The University of Southern Queensland

Course specification

Description: Diversity in Early Childhood Education						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
TEA	4104	54586	2, 2006	ONC	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE004
Student contribution band:	National Priority Teaching
ASCED code:	070101

STAFFING

Examiner: Lindy Austin
Moderator: Barry Fields

REQUISITES

Pre-requisite: TEA3103 and TEA3104 and Students must be enrolled in one of the following Programs: BECS or BEEC or BEEH

RATIONALE

Inclusion of young children with a very wide range of abilities, ranging from the gifted and talented to those with major disabilities, in regular early childhood services extends the range of professional knowledge and competencies expected of early childhood educators. Early educators also have a responsibility for identification and referral of children whose variations in development require additional professional support. Staff in early childhood settings are required to work in partnership with parents and transdisciplinary professional teams to ensure equality of educational opportunity for children who face challenges or other forms of individual difference.

SYNOPSIS

This course explores how diversity in learning and development in young children encompasses individual variations in temperament, culture and experience and ability differences ranging from gifts to disabilities. Early childhood professionals' responsibility to recognise and cater for all forms of diversity necessitates expansion of their knowledge base in atypical development and in specialised educational strategies and resources. Extension of competencies in working as partners with parents and other community professionals and an awareness of specialised support services for children and families enables early childhood educators to include children more effectively and to balance the needs of all members of the early childhood service. IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement

with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

OBJECTIVES

On completion of this course students will be able to:

1. identify variations in young children requiring additional support
2. adapt early childhood programs to suit individual differences
3. modify environments to facilitate inclusion of children with disabilities and gifts
4. develop resources and strategies for divergent development and learning
5. interact cooperatively in a transdisciplinary team of professionals
6. communicate with and support parents facing challenges.

TOPICS

	Description	Weighting (%)
1.	Development of policies	10.00
2.	Forms of diversity and their impact on child progress	20.00
3.	Individually relevant assessment and record keeping	10.00
4.	Inclusive practices in early education	20.00
5.	Materials adaptions and assistive technologies	10.00
6.	Partnership with families	10.00
7.	Professional relationships, referrals and support services	20.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).

Taly-Ongan, A 2004, *Early development risk and disability: relational contexts*, Pearson Education Australia, Frenchs Forest, NSW.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Ashman, A & Elkins, J 2002, *Educating children with diverse abilities*, Pearson Education, Frenchs Forest, NSW.

Attwood, T 1998, *Aspergers syndrome: a guide for parents and professionals*, Jessica Kingsley, London.

Creaser, B & Dau, E 2001, *The anti-bias approach in early childhood*, 2nd edn, Harper Educational, Frenchs Forest, NSW.

Deiner, P 2005, *Resources for educating children with diverse abilities: birth through eight*, 4th edn, Delmar, Albany, NY.

Dunlap, L (ed) 1997, *An introduction to early childhood special education*, Allyn & Bacon, Boston.

Klein, MD, Cook, R & Richardson-Gibbs, A 2000, *Strategies for including children with special needs in early childhood settings*, Delmar Thompson Learning, Albany.

Makin, L, Campbell, J & Diaz, CJ 1995, Bilingual children with special needs, *One Childhood, Many Languages*, Harper Educational, Pymble, pp193-222.

Porter, L 2005, *Gifted young children: a guide for teachers and parents*, 2nd edn, Open University Press, Maidenhead.

Raver, S (ed) 1999, *Intervention strategies for infants and toddlers with special needs*, Merrill, Upper Saddle River, NJ.

Sims, M 1995, Including children with special needs in regular early childhood settings, *Australian Journal of Early Childhood*, Vol 20, no.4, pp40-44.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	30.00
Directed Study	60.00
Lectures	25.00
Private Study	40.00
Tutorials	10.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
PROFESSIONAL EXPERIENCE	1.00	1.00	24 Jul 2006 (see note 1)
PE FOLDER	1.00	1.00	24 Jul 2006 (see note 2)
LITERATURE REVIEW	100.00	50.00	15 Sep 2006
PARTNERSHIPS ANALYSIS AND PLAN	100.00	50.00	20 Oct 2006

NOTES

1. Professional Experience dates as per Professional Experience timetable. A mark of one (1) indicates you have passed the professional experience component. A mark of zero (0) indicates you have not passed the professional experiencel component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course.

2. The examiner will advise the due dates for the Professional Experience Folder. A mark of one (1) indicates you have passed the PE folder component. A mark of zero (0) indicates you have not passed the PE folder component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course.

IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration. Students must complete the set number of days of Professional Experience as fulfilment of the Board of Teacher Registration and Department of Families requirements for registration. To ensure that students can satisfy the objectives of the Professional Experience component of the course, attendance and active participation in lectures and tutorials in this course prior to undertaking Professional Experience is highly recommended.

2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.

3 Penalties for late submission of required work:
If assignments are submitted after the due date without an approved extension of time, University penalties may be applied (refer the University's assignment extension policy (Regulation 5.6.1)).

4 Requirements for student to be awarded a passing grade in the course:
To be assured of a passing grade, students must demonstrate that they have achieved the minimum standards in relation to the objectives of the course by: (i) satisfactorily completing the Professional Experience; (ii) satisfactorily completing the Professional Experience folder; and (iii) obtaining at least 50% of the total marks available for the course. Results for this course will not be released until associated professional experience including professional experience folder and all PCE have been successfully completed and documentation processed.

5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.

6 Examination information:
There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/corporateservices/calendar/part5.htm or in the current USQ Handbook.

ASSESSMENT NOTES

1. The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.
2. Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
3. In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
4. The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
5. Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
6. Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
7. When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
8. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
9. All summative assessment items must be submitted. Professional Experience and the Professional Experience Folder must be successfully completed and students must achieve at least 50% of the available weighted marks for the summative assessment.
10. Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

OTHER REQUIREMENTS

1. Students will require access to e-mail and Internet access to USQConnect for this course.
2. Students are to use a recognised referencing system as specified by the examiner.
3. IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is

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