Description: Diversity in Early Childhood Education

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>TEA</td>
<td>4104</td>
<td>24821</td>
<td>2, 2003</td>
<td>ONC</td>
<td>1.00</td>
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Academic Group: FOEDU
Academic Org: FOE004
HECS Band: 1
ASCED Code: 070101

STAFFING
Examiner: Anne Petriwskyj
Moderator: Lindy Austin

PRE-REQUISITES
Students must be enrolled in one of the following Programs: BECS or BEEC or BEEG

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 temperaments, 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>
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<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 record keeping</td>
<td>10.00</td>
</tr>
<tr>
<td>4. Inclusive practices in early education</td>
<td>20.00</td>
</tr>
<tr>
<td>5. Materials adaptions and assistive technologies</td>
<td>10.00</td>
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<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>
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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.


**STUDENT WORKLOAD REQUIREMENTS**

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>PROFESSIONAL EXPERIENCE</td>
<td>1.00</td>
<td>0.00</td>
<td>Y</td>
<td>22 Jul 2003</td>
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<td>(see note )</td>
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<tr>
<td>PE FOLDER</td>
<td>100.00</td>
<td>20.00</td>
<td>Y</td>
<td>22 Jul 2003</td>
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<td>(see note )</td>
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<tr>
<td>PROJECT ON PROGRAM ADAPTATION</td>
<td>100.00</td>
<td>40.00</td>
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<td>PARTNERSHIPS ANALYSIS AND PLAN</td>
<td>100.00</td>
<td>40.00</td>
<td>Y</td>
<td>30 Oct 2003</td>
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</table>

**NOTES:**

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

2. Due date for Professional Experience Folder will be advised in lectures.

### IMPORTANT ASSESSMENT INFORMATION

1. **Attendance requirements:**
   - (b) 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.

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:**
   - 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; and (ii) satisfactorily completing the Professional Experience folder; and (iii) obtaining at least 50% of the total weighted marks available for each summative assessment item. 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:**
   - (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 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.

OTHER REQUIREMENTS

1 It is the student's 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 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.