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>
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<tbody>
<tr>
<td>TEA</td>
<td>4104</td>
<td>34726</td>
<td>2, 2004</td>
<td>ONS</td>
<td>1.00</td>
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Academic group: FOEDU
Academic org: FOE004
Student contribution band: 1
ASCED code: 070101

STAFFING
Examiner: Lindy Austin
Moderator: Shirley O'Neill

REQUISITES
Pre-requisite: TEA1101 and TEA2108 and TEA2109 and TEA3103 and TEA3104 and Students must be enrolled in one of the following Programs: BECS or BEEC or BEEG 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.

**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**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Development of policies</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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<tr>
<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</td>
<td>10.00</td>
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<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:**

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).


**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.


Gargiulo, R & Kilgo, J 2000, Young Children with Special Needs, Delmar, Albany.


Howard, V, Port, R & Lepper, C 2002, Very Young Children with Special Needs: A Formative Approach for the 21st Century, Merrill, Columbus, OH.


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>
<td>Directed Study</td>
<td>60.00</td>
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<tr>
<td>Lectures</td>
<td>24.00</td>
</tr>
<tr>
<td>Private Study</td>
<td>40.00</td>
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<tr>
<td>Tutorial</td>
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ASSESSMENT DETAILS

<table>
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<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
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<tr>
<td>PROFESSIONAL EXPERIENCE</td>
<td>1.00</td>
<td>0.00</td>
<td>20 Jul 2004</td>
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<tr>
<td>PE FOLDER</td>
<td>20.00</td>
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<tr>
<td>PROJECT ON PROGRAM ADAPTION</td>
<td>100.00</td>
<td>40.00</td>
<td>11 Sep 2004</td>
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<tr>
<td>PARTNERSHIPS ANALYSIS AND PLAN</td>
<td>100.00</td>
<td>40.00</td>
<td>25 Oct 2004</td>
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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. 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:
   (a) 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.

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 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/corporateservices/calendar/part5.htm or in 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 dispatched to USQ within 24 hours of receipt of a request being made.