in the Early Years

Helping future generations of professionals to collaboratively care for children from birth to five years.



Australian Government  
Department of Education and Training



Unless otherwise noted, content created by this project is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License.

**ISBN:**

Print: 978-1-925562-00-2

Electronic: 978-1-925562-01-9

**Authors:**

Project Management Team: Associate Professor Julian Grant, Team Leader, Flinders University; Dr Yvonne Parry, Flinders University; Dr Carolyn Gregoric, Project Manager, Flinders University.

Project partners: Professor Jennifer Sumsion, Charles Sturt University; Associate Professor Sally Brinkman, Telethon Institute for Child Health Research; Associate Professor Kerryann Walsh, QUT; Dr Jessie Jovanovic, Flinders University; Dr Keith Miller, Flinders University; Ms Kaye Colmer, Gowrie SA; Ms Christine Gibson, Australian Centre for Child Protection.

Print version printed by Flinders Press, 2016.

**Acknowledgements**

We would like to thank the Office for Learning and Teaching for funding the project and their support throughout. The OLT ceased on the 30 June 2016; the Australian Government Department of Education and Training continued to support the project through the Promotion of Excellence in Learning and Teaching in Higher Education program. We also wish to thank the project advisory group for their genuine engagement with the project (Professor Cathrine Fowler, University of Technology Sydney; Professor Paul Worley, Flinders University; Associate Professor Joce Nuttal, Australian Catholic University; Dr Kobie Boshoff, UniSA; Dr Julie Dillon-Wallace, Queensland University of Technology; Dr Dianne Jackson, Research Institute for Professional Practice, Learning and Education, ongoing Australian Research Alliance for Children & Youth; Dr Andrea Nolan, Deakin University; Dr Carole Zufferey, University of South Australia; Christine Burrows, Maternal Child and Family Health Nurse Australia (MCaFHNA); Sue Kruske; Judy Kynaston, KidsMatter Early Childhood; Elsa Kyriacou, Department for Education and Child Development, SA; Sonia Waters, Anglicare SA). The involvement and expertise of the project evaluator, Professor Margaret Hicks, was greatly appreciated. Finally, our thanks go to the many individuals who contributed their time and insights as participants in the project.

This document is available online at: [http://www.flinders.edu.au/mnhs/early-years/early-years\\_home.cfm](http://www.flinders.edu.au/mnhs/early-years/early-years_home.cfm)



# Contents

<b>Introduction</b>	<b>3</b>
<b>A. Shared outcomes</b>	<b>5</b>
<b>B. Interdisciplinary map</b>	<b>11</b>
<b>C. Universal essential elements</b>	<b>15</b>
<b>D. Self-evaluation tool</b>	<b>23</b>





# Interdisciplinary education for the early years

## Introduction

The first five years of a child's life are irrefutably important, establishing life-long health, social and economic outcomes. The early childhood workforce is charged with delivering early childhood development services in a framework of quality and national consistency for the safety of all Australian children and their families. This requires development of a national framework for learning and teaching that incorporates common outcomes for children, an interdisciplinary map, and universal essential elements.

The *National Interdisciplinary Education Framework for Professionals Working in the Early Years* is designed to be used to inform education curriculum for preparing early years professionals across disciplines. The framework attends to the diverse demands of multiple professions, qualification levels and workforce agendas.

This *National Interdisciplinary Education Framework for Professionals Working in the Early Years* contains:

- A statement of common outcomes for children from birth to five years that recognises various disciplinary foci
- An interdisciplinary map highlighting training and professional requirements in selected children's services professions
- A statement of universal essential elements (knowledge, skills and attributes) required for working with children from birth to five years of age
- A self-evaluation tool to guide reflection on how the resources are being taken up in programs and curricula within and across courses and across disciplines.

These resources can be integrated individually or as a collective into existing learning and teaching curricula to provide a platform for shared understandings for workers with children from birth to five years.



# Shared outcomes for working with young children









## Shared outcomes for working with young children

To prosper, young children aged from birth to five years need to be cared for and supported by professionals and workers who share common aspirations for optimising children’s growth, development and learning. The catalyst for the development of this resource was a view that we can accomplish more on behalf of, and with, children and families if we have a shared vocabulary for teaching and learning about outcomes for children in vocational and tertiary education programs. We hope this resource will be used across many disciplines, by educators, lecturers, tutors, and program leaders as a tool for embedding shared outcomes for children in practical and theoretical course components. This is the first of four resources that together form the *National Interdisciplinary Education Framework for Professionals Working in the Early Years*.

