



# ECHE350

## Diversity in Schools

S2 External 2014

*Institute of Early Childhood*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	6
<a href="#"><u>Unit Schedule</u></a>	6
<a href="#"><u>Learning and Teaching Activities</u></a>	7
<a href="#"><u>Policies and Procedures</u></a>	7
<a href="#"><u>Graduate Capabilities</u></a>	8

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor

Amanda Niland

[amanda.niland@mq.edu.au](mailto:amanda.niland@mq.edu.au)

Contact via [amanda.niland@mq.edu.au](mailto:amanda.niland@mq.edu.au)

X5B Music Room Level 2

Credit points

3

Prerequisites

Admission to GCertTeach(8-12)

Corequisites

Co-badged status

Unit description

This unit examines issues around human diversity both in schools and the wider community. Modules one and two are designed to examine pedagogical and professional implications of concepts such as social justice, environmental sustainability and civic participation in personal and global contexts. Module three adopts an ecological perspective to analyse and evaluate issues facing children and families who are considered to be socially isolated and at risk for poor educational outcomes, with specific focus on children from Indigenous and NESB backgrounds, and children with disabilities. Theory and practice are considered in relation to planning and program development in schools.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Students will have a good understanding of current issues around human diversity, and the professional and pedagogical implications of concepts such as social justice, environmental sustainability and civic participation in personal, local and global contexts  
Analyse their own perspectives on diversity and recognize the importance of their role in building children's knowledge about diverse communities

Understand their responsibility to practice inclusive and socially just pedagogies in teaching within diverse contexts, including cultural, religious and linguistic diversity, socio-economic circumstances

Be familiar with the NSW Board of Studies Human Society & Its Environment (HSIE) Stage 2 and Stage 3 Syllabus and gain insight into the theoretical and philosophical viewpoints that have shaped the NSW Human Society and Its Environment (HSIE) syllabus

Analyse and evaluate issues facing children and families who are considered to be socially isolated and at risk for poor educational outcomes with specific focus on children from Indigenous and NESB backgrounds, and children with disabilities

Engage with alternative pedagogical approaches to the study of diversity and HSIE, with a view to promoting the use of integrated, inquiry based methods in planning and implementing units of study

## Assessment Tasks

Name	Weighting	Due
<a href="#">Assignment 1</a>	15%	19 August
<a href="#">Assignment 2</a>	30%	16 September
<a href="#">Assignment 3</a>	55%	4 November, 2013

### Assignment 1

Due: **19 August**

Weighting: **15%**

Students will research and present their research into one of four specified programs focused on key social and environmental issues :

Each student will:

**Choose** *one* of the program websites

**Present** the key ideas and issue from their program and website to their online group, drawing links to HSIE syllabus for children in Stages 2 and 3 and to unit readings.

**Create** a handout summarising key issues from the document (also to also be handed in with assignment).

**Write** a report of their online 'presentation'

On successful completion you will be able to:

- Students will have a good understanding of current issues around human diversity, and the professional and pedagogical implications of concepts such as social justice, environmental sustainability and civic participation in personal, local and global contexts
- Analyse their own perspectives on diversity and recognize the importance of their role in building children's knowledge about diverse communities
- Understand their responsibility to practice inclusive and socially just pedagogies in teaching within diverse contexts, including cultural, religious and linguistic diversity, socio-economic circumstances
- Be familiar with the NSW Board of Studies Human Society & Its Environment (HSIE) Stage 2 and Stage 3 Syllabus and gain insight into the theoretical and philosophical viewpoints that have shaped the NSW Human Society and Its Environment (HSIE) syllabus
- Engage with alternative pedagogical approaches to the study of diversity and HSIE, with a view to promoting the use of integrated, inquiry based methods in planning and implementing units of study

## Assignment 2

Due: **16 September**

Weighting: **30%**

Plan and go on an excursion that will give you background information / insights and / or resources to use in planning a unit of study linked to one or more of the 4 strands outlined in the HSIE syllabus.

Your report should include the following:

- Description of venue / place
- Justification for your choice of excursion
- Reflections on your experiences
- Ideas on how you might use the experiences / materials gained from similar excursions to plan a series of learning experiences for young children.

