



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at
<<http://www.usq.edu.au/coursespecification/current>>.
Please consult the web for updates that may occur during the year.

Description: Diversity in Young Children

| Subject | Cat-nbr | Class | Term | Mode | Units | Campus |
|---------|---------|-------|---------|------|-------|-----------|
| ECE | 4104 | 74958 | 1, 2008 | ONC | 1.00 | Toowoomba |

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

STAFFING

Examiner: Shirley O'Neill
Moderator: Leisa Holzheimer

REQUISITES

Pre-requisite: FOE2001 or EDU1112 or ECE1101 or TEA1101

OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

RATIONALE

Inclusion in regular early childhood services of young children with a very wide range of abilities, from the gifted and talented to those with major disabilities extends the range of professional knowledge and competencies expected of early childhood educators. Teachers 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.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course students will be able to:

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

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 program planning | 10.00 |
| 4. | Inclusive practices in early education | 20.00 |
| 5. | Materials adaptations 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).

Talay-Ongan, A 2004, *Early development risk and disability, relational contexts*, Pearson Education, 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.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/> . The gateway to education resources is here...
<http://www.usq.edu.au/library/faculties/education/default.htm>

Ashman, A & Elkins, J 2005, *Educating children with diverse abilities*, 2nd edn, Pearson Education, Frenchs Forest, NSW.

- Attwood, T 1998, *Aspergers syndrome: a guide for parents and professionals*, Jessica Kingsley, London.
- Deiner, P 2005, *Resources for educating children with diverse abilities: birth through eight*, 4th edn, Delmar, Albany, NY.
- Klein, MD, Cook, R & Richardson-Gibbs, A 2001, *Strategies for including children with special needs in early childhood settings*, Delmar Thompson Learning, Albany.
- Makin, L, Campbell, J & Jones Diaz, CJ 1995, Bilingual children with special needs, *One childhood, many languages: guidelines for early childhood education in Australia*, 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 |
|----------------|-------|
| Assessments | 35.00 |
| Directed Study | 90.00 |
| Private Study | 40.00 |

ASSESSMENT DETAILS

| Description | Marks out of | Wtg (%) | Due date |
|-----------------------------|--------------|---------|-------------|
| PROJECT ON DIVERSE CONTEXTS | 40.00 | 40.00 | 29 Apr 2008 |
| ANALYSIS AND PLAN | 60.00 | 60.00 | 23 May 2008 |

IMPORTANT ASSESSMENT INFORMATION

- 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. 80% attendance at and participation in scheduled classes is expected in order to meet the objectives of this course and to achieve the weekly workshop requirements.
- 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 and must demonstrate their ability to write clearly, grammatically correctly and with accurate spelling and punctuation.
- Penalties for late submission of required work:

- If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
 - 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 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 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.
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