The following shared outcomes were identified via (i) a rigorous and comprehensive review of research evidence; (ii) experiential evidence gathered via online surveys of professionals, workers and families; and (iii) contextual evidence provided by research partners and members of an expert advisory group\*. While many of the shared outcomes may be considered “measurable” through national data collections or other research methods, some are not yet measurable as mechanisms do not yet exist. At this stage, the purpose of these shared outcomes is for them to be used in vocational and tertiary education settings as a set of valid aspirations for optimising the trajectories of all young children in Australia\*\*.

The shared outcomes for young children are presented in five outcome domains.

## **1. National outcomes**

This domain comprises outcomes relating to social, economic, political and geographic contexts across Australia.

Children will:

- 1.1 Have access to preventative care and early intervention.
- 1.2 Have their rights protected and upheld.
- 1.3 Not be disadvantaged due to gender.
- 1.4 Not be disadvantaged due to race or culture.
- 1.5 Have access to high quality early childhood education.
- 1.6 Have access to services.
- 1.7 Have access to high quality care.
- 1.8 Not be marginalised.
- 1.9 Not be disadvantaged due to poverty.
- 1.10 Receive equitable healthcare.
- 1.11 Have access to free health care.
- 1.12 Receive equitable care.
- 1.13 Aboriginal and Torres Strait Islander children will have the same outcomes as the general populace.

## **2. Community outcomes**

This domain comprises outcomes relating to community contexts and relationships.

Children will:

- 2.1 Have access to the natural environment.
- 2.2 Live in safe, caring and enriching communities.
- 2.3 Have positive relationships with community members.
- 2.4 Live in environments free from smoke and pollutants.

## **3. Service provision outcomes**

This domain comprises outcomes for children receiving a health, education or welfare service. Such services support children and their families to achieve individual, family, community and national outcomes.

Children will:

- 3.1 Have needs assessed and identified early.
- 3.2 Experience continuity of care across ante and post natal domains.
- 3.3 Experience multi-agency partnerships.
- 3.4 Be cared for using strengths based approaches.
- 3.5 Be cared for by professionals and workers who have consensus on definitions, domains and indicators.

#### **4. Family outcomes**

This domain comprises outcomes relating to children's family environments.

Children will:

- 4.1 Have parents who receive appropriate and timely support.
- 4.2 Be optimally nourished.
- 4.3 Not experience child abuse or neglect.
- 4.4 Have capable parents and caregivers.
- 4.5 Experience a positive family environment.
- 4.6 Be breastfed where possible.
- 4.7 Live in environments free from smoke or pollutants.
- 4.8 Live in a stable, cohesive, enriching family environment.
- 4.9 Be cared for by parents and caregivers who are mentally well.
- 4.10 Have parents who are economically stable.

#### **5. Individual outcomes**

This domain comprises outcomes relating to individual children.

Children will:

- 5.1 Develop habits for healthy lives.
- 5.2 Grow and develop optimally.
- 5.3 Develop resilience.
- 5.4 Develop a positive cultural identity.
- 5.5 Have optimal dental health.
- 5.6 Achieve optimal intellectual, sensory and cognitive development.
- 5.7 Have the capacity to play and learn.
- 5.8 Be healthy.
- 5.9 Be safe from serious preventable accidents or injuries.
- 5.10 Be mentally and physically well.
- 5.11 Achieve optimal socioemotional development.
- 5.12 Achieve optimal physical development and motor skills.
- 5.13 Develop prosocial skills and values.
- 5.14 Be creative.
- 5.15 Achieve optimal language development and communication.
- 5.16 Develop prosocial knowledge and behaviours.
- 5.17 Experience secure attachment with a consistent carer.
- 5.18 Be immunised.
- 5.19 Not be or become obese.
- 5.20 Develop spiritually.

\* Puddy, RW & Wilkins, N 2011, Understanding evidence part 1: Best available research evidence, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, Atlanta, GA. Retrieved from [http://www.cdc.gov/ViolencePrevention/pdf/Understanding\\_Evidence-a.pdf](http://www.cdc.gov/ViolencePrevention/pdf/Understanding_Evidence-a.pdf)

\*\* We recognise that shared understandings of the antenatal period are also necessary, however these were not covered in the scope of this project.