On successful completion you will be able to:

- Students will have a good understanding of current issues around human diversity, and the professional and pedagogical implications of concepts such as social justice, environmental sustainability and civic participation in personal, local and global contexts

- Analyse their own perspectives on diversity and recognize the importance of their role in building children's knowledge about diverse communities
- Understand their responsibility to practice inclusive and socially just pedagogies in teaching within diverse contexts, including cultural, religious and linguistic diversity, socio-economic circumstances
- Be familiar with the NSW Board of Studies Human Society & Its Environment (HSIE) Stage 2 and Stage 3 Syllabus and gain insight into the theoretical and philosophical viewpoints that have shaped the NSW Human Society and Its Environment (HSIE) syllabus
- Analyse and evaluate issues facing children and families who are considered to be socially isolated and at risk for poor educational outcomes with specific focus on children from Indigenous and NESB backgrounds, and children with disabilities
- Engage with alternative pedagogical approaches to the study of diversity and HSIE, with a view to promoting the use of integrated, inquiry based methods in planning and implementing units of study

## Assignment 3

Due: **4 November, 2013**

Weighting: **55%**

**Part A - A fully-planned unit of study, which should incorporate the following:**

**a) Title, Central Question and Rationale**

**b) Topic Web**

**c) Concept map**

**d) Integration Diagram**

**e) An overview of the learning experiences of the unit (including excursion)**

- Connection with at least 3 of the Values and Attitudes outlined in the HSIE syllabus document

**f) A paragraph written for the school newsletter introducing the unit to families**

**Part B – A written description / overview of the equity and inclusion issues involved in the development of the plan, consisting of:**

**a) Details regarding reasons for choice of topic & theme, including**

- How you think this unit of work could trigger children's sense of inquiry, investigation and/or exploration (with links to relevant readings);

· How the plan fits with the objective of promoting understanding of diversity in human society and / or with the four strands outlined in the HSIE syllabus (with links to relevant readings);

**b)** Identification and discussion of equity and inclusion issues for a specific child (case study will be supplied)

**c)** Collection of potential resources to draw on to ensure that this unit is taught in an inclusive and socially just way.

On successful completion you will be able to:

- Students will have a good understanding of current issues around human diversity, and the professional and pedagogical implications of concepts such as social justice, environmental sustainability and civic participation in personal, local and global contexts
- Analyse their own perspectives on diversity and recognize the importance of their role in building children's knowledge about diverse communities
- Understand their responsibility to practice inclusive and socially just pedagogies in teaching within diverse contexts, including cultural, religious and linguistic diversity, socio-economic circumstances
- Be familiar with the NSW Board of Studies Human Society & Its Environment (HSIE) Stage 2 and Stage 3 Syllabus and gain insight into the theoretical and philosophical viewpoints that have shaped the NSW Human Society and Its Environment (HSIE) syllabus
- Analyse and evaluate issues facing children and families who are considered to be socially isolated and at risk for poor educational outcomes with specific focus on children from Indigenous and NESB backgrounds, and children with disabilities
- Engage with alternative pedagogical approaches to the study of diversity and HSIE, with a view to promoting the use of integrated, inquiry based methods in planning and implementing units of study

## **Delivery and Resources**

ECHE 350 is an external unit, offered by online study only. Lectures and readings are available via iLlearn. Online discussion forums are provided and assignments are submitted online.

## **Unit Schedule**

All material is available online. Students can work through lectures and readings according to their own study plan, in order to submit assignments at the specified times.

## Learning and Teaching Activities

### online lecture recordings

Students can listen to lectures on key issues available on Echo from start of semester

### readings

Students have selected readings available online via iLearn (e reserve link), a text they can purchase in electronic or book form, and access to MQ library databases. Readings have been linked to lectures and topics.

