



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	SOCIAL JUSTICE AND AGENCY IN ECE SETTINGS
<b>Course ID:</b>	EDECE4004
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	(EEZED4712 or EEZED4722)
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070101

## Description of the Course :

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 course, 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, 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	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
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.

#### Course 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

#### Values:

- V1.** Appreciate the capabilities and potential of children to act with agency.
- V2.** Value children as active participants and decision-makers, and as competent, capable learners.
- V3.** Recognise and uphold the rights of children.

#### 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
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; K2; K3; S2	A	AT1	A
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.	S1; AT	A	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.	K3; K4; K5; S1	A	Not applicable	Not applicable
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	AT3	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.	Not applicable	Not applicable	AT2	A

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
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%

**Adopted Reference Style:**

APA