# Interdisciplinary Map of people who work with young children





# Interdisciplinary Map of people who work with young children

The interdisciplinary map is essential to enable cross-disciplinary understandings of practice within the early years environment. If members of an interdisciplinary team are able to make sense of the theories that shape their colleagues' practices and how these link to their own professional beliefs the first steps of collaboration are in place. This is the second of four resources that together form the *National Interdisciplinary Education Framework for Professionals Working in the Early Years*.

The components of the Interdisciplinary map are a critical contribution to ensuring that this framework is transparent and inclusive of multiple disciplinary perspectives. The interdisciplinary map helps to facilitate this by highlighting training and professional requirements in selected children's services professions. The interdisciplinary map was developed through a comprehensive review of national professional guidelines and requirements, followed up a consultation period.

The interdisciplinary map can be viewed at <http://www.flinders.edu.au/mnhs/early-years/disciplines.cfm>

## Interdisciplinary Map

Training and professional requirements in selected children's services professions<sup>1</sup>

This page allows you to view and compare professions involved with selected children's services. There are multiple options for viewing the data including text search and side-by-side comparison.

 **View by profession**  Compare professions  View by requirement  Search

**Click on the profession/occupation you want to view:**

Early Childhood Education	<a href="#">Childcare/Childhood Educator</a> <a href="#">Early Childhood Teacher</a> <a href="#">Family Day Care Educator/Provider</a> <a href="#">Inclusion Support Worker</a>
Health Science	<a href="#">Occupational Therapist</a> <a href="#">Physiotherapist</a> <a href="#">Speech Pathologist</a>
Human & Community Services	<a href="#">Child Support Worker</a>
Medicine	<a href="#">General Practitioner</a> <a href="#">Paediatrician</a> <a href="#">Psychiatrist</a>
Midwifery	<a href="#">Midwife</a>
Nursing	<a href="#">Maternal, Child and Family Health Nurse</a>
Social & Behavioural Science	<a href="#">Psychologist</a> <a href="#">Social Worker</a>





# Universal Essential Elements for working with young children







# Universal Essential Elements for working with young children

The universal essential elements outline the knowledge, skills and attributes required for working with children from birth to five years of age and their families. They bring together the essential elements within and across the disciplines that are required for working within the early years environment. These elements extend across all disciplinary areas of professions in the early years and across all levels of education provision from AQF 2-9. This is the third of four resources that together from the *National Interdisciplinary Education Framework for Professionals Working in the Early Years*.

The following universal essential elements were identified via (i) a rigorous and comprehensive review of professional guidelines; (ii) experiential evidence gathered via focus groups with professionals, workers and families; (iii) online surveys of professionals, workers and families, and (iv) contextual evidence provided by research partners and members of an expert advisory group. The universal essential elements for working with children from birth to five years of age are presented in 17 domains.

## A. Universal essential knowledge and skills

The essential knowledge and skills that all people who work with children aged from birth to 5 years would be expected to develop for practice are:

### 1. Children

People who work with children will:

- 1.1 Demonstrate knowledge of relevant aspects of child physical, social, emotional, cognitive and communication development.
- 1.2 Demonstrate attunement to typical child development, including normal variances, and atypical development.
- 1.3 Incorporate philosophies that view young children as capable, competent, curious and creative and as actively involved in play and learning, making decisions, negotiating, participating and contributing.
- 1.4 Demonstrate knowledge of children's individual capabilities and characteristics including gender, age, health, socioeconomic status and networks.
- 1.5 Demonstrate knowledge of children's varying abilities, skills and interests.
- 1.6 Demonstrate holistic knowledge of children's diverse social, economic, cultural, ethnic, religious/spiritual, values, traditions and backgrounds.

## **2. Family**

People who work with children will:

- 2.1 Acknowledge and respect the uniqueness of each family, and recognise the need to engage with each family differently.
- 2.2 Respect the special relationship between children and their families.
- 2.3 Learn about the culture, structure, lifestyles, customs, language, beliefs and kinship systems of each family.
- 2.4 Recognise and respect the different roles of family members and facilitate their involvement where appropriate.