### online discussion

Online discussion forums are set up on iLearn for communication between staff and students on key issues from lectures and readings

### assignments

3 assignments, which include some online sharing (Assignment 1), will be submitted via Turnitin. The assignments are diverse in form and in the engagement and research involved in each.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

### Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- Students will have a good understanding of current issues around human diversity, and the professional and pedagogical implications of concepts such as social justice, environmental sustainability and civic participation in personal, local and global contexts



- Analyse their own perspectives on diversity and recognize the importance of their role in building children's knowledge about diverse communities
- Understand their responsibility to practice inclusive and socially just pedagogies in teaching within diverse contexts, including cultural, religious and linguistic diversity, socio-economic circumstances
- Be familiar with the NSW Board of Studies Human Society & Its Environment (HSIE) Stage 2 and Stage 3 Syllabus and gain insight into the theoretical and philosophical viewpoints that have shaped the NSW Human Society and Its Environment (HSIE) syllabus
- Analyse and evaluate issues facing children and families who are considered to be socially isolated and at risk for poor educational outcomes with specific focus on children from Indigenous and NESB backgrounds, and children with disabilities
- Engage with alternative pedagogical approaches to the study of diversity and HSIE, with a view to promoting the use of integrated, inquiry based methods in planning and implementing units of study

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- Students will have a good understanding of current issues around human diversity, and the professional and pedagogical implications of concepts such as social justice, environmental sustainability and civic participation in personal, local and global contexts
- Analyse their own perspectives on diversity and recognize the importance of their role in building children's knowledge about diverse communities
- Understand their responsibility to practice inclusive and socially just pedagogies in teaching within diverse contexts, including cultural, religious and linguistic diversity, socio-economic circumstances
- Be familiar with the NSW Board of Studies Human Society & Its Environment (HSIE) Stage 2 and Stage 3 Syllabus and gain insight into the theoretical and philosophical viewpoints that have shaped the NSW Human Society and Its Environment (HSIE) syllabus

- Analyse and evaluate issues facing children and families who are considered to be socially isolated and at risk for poor educational outcomes with specific focus on children from Indigenous and NESB backgrounds, and children with disabilities
- Engage with alternative pedagogical approaches to the study of diversity and HSIE, with a view to promoting the use of integrated, inquiry based methods in planning and implementing units of study

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Students will have a good understanding of current issues around human diversity, and the professional and pedagogical implications of concepts such as social justice, environmental sustainability and civic participation in personal, local and global contexts
- Understand their responsibility to practice inclusive and socially just pedagogies in teaching within diverse contexts, including cultural, religious and linguistic diversity, socio-economic circumstances
- Be familiar with the NSW Board of Studies Human Society & Its Environment (HSIE) Stage 2 and Stage 3 Syllabus and gain insight into the theoretical and philosophical viewpoints that have shaped the NSW Human Society and Its Environment (HSIE) syllabus
- Analyse and evaluate issues facing children and families who are considered to be socially isolated and at risk for poor educational outcomes with specific focus on children from Indigenous and NESB backgrounds, and children with disabilities
- Engage with alternative pedagogical approaches to the study of diversity and HSIE, with a view to promoting the use of integrated, inquiry based methods in planning and implementing units of study

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to

critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Students will have a good understanding of current issues around human diversity, and the professional and pedagogical implications of concepts such as social justice, environmental sustainability and civic participation in personal, local and global contexts
- Analyse their own perspectives on diversity and recognize the importance of their role in building children's knowledge about diverse communities
- Understand their responsibility to practice inclusive and socially just pedagogies in teaching within diverse contexts, including cultural, religious and linguistic diversity, socio-economic circumstances
- Be familiar with the NSW Board of Studies Human Society & Its Environment (HSIE) Stage 2 and Stage 3 Syllabus and gain insight into the theoretical and philosophical viewpoints that have shaped the NSW Human Society and Its Environment (HSIE) syllabus
- Analyse and evaluate issues facing children and families who are considered to be socially isolated and at risk for poor educational outcomes with specific focus on children from Indigenous and NESB backgrounds, and children with disabilities
- Engage with alternative pedagogical approaches to the study of diversity and HSIE, with a view to promoting the use of integrated, inquiry based methods in planning and implementing units of study

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Analyse their own perspectives on diversity and recognize the importance of their role in building children's knowledge about diverse communities
- Understand their responsibility to practice inclusive and socially just pedagogies in teaching within diverse contexts, including cultural, religious and linguistic diversity,

socio-economic circumstances

- Be familiar with the NSW Board of Studies Human Society & Its Environment (HSIE) Stage 2 and Stage 3 Syllabus and gain insight into the theoretical and philosophical viewpoints that have shaped the NSW Human Society and Its Environment (HSIE) syllabus
- Analyse and evaluate issues facing children and families who are considered to be socially isolated and at risk for poor educational outcomes with specific focus on children from Indigenous and NESB backgrounds, and children with disabilities
- Engage with alternative pedagogical approaches to the study of diversity and HSIE, with a view to promoting the use of integrated, inquiry based methods in planning and implementing units of study

