

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	DIVERSITY: CHILDREN, FAMILIES AND COMMUNITIES
<b>Course ID:</b>	EDECE2001
<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>	070101

## Description of the Course :

This course will examine diversity and difference through a range of theoretical lenses. Pre-Service Teachers (PSTs) will explore constructed categories such as age, ability, gender, sexuality, disadvantage and ethnicity, and consider how these may impact on children, educators, families and communities. Policies, organizations, resources and teaching practices that honour diversity and support participation for all children will be identified.

**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	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Learning Outcomes:

### Knowledge:

- K1.** Consider beliefs, prejudices and biases with respect to diversity
- K2.** Examine human difference as a social construction and explore issues related to equity for children, families and communities from minority groups
- K3.** Explore a range of theories to critique and analyse existing views and practices in relation to diversity and difference
- K4.** Consider the role of teachers in supporting a sense of belonging and participation for all children

### Skills:

- S1.** Articulate awareness of personal prejudices and biases and how these may impact on teaching practices
- S2.** Evaluate resources and teaching strategies for an anti-bias curriculum

### Application of knowledge and skills:

- A1.** Develop effective strategies to support belonging and participation for all children and families
- A2.** Utilise resources and organisations that would support a sense of belonging for children and families in minority groups in early childhood education

### Course Content:

Topics may include:

- Definitions of diversity, difference, prejudice, bias, stereotype, equity and equality
- Cultural-historical, social constructivist, critical, feminist and post structuralist theories
- Identity categories including age, ability, gender, sexuality, ethnicity
- Potential impact of difference for children, families and communities
- Strengths-based approaches in education
- Cultural competence
- Belonging
- Relevant legislation and policies
- Anti-bias curriculum
- Teaching strategies, resources and organisations that support inclusion

### Values:

- V1.** Appreciate that individuals have personal beliefs, prejudices and biases

### 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
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		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.	K1, S1, A2	A, A, A	AT1, AT3	A, 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, S2, A2	A, A, A	AT2, AT3	A, 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.	K3, K4, S1, A2	A, A, A, B	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.	S1, A1	A, A	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.	K2, A1	A, A	AT3	A

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, S1 APST 1.1, 7.1, 7.2	Critically reflect on personal views on human difference from an education perspective	Reflection	10-20%
K1, K2, K3, K4, APST 1.1, 1.6, 3.6, 4.1, 7.3	Explain diversity and difference, using theory to discuss challenges and possibilities for children, families and communities in the context of early childhood education	Academic Essay	30-50%
K2, K4, S2, A1, A2. APST 1.1, 1.3, 1.5, 1.6, 3.3, 3.6, 3.7, 4.1, 6.2, 7.1, 7.2, 7.3	Select and research a constructed category of difference. Discuss potential barriers to belonging and participation in early childhood education and identify teaching strategies, resources and organizations that would support an anti-bias curriculum.	Case Study	30-50%

### Adopted Reference Style:

APA