## **3. Community**

People who work with children will:

- 3.1 Learn about and have sensitivity towards the needs of the community(s) served, particularly Aboriginal and Torres Strait Islander Australians and those from culturally and linguistically diverse backgrounds.
- 3.2 Learn about and value community and cultural obligations and responsibilities, including those of Aboriginal and Torres Strait Islander Australians, and take these into account in the making of decisions.
- 3.3 Learn about the communities that they work within and enact programs which are responsive to those contexts and community priorities.
- 3.4 Create opportunities to enable community participation and strengthen community engagement.

## **4. Aboriginal and Torres Strait Islander culture**

People who work with children will:

- 4.1 Apply knowledge of, respect and understanding of Aboriginal and Torres Strait Islander histories, cultures and languages as they relate to the developing child.
- 4.2 Engage and interact meaningfully and safely with Aboriginal and Torres Strait Islander children and families.
- 4.3 Promote reconciliation between Indigenous and non-Indigenous Australians.
- 4.4 Respect the rights of Aboriginal and Torres Strait Islander Australians as the traditional custodians of the land, who live a distinct and viable culture that shapes their world view and influences their daily decision making.

## **5. Child safe practice**

People who work with children will:

- 5.1 Acknowledge that the protection and well being of children is paramount.
- 5.2 Accord to children the protection due to them as rights holders under the United Nations Convention on the Rights of the Child.
- 5.3 Recognise and respond to children who may be or are in circumstances that make them vulnerable to harm.
- 5.4 Apply organisational codes of conduct for child safe practices.
- 5.5 Create and maintain safe, child-centred, supportive and healthy environments, spaces and places.

## **6. Communication and collaboration**

People who work with children will:

- 6.1 Apply knowledge of collaborative practices when working with children, families and colleagues across disciplines and services.
- 6.2 Collaboratively assess, plan, implement and evaluate to achieve goals and outcomes for children.
- 6.3 Build working partnerships and positive relationships based on respect, openness, mutual trust and open communication.
- 6.4 Communicate clearly, openly, respectfully and honestly with children and families.
- 6.5 Demonstrate empathy and understanding in working with people from a diverse range of backgrounds.
- 6.6 Act upon cultural and communication differences and preferences that may affect understandings by providing communication alternatives.
- 6.7 Be responsible for setting clear boundaries in all forms of communication, and recognise appropriate limits of professional relationships.

## **7. Leadership**

People who work with children will:

- 7.1 Use leadership skills in everyday practice to facilitate optimal outcomes for children.
- 7.2 Advocate, where appropriate, in professional and community networks to improve outcomes for children.
- 7.3 When working in a leadership capacity, manage and develop team members effectively and kindly.
- 7.4 Represent the needs of children to ensure high standards of practice.

## **8. Legislation and other guidelines**

People who work with children will:

- 8.1 Be familiar with and practice in accordance with jurisdictional legislation, regulations, policies and procedures, professional codes, standards, and guidelines that are relevant to their employment (e.g. child protection, anti-discrimination, privacy, freedom of information, ethics, records storage, data management, consumer protection, and work health and safety).
- 8.2 Make decisions fairly, impartially and promptly, considering all relevant information, legislation, policies, regulations, professional codes and procedures.
- 8.3 Report breaches of relevant jurisdictional legislation, policies, regulations, professional codes and procedures (e.g. reasonable suspicion that a child has or is suffering sexual abuse, neglect or non-accidental injury, and reporting such inappropriate actions involving children whether inside or outside the service).
- 8.4 Inform people of their rights and work to ensure people can exercise these.

## **9. Work practice and service delivery**

People who work with children will:

- 9.1 Value and enjoy working with children.
- 9.2 Be aware of and work within the scope of their knowledge and skills, and refer to others where appropriate.
- 9.3 Gain appropriate credentials for practice in their respective discipline(s).
- 9.4 Engage in child-centred service provision.
- 9.5 Demonstrate high levels of professional conduct.
- 9.6 Be able to justify practice within legal, professional, ethical and reflective frameworks.
- 9.7 Critically reflect on their own attitudes, knowledge and skills, and work to address limitations to practice.
- 9.8 Be committed to continuing professional development and lifelong learning.
- 9.9 Develop and use a variety of appropriate resources and materials to purposefully and meaningfully engage individuals and groups, including those from diverse backgrounds.
- 9.10 Foster supportive and constructive relationships with colleagues, teams and external partners.
- 9.11 Use interdisciplinary approaches drawing on expertise of all team members.
- 9.12 Develop an understanding and appreciation of the responsibilities, capacities, constraints and ethical codes of other professions.
- 9.13 Generate and manage information with integrity so that records/documents are accurate, logical, legible, clear, concise and timely.
- 9.14 Appropriately use ICT, including social media, and report any inappropriate usage.
- 9.15 Advocate to reduce the adverse effects that power imbalances and prejudicial attitudes and practices have on social and institutional justice.
- 9.16 Ensure that their practice venue offers privacy, confidentiality, suitable access and is safe and secure.
- 9.17 Ensure that grounds, premises and equipment are safe.
- 9.18 Respect the environment and practice in a sustainable manner.

