Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Catering for Diversity in Inclusive Early Childhood Settings
Unit ID:	EDECE3024
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070101

Description of the Unit:

This unit will focus on inclusion for children with diverse educational needs in the context of early childhood education and care settings. Pre-service teachers will reflect on their personal beliefs and attitudes, and examine environmental and social factors to identify potential barriers to access and inclusion. A range of principles, theoretical perspectives, legislation and practices to support the rights and needs of all children will be explored. The unit emphasises strengths-based approaches and collaboration with all stakeholders.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

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						
Intermediate			✔			
Advanced						

Learning Outcomes:

Knowledge:

K1. Recognise the diverse educational needs of children

K2. Reflect on personal and societal views about inclusion in early childhood education and compare with those supported by relevant policies and frameworks.

K3. Identify environmental and social barriers to access, inclusion and participation for children with additional needs in the context of early childhood education

Skills:

S1. Articulate the principle of inclusive education and how it serves children, families and communities

S2. Identify relevant legislation and policies, which support inclusion

S3. Evaluate resources and teaching strategies to support inclusion for children with diverse abilities in early childhood education

Application of knowledge and skills:

A1. Apply principles and practices to address barriers to access and inclusion in early childhood education and effectively plan for all children's participation and learning

A2. Collaborate with relevant stakeholders to develop strategies for safe and inclusive learning environments and experiences.

A3. Utilise relevant legislation to advocate for the right for all children to have access to and participation in early childhood education.

Unit Content:

• Inclusion – principles and practice
• Barriers to inclusion and access in ECE
• Models of disability – including Individual/Medical models and Social Models
• History of education for children with diverse abilities and needs - Exclusion, segregation, integration, inclusion
• Atypical development and early intervention
• Gifted education
• The role of early childhood teachers in supporting and advocating for children with diverse abilities
• Inclusive language
• Legislation, codes and policies including NQF, EYLF, Disability Standards for Education, National Laws and Regulations, Code of Ethics, APST, ECA Position Statement, Melbourne Declaration on Educational Goals for Young Australians, UN Convention on the Rights of Persons with Disabilities, United Nations Convention on the Rights of the Child
• Strengths based approaches
• Organisations, resources and teaching strategies to support children with special educational needs

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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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 1 Interpersonal	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: • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams.	K3, A1, A3	AT2
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	S3, A2	AT1
FEDTASK 3 Critical Thinking and Creativity	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: • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving.	S3, A2	AT1, AT2
FEDTASK 4 Digital Literacy	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: • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities.	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	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: • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life.	K2, A1, A2, A3, S3	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1; K2; K3; S1; S2; S3; A1; A2 APST: 1.5; 1.6; 4.1; 4.2; 4.3; 4.4	Respond to a series of scenarios, identifying and addressing barriers to access and inclusion.	Written responses	50%
K1, S1, A1, A2, A3 APST: 1.1, 1.2, 1.3, 1.5, 1.6, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 6.3, 7.2	Plan and presentation – Develop a mock group of children from a set of children's profiles. Develop a rich learning experience for the class which all children are able to access and be included in. The learning experience will be presented to peers who will provide feedback.	Presentation of a plan of an inclusive learning experience	50%

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool