



# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	DIVERSITY: CHILDREN, FAMILIES AND COMMUNITIES
<b>Unit ID:</b>	EDECE2001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(TW654)
<b>ASCED:</b>	070101

## Description of the Unit:

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, 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	<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

### Unit 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

### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor	Development and acquisition of FEDTASKS in the Unit	
	Learning Outcomes (KSA)	Assessment task (AT#)

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities.</li> </ul>	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment 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

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

Fed Cite - [referencing tool](#)