## **10. Ethical practice**

People who work with children will:

- 10.1 Observe and practise the principles of ethical conduct.
- 10.2 Speak out and/or take action in the presence of unethical practice.
- 10.3 Practice in a culturally competent and safe manner and seek feedback on the cultural safety of the children for whom they care.
- 10.4 Respect the privacy and confidentiality of information.
- 10.5 Seek advice if facing difficult ethical situations or dilemmas.
- 10.6 Recognise, declare, and manage conflicts of interest.

## **11. Research to inform practice**

People who work with children will:

- 11.1 Use rigorous and relevant research to contribute to practice improvement and the development of new policies and approaches.
- 11.2 Apply critical thinking and analysis to the selection and use of theories and research for practice.
- 11.3 Where appropriate demonstrate knowledge and skills in undertaking research including: literature review; proposal development; writing; undertaking ethics applications; data collection, analysis and knowledge translation; and evaluation.
- 11.4 Communicate the results of research or other professional advancements in a professional manner to colleagues and to research participants where applicable.
- 11.5 Ensure that any research conducted with Aboriginal and Torres Strait Islander Australians is based on established Indigenous research protocols.

## **B. Universal essential attributes**

Essential attributes that all people who work with children aged from birth to 5 years would be expected to develop for practice are:

### **12. Dignity and trust**

People who work with children will:

- 12.1 Act with dignity at all times.
- 12.2 Promote public confidence in those who work with children.
- 12.3 Uphold the intrinsic worth of themselves and all persons with whom they interact.
- 12.4 Practice with kindness, courtesy, flexibility, patience, care and compassion.
- 12.5 Be trustworthy.
- 12.6 Recognise and preserve the trust and privilege inherent in the relationships they form with children, their families and wider communities.

### **13. Diversity**

People who work with children will:

- 13.1 Acknowledge, value, and accept diversity, and recognise their own cultural similarities to and differences from others.
- 13.2 Respond respectfully and sensitively towards diversity and the uniqueness of others.
- 13.3 Uphold and comply with non-discriminatory practices, and anti discrimination laws and policies.
- 13.4 Take action if they know or suspect discrimination or harassment in the workplace.
- 13.5 Recognise and negotiate power differentials and imbalances in everyday interactions with children, families and others.

#### **14. Equity**

People who work with children will:

- 14.1 Recognise the equal worth of all persons in accordance with international human rights treaties.
- 14.2 Strive to achieve equity in access to care and services.
- 14.3 Promote policies, practices and social conditions that uphold human rights and that seek to ensure access, equity, inclusion and legal protection for all.

#### **15. Justice and integrity**

People who work with children will:

- 15.1 Uphold the principles of justice.
- 15.2 Be fair and reasonable.
- 15.3 Oppose prejudice, injustice and dishonesty in the treatment of children, families and communities.
- 15.4 Recognise they and others have rights as well as responsibilities.
- 15.5 Act with integrity, impartiality, truthfulness and honesty.

#### **16. Respect and privacy**

People who work with children will:

- 16.1 Respect culture, views, preferences, decisions and wishes that are alternate to your own, provided that the well being of the child is paramount.
- 16.2 Respect the essential humanity, dignity and intrinsic worth of themselves and others.
- 16.3 Express their own views in a respectful manner.
- 16.4 Seek to resolve conflicts respectfully.
- 16.5 Respect colleagues and other practitioners' knowledge, experience, expertise and insights.
- 16.6 Elicit permission from children and families to share their information with others in accordance with legislation and other guidelines.

