

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	SOCIAL JUSTICE AND AGENCY IN ECE SETTINGS
Unit ID:	EDECE4004
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070101

Description of the Unit:

Children's agency is centred on the beliefs that children have a right to participate in decisions that affect them, are capable of making choices and decisions, and can initiate and lead their own learning. In this unit, Pre-Service Teachers (PSTs) consider the frameworks and models of children's participation in which the concept of agency can be considered and theorised. Social justice and children's rights are considered as important interrelated concepts. PSTs identify and discuss children's agency and how it can be supported or inhibited. Ways of listening to children and ensuring their authentic participation, particularly with regard to their learning, are considered. PSTs design a learning program, within an open-ended learning environment, that acknowledges and supports their agency and builds on children's culture, strengths, interests and knowledge.

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

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

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.** Examine the concept of children’s agency, and the implications for children’s learning and development.
- K2.** Examine and consider children’s rights and the implications for professional practice with children.
- K3.** Critically reflect on agency from a social justice, equity and diversity perspective.
- K4.** Develop strategies that enable each child to be listened to, heard and takes into account their views and feelings of each child.
- K5.** Consider social justice and agency in learning from different cultural perspectives, including children with diagnosed impairments or health conditions, children from ATSI backgrounds and children from NESB backgrounds.

Skills:

- S1.** Plan learning experiences for children that acknowledge and support their agency.
- S2.** Observe children and analyse and discuss observations from a sociology of childhood perspective.

Application of knowledge and skills:

- A1.** Design a learning program, within an open-ended environment for children that acknowledges and supports their agency and builds on children’s culture, strengths, interests and knowledge.
- A2.** Identify and discuss children’s agency and how it can be supported or inhibited.

Unit Content:

Topics will be drawn from:

- United Nations Convention on the Rights of the Child
- Sociology of Childhood
- Models of children’s participation
- Using information, gathered from the views and perspectives of children to inform practice
- Agency, social justice and the Early Years Learning Framework
- Children as agents in Early Childhood education
- Co-construction of curriculum with children
- Identifying and enabling children’s agency
- Listening to children
- Planning and designing open ended learning environments and learning experiences

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K5, A2 APST 1.1, 1.2, 2.1, 3.6, 4.1	Respond to a given scenario involving a young child/ren. Identify and discuss children's agency and how it was encouraged or inhibited.	Written responses	10-20%
K1, K2, K3, K4, K5, S1, A1 APST 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 3.2, 3.3, 3.6, 4.1, 4	Design an open-ended learning environment with planned learning experiences for a diverse group of children in an Early Childhood Centre, describing opportunities for children's participation and how children's agency is supported.	Learning plan	30-50%
K1; K2; K3; K5; S2; A2 APST 1.1, 1.2, 2.1	Provide a series of vignettes, developed from personal placement observations of children. Analyse and discuss children's agency, using a Childhood studies or Social Justice lens	Written observations, analysis and discussion	30-50%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)