



Course Outline (Higher Education)

School:	School of Education
Course Title:	CATERING FOR DIVERSITY IN INCLUSIVE EARLY CHILDHOOD SETTINGS
Course ID:	EDECE3024
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070101

Description of the Course:

This course 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 course emphasises strengths-based approaches and collaboration with all stakeholders.

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

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"/>	<input type="checkbox"/>
Intermediate	<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.** 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.

Course 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

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	
		Learning Outcomes (KSA)	Assessment task (AT#)
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.	S3; A2	AT1; AT2
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.	Not applicable	Not applicable
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.	K2; A1; A2; A3	AT1
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.	K3; A1; A3	AT2
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.	S3; A2	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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	40-60%
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	40-60%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)