#### **17. Rights**

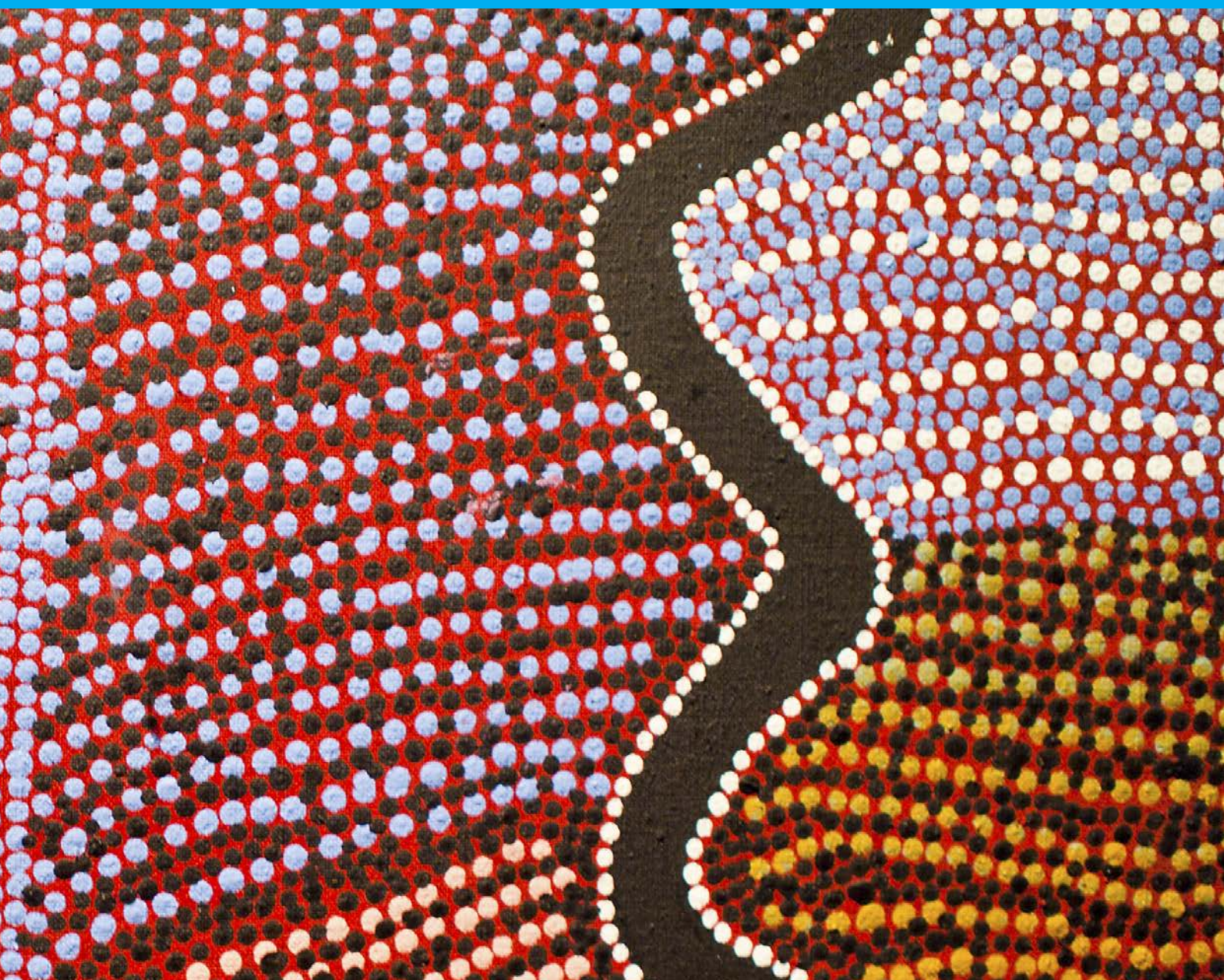
People who work with children will:

- 17.1 Recognise, respect, promote, protect and uphold human rights, including the rights of children.
- 17.2 Honour every child's right to play.
- 17.3 Respect the right of children and families to choose, refuse or withdraw from services without comment or penalty, unless immediate or life threatening harm may be the result to a child.
- 17.4 Recommend changes to policies, procedures and guidelines when children's rights are compromised.