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Analyse their own perspectives on diversity and recognize the importance of their role in building children's knowledge about diverse communities
- Understand their responsibility to practice inclusive and socially just pedagogies in teaching within diverse contexts, including cultural, religious and linguistic diversity, socio-economic circumstances
- Be familiar with the NSW Board of Studies Human Society & Its Environment (HSIE) Stage 2 and Stage 3 Syllabus and gain insight into the theoretical and philosophical viewpoints that have shaped the NSW Human Society and Its Environment (HSIE) syllabus
- Analyse and evaluate issues facing children and families who are considered to be socially isolated and at risk for poor educational outcomes with specific focus on children from Indigenous and NESB backgrounds, and children with disabilities
- Engage with alternative pedagogical approaches to the study of diversity and HSIE, with a view to promoting the use of integrated, inquiry based methods in planning and implementing units of study

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms

effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Students will have a good understanding of current issues around human diversity, and the professional and pedagogical implications of concepts such as social justice, environmental sustainability and civic participation in personal, local and global contexts
- Analyse their own perspectives on diversity and recognize the importance of their role in building children's knowledge about diverse communities
- Understand their responsibility to practice inclusive and socially just pedagogies in teaching within diverse contexts, including cultural, religious and linguistic diversity, socio-economic circumstances
- Be familiar with the NSW Board of Studies Human Society & Its Environment (HSIE) Stage 2 and Stage 3 Syllabus and gain insight into the theoretical and philosophical viewpoints that have shaped the NSW Human Society and Its Environment (HSIE) syllabus
- Analyse and evaluate issues facing children and families who are considered to be socially isolated and at risk for poor educational outcomes with specific focus on children from Indigenous and NESB backgrounds, and children with disabilities
- Engage with alternative pedagogical approaches to the study of diversity and HSIE, with a view to promoting the use of integrated, inquiry based methods in planning and implementing units of study

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Students will have a good understanding of current issues around human diversity, and the professional and pedagogical implications of concepts such as social justice,

- environmental sustainability and civic participation in personal, local and global contexts
- Analyse their own perspectives on diversity and recognize the importance of their role in building children's knowledge about diverse communities
  - Understand their responsibility to practice inclusive and socially just pedagogies in teaching within diverse contexts, including cultural, religious and linguistic diversity, socio-economic circumstances
  - Be familiar with the NSW Board of Studies Human Society & Its Environment (HSIE) Stage 2 and Stage 3 Syllabus and gain insight into the theoretical and philosophical viewpoints that have shaped the NSW Human Society and Its Environment (HSIE) syllabus
  - Analyse and evaluate issues facing children and families who are considered to be socially isolated and at risk for poor educational outcomes with specific focus on children from Indigenous and NESB backgrounds, and children with disabilities
  - Engage with alternative pedagogical approaches to the study of diversity and HSIE, with a view to promoting the use of integrated, inquiry based methods in planning and implementing units of study

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### **Learning outcomes**

- Analyse their own perspectives on diversity and recognize the importance of their role in building children's knowledge about diverse communities
- Understand their responsibility to practice inclusive and socially just pedagogies in teaching within diverse contexts, including cultural, religious and linguistic diversity, socio-economic circumstances
- Be familiar with the NSW Board of Studies Human Society & Its Environment (HSIE) Stage 2 and Stage 3 Syllabus and gain insight into the theoretical and philosophical viewpoints that have shaped the NSW Human Society and Its Environment (HSIE) syllabus
- Analyse and evaluate issues facing children and families who are considered to be socially isolated and at risk for poor educational outcomes with specific focus on children from Indigenous and NESB backgrounds, and children with disabilities

- Engage with alternative pedagogical approaches to the study of diversity and HSIE, with a view to promoting the use of integrated, inquiry based methods in planning and implementing units of study