STAFFING
Examiner: Anne Petriwskyj
Moderator: Dianne Small

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.

OBJECTIVES
On successful completion of this course students will be able to:

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

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Government and school policies on inclusion</td>
<td>10.00</td>
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<tr>
<td>2. Forms of diversity and their impact on child progress</td>
<td>20.00</td>
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<tr>
<td>3. Individually relevant assessment and record keeping</td>
<td>10.00</td>
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<td>4. Inclusive practices in early education</td>
<td>20.00</td>
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<tr>
<td>5. Materials adaptions and assistive technologies</td>
<td>10.00</td>
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<tr>
<td>6. Partnership with families facing stress and grief</td>
<td>10.00</td>
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<tr>
<td>7. Professional relationships, referrals and support services</td>
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**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


**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.


(Best, A. (1992).. Milton Keynes: Open University Press.)


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<td>Assessment</td>
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<tr>
<td>Directed Study</td>
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<tr>
<td>Lectures</td>
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<tr>
<td>Private Study</td>
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<td>Tutorial</td>
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**ASSESSMENT DETAILS**

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<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<td>PRACTICUM FOLDER</td>
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<td>(see note 4)</td>
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**NOTES:**

3. Practicum dates as per Practicum timetable. Students, a value of 1 indicates you have passed the Practicum component. Zero indicates you have not passed the Practicum component.

4. Due date for Practicum Folder will be advised in lectures.
OTHER REQUIREMENTS

1. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.

2. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

3. Summative assessment items will be given a numerical score. Ungraded summative assessment will be given either Pass, Fail or Incomplete.

4. Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.

5. All assessment items must be submitted and passed.

6. If assignments are submitted after the due date without an approved extension of time, University penalties will apply.

7. Results for this course will not be released until associated professional experience including practicum folder and all PCE/CFS have been successfully completed and documentation processed.

8. Levels 1, 2 and 3 practicum courses usually should be completed before this course.