Description: Diversity in Young Children

Examiner: Anne Petriwskyj
Moderator: Lindy Austin

PRE-REQUISITES
Pre-requisite: Students must be enrolled in Program: BECH

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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Development of policies</td>
<td>10.00</td>
</tr>
<tr>
<td>2. Forms of diversity and their impact on child progress</td>
<td>20.00</td>
</tr>
<tr>
<td>3. Individually relevant assessment and program planning</td>
<td>10.00</td>
</tr>
<tr>
<td>4. Inclusive practices in early education</td>
<td>20.00</td>
</tr>
<tr>
<td>5. Materials adaptations and assistive technologies</td>
<td>10.00</td>
</tr>
<tr>
<td>6. Partnership with families</td>
<td>10.00</td>
</tr>
<tr>
<td>7. Professional relationships, referrals and support services</td>
<td>20.00</td>
</tr>
</tbody>
</table>

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.


### STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>30</td>
</tr>
<tr>
<td>Directed Study</td>
<td>90</td>
</tr>
<tr>
<td>Private Study</td>
<td>40</td>
</tr>
</tbody>
</table>

### ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJECT ON PROGRAM ADAPTATION</td>
<td>100.00</td>
<td>50.00</td>
<td>Y</td>
<td>18 Sep 2003</td>
</tr>
<tr>
<td>PARTNERSHIPS ANALYSIS AND PLAN</td>
<td>100.00</td>
<td>50.00</td>
<td>Y</td>
<td>30 Oct 2003</td>
</tr>
</tbody>
</table>
IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   (a) There are no attendance requirements for this course. However, it is the students' responsibility 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.

2 Requirements for students to complete each assessment item satisfactorily:
   (a) To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) 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.

4 Requirements for student to be awarded a passing grade in the course:
   (g) To be assured of receiving a passing grade a student must achieve at least 50% in each of the summative assessments and at least 50% of the available weighted marks for the summative assessment items.

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

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

7 Examination period when Deferred/Supplementary examinations will be held:
   (d) 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/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

1 (b) If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made. (d) The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.