



Course Outline (Higher Education)

School:	School of Education
Course Title:	IDENTITY, LANGUAGE AND CULTURE: SUPPORTING CHILDREN AND FAMILIES
Course ID:	EDECE3027
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070101
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"/>	<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.** Interrogate identity as fluid and interconnected to culture and language.
- K2.** Examine a range of resources, organisations and teaching strategies to support diverse cultures and languages.
- K3.** Explore ways to promote children’s cultural competence, to enable them to understand, communicate with and interact with people across cultures.

Skills:

- S1.** Identify, develop and evaluate resources for supporting identity, culture and language.
- S2.** Articulate legislative and regulatory requirements.
- S3.** Reflect on personal responses to diversity.

Application of knowledge and skills:

- A1.** Plan for inclusive early childhood environments that foster a positive sense of identity and support diverse languages and cultures.
- A2.** Justify teaching strategies using relevant theories.

Course Content:

- Identity is fluid
- Bilingualism and multilingualism
- Power - inclusion and exclusion
- Indigenous languages
- Parental preferences
- Othering
- Supporting home languages
- Belonging
- Cultural competence
- Accommodation and assimilation
- Cultural Capital

Values:

- V1.** Respect multiple cultural ways of knowing, seeing and living.
- V2.** Appreciate that building on children's prior and current experiences can help them to feel secure confident and connected.
- V3.** Value the importance of maintaining children's home language.

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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		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	A	Not applicable	Not applicable
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.	AT	A	AT1	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	A	AT1	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.	A2	A	AT1	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.	K3	A	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, S1, S2, A1, A2. APST 1.1, 1.2, 1.3, 1.4, 2.4, 3.5, 3.7, 4.1, 4.2, 4.4	Describe and justify strategies to promote children's cultural competence, to enable them to understand, communicate with and interact with people across cultures.	Essay	40-60%
K2, K3, S1, S3 APST: 1.1, 1.2, 1.3, 1.4, 2.4, 3.7, 4.4, 7.3	Create a resource to support children and families from diverse cultural backgrounds	Resource	40-60%

Adopted Reference Style:

APA