# Self-Evaluation Tool for implementation of the National Interdisciplinary Education Framework







# Self-Evaluation Tool for implementation of the National Interdisciplinary Education Framework

The purpose of this self-evaluation tool is to provide vocational and tertiary leaders and educators with a structured tool to guide reflection and evaluation on their use of the *National Interdisciplinary Education Framework for Professionals Working in the Early Years*. It will enable reflection on how the resources are being taken up in programs and curricula within courses and across disciplines within their educational service.

To prosper, Australia's young children, from birth to five years, need care and support from well-prepared professionals who are able to work across disciplines. This has implications for the education of the future workforce. It means that aspiring early years professionals need to develop capabilities for collaborative interdisciplinary teamwork to support children's optimal health, wellbeing and learning.

Development of this framework was informed by the work of May and Thomas (2010) who pioneered a self-evaluation approach for embedding equity and diversity in higher education curricula in Scotland.

## **Using the self-evaluation tool**

This self-evaluation tool is intended for use by institutional leaders, curriculum developers and course coordinators to reflect on and evaluate use of the *National Interdisciplinary Education Framework for Professionals Working in the Early Years*. Information gathered through self-completion will provide a starting point for dialogue around interdisciplinary education and professional practice within and between educators, curriculum developers and departments. It may also provide evidence of the inclusion of interdisciplinary approaches and content into curriculum for use in course and program evaluations.

The tool has two strands. Strand 1 is intended for use by institutional directors of learning and teaching, heads of faculties/schools, senior managers, staff in offices of learning and teaching, and learning and teaching development staff. Strand 2 is designed for program/course coordinators, unit coordinators, module writers and learning designers.

Within each strand there are a series of statements against which to consider achievements towards implementing or integrating the *National Interdisciplinary Education Framework for Professionals Working in the Early Years*. A rating scale is suggested in Table 1 which is presented as a Likert scale (0-5) for each achievement.

**Table 1. Levels of implementation**

Rating	Overall implementation
5	Fully integrated and evaluated in programs and curricula
4	Integrated but not evaluated in programs and curricula
3	Partially integrated in programs and curricula
2	Very little integration in programs and curricula so far
1	Planning underway but not yet started on integration into programs and curricula
0	Not yet started

**Reference**

Thomas, L 2010, *Embedding equality and diversity in the curriculum self-evaluation framework*, The Higher Education Academy, York.

## Strand 1: For institutional managers and leaders

This strand considers how institutional directors of learning and teaching, senior managers, and staff in offices of learning and teaching in vocational and tertiary education settings have integrated the materials about working with children from birth to five years and their families in interdisciplinary contexts into curriculum.

1.1 By ticking the boxes below, please indicate the educational programs using the *National Interdisciplinary Education Framework for Professionals Working in the Early Years*.

- |  |   |
|--|---|
| <input type="checkbox"/> Allied health professionals | <input type="checkbox"/> Early childhood education and care |
| <input type="checkbox"/> Medicine                    | <input type="checkbox"/> Midwifery                          |
| <input type="checkbox"/> Nursing                     | <input type="checkbox"/> Psychology                         |
| <input type="checkbox"/> Social work                 | <input type="checkbox"/> Other _____                        |
| <input type="checkbox"/> None                        |   |

Comments:

1.2 By ticking the boxes below, please indicate the educational programs **not** using the *National Interdisciplinary Education Framework for Professionals Working in the Early Years*.

- |  |   |
|--|---|
| <input type="checkbox"/> Allied health professionals | <input type="checkbox"/> Early childhood education and care |
| <input type="checkbox"/> Medicine                    | <input type="checkbox"/> Midwifery                          |
| <input type="checkbox"/> Nursing                     | <input type="checkbox"/> Psychology                         |
| <input type="checkbox"/> Social work                 | <input type="checkbox"/> Other _____                        |
| <input type="checkbox"/> None                        |   |

Comments:

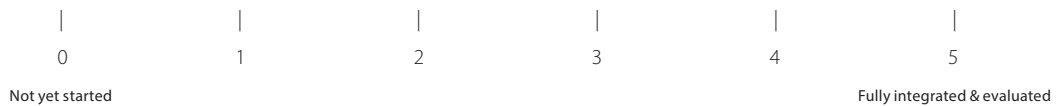
1.3 For those programs using resources from the *National Interdisciplinary Education Framework for Professionals Working in the Early Years*, please rate the level of integration into curriculum using the scale in Table 1.

