

Course Outline (Higher Education)

School:	School of Education
Course Title:	DIVERSITY, CHILDREN, FAMILIES AND COMMUNITIES
Course ID:	EDECE2015
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070301

Description of the Course :

This course explores concepts relating to educational equality, issues of social justice, inclusiveness and diversity in early childhood and primary education contexts. A range of theoretical constructs including poststructuralist ideas and sociocultural perspectives is used to examine the interrelated role of the family, stakeholders and the wider community in supporting inclusive practices in all educational contexts.

Grade Scheme: Graded (HD, D, C, etc.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory			✓			
Intermediate						
Advanced						

Learning Outcomes:

Knowledge:

- K1.** Understand what is meant by the term “diversity”;
- K2.** Understand a range of theoretical constructs including poststructuralist ideas and sociocultural theory;
- K3.** Understand the social construction of family and role of the child within the family;
- K4.** Understand the varying factors that impact on indigenous children in a range of educational contexts;

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- K5.** Understand the varying factors that impact on children with additional needs in a range of educational contexts.

Skills:

- S1.** Use theoretical constructs to critique and analyse existing practices and develop new ways of seeing the growth, learning and development of children in a range of educational contexts;
- S2.** Apply effective strategies and resources to support diversity in early childhood and primary education contexts, including play based and structured learning programs;
- S3.** Implement effective strategies for working with indigenous children, families and communities;
- S4.** Investigate and explain the role of various stakeholders in indigenous education;
- S5.** Implement effective strategies for working with children with additional needs;
- S6.** Implement effective strategies for working with a diverse range of families and communities;
- S7.** Create an educational environment (early childhood and/or primary context) inclusive of all children and their backgrounds.

Application of knowledge and skills:

- A1.** Promote inclusive practices in early childhood education.

Course Content:

- Families as contexts for children
- Concepts, theories and reflective analysis relating to educational equality, issues of social justice, inclusiveness and diversity
- Indigenous early childhood and primary policies and programs
- Relationships with Indigenous communities, parents and other stakeholder groups
- Policies and programs that support children with additional needs
- Relationships with multicultural communities, parents and other stakeholder groups
- Current approaches to gender equity in early childhood and primary educational contexts
- Sexual identity issues in early childhood and primary educational contexts
- Teaching and learning strategies inclusive of all children in early childhood and primary educational contexts

Values:

- V1.** Promote inclusive practices in all educational contexts.

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Relationships with stakeholders and children and parents of diverse cultures	Medium
Critical, creative and enquiring learners	Strategies of teaching	Medium

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Attribute	Brief Description	Focus
Capable, flexible and work ready	Create an educational environment (early childhood and/or primary context) inclusive of all children and their backgrounds.	Medium
Responsible, ethical and engaged citizens	Understand the social construction of family and role of the child within the family;	Medium

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, and K5 S1-S6	Focus on one key issue in Indigenous early childhood education OR indigenous primary education. Include relevant policies and programs, the role of stakeholders, programs available to assist teachers and best practice teaching and learning strategies.	Essay	30 - 50%
K1-K5 S1-S5 A1	Investigate one key issue in an early childhood or primary educational context and present a written Report, within a theoretical framework, that indicates how to establish an inclusive educational environment to support inclusive practices.	Report	50 - 70%

Adopted Reference Style:

APA