**Program 1:** \_\_\_\_\_

**Shared outcomes for children**



**Interdisciplinary map**



**Essential universal elements**



Comments:

**Program 2:** \_\_\_\_\_

**Shared outcomes for children**



**Interdisciplinary map**



**Essential universal elements**



Comments:

**Program 3:** \_\_\_\_\_

**Shared outcomes for children**



**Interdisciplinary map**



**Essential universal elements**



Comments:

**Program 4:** \_\_\_\_\_

**Shared outcomes for children**



**Interdisciplinary map**



**Essential universal elements**



Comments:

For those programs using resources from the *National Interdisciplinary Education Framework for Professionals Working in the Early Years*, please rate the following using the scale in Table 1.

- 1.4 Institutional course materials, policy documents and/or strategic plans espouse the value of interdisciplinary practice in the early years and advocate its integration in programs/courses/units/modules.



Evidence:

- 1.5 Institutional infrastructure supports integration of learning about interdisciplinary practice in the early years into curricula.



Evidence:

- 1.6 Heads of faculty/schools are committed to leading the development and integration of learning about interdisciplinary practice in the early years into curricula.



Evidence:

- 1.7 Partnerships exist between departments and services which contribute to integrating learning about interdisciplinary practice in the early years into curricula.



Evidence:

- 1.8 Staff with relevant specialist expertise are given strategic responsibility for integrating learning about interdisciplinary practice in the early years.



Evidence:



## Strand 2: For curriculum and topic developers

This strand considers how program/course coordinators, unit coordinators, module writers and learning designers have integrated materials about learning to work with children from birth to five years and their families in interdisciplinary contexts into curriculum.

2.1 By ticking the boxes below, please indicate the educational programs using the *National Interdisciplinary Education Framework for Professionals Working in the Early Years*.

- |  |   |
|--|---|
| <input type="checkbox"/> Allied health professionals | <input type="checkbox"/> Early childhood education and care |
| <input type="checkbox"/> Medicine                    | <input type="checkbox"/> Midwifery                          |
| <input type="checkbox"/> Nursing                     | <input type="checkbox"/> Psychology                         |
| <input type="checkbox"/> Social work                 | <input type="checkbox"/> Other _____                        |
| <input type="checkbox"/> None                        |   |

Comments:

2.2 By ticking the boxes below, please indicate the educational programs **not** using the *National Interdisciplinary Education Framework for Professionals Working in the Early Years*.

- |  |   |
|--|---|
| <input type="checkbox"/> Allied health professionals | <input type="checkbox"/> Early childhood education and care |
| <input type="checkbox"/> Medicine                    | <input type="checkbox"/> Midwifery                          |
| <input type="checkbox"/> Nursing                     | <input type="checkbox"/> Psychology                         |
| <input type="checkbox"/> Social work                 | <input type="checkbox"/> Other _____                        |
| <input type="checkbox"/> None                        |   |

Comments:

2.3 For those programs using resources from the *National Interdisciplinary Education Framework for Professionals Working in the Early Years*, please rate your understanding of the level of integration into curriculum using the scale in Table 1.

**Course/Topic 1:** \_\_\_\_\_

**Shared outcomes for children**



**Interdisciplinary map**



**Essential universal elements**



Comments:

**Course/Topic 2:** \_\_\_\_\_

**Shared outcomes for children**



**Interdisciplinary map**



**Essential universal elements**



Comments:

**Course/Topic 3:** \_\_\_\_\_

**Shared outcomes for children**



**Interdisciplinary map**



**Essential universal elements**



Comments:

**Course/Topic 4:** \_\_\_\_\_

**Shared outcomes for children**



**Interdisciplinary map**



**Essential universal elements**



Comments:

For those course/topics using resources from the *National Interdisciplinary Education Framework for Professionals Working in the Early Years*, please rate the following using the scale in Table 1.

2.4 Learning outcomes incorporate learning about interdisciplinary practice in the early years.



Evidence:

2.5 Programs provide a range of learning and teaching approaches that facilitate learning about interdisciplinary practice in the early years.



Evidence:

2.6 The contents and approaches to teaching and learning about interdisciplinary practice in the early years are flexible.



Evidence:

2.7 Curriculum is designed to provide a range of assessment and feedback approaches that demonstrate skills and knowledge about interdisciplinary practice in the early years.



Evidence:







