ECH 230
Human Society: Understanding Diversity
S2 External 2013
Institute of Early Childhood

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**General Information**

Unit convenor and teaching staff

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Credit points
3

Prerequisites
12cp

Corequisites

Co-badged status

Unit description
In this unit, students explore the theoretical and philosophical underpinnings of the New South Wales human society and its environment (HSIE) syllabus document. This unit is designed to raise awareness of 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. The unit also encourages students to engage with alternative pedagogical approaches to the study of HSIE, with a view to promoting the use of integrated, inquiry-based methods in planning and implementing units of study.

**Important Academic Dates**

Information about important academic dates including deadlines for withdrawing from units are available at [https://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-dates)

**Learning Outcomes**

1. Develop an awareness of 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
2. Analyse their own perspectives on diversity and recognize the importance of their role in building children’s knowledge about diverse communities.

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

4. Become familiar with the NSW Board of Studies Human Society & Its Environment (HSIE) K-6 Syllabus and gain insight into the theoretical and philosophical viewpoints that have shaped the NSW Human Society and Its Environment (HSIE) syllabus.

5. 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.

6. 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**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation &amp; Mini Report</td>
<td>15%</td>
<td>August</td>
</tr>
<tr>
<td>Excursion Report</td>
<td>40%</td>
<td>October</td>
</tr>
<tr>
<td>Planned Unit of Study</td>
<td>45%</td>
<td>November</td>
</tr>
</tbody>
</table>

**Presentation & Mini Report**

Due: **August**

Weighting: **15%**

Assignment 1 requires you to become familiar with a program or initiative that is concerned with ideas around children’s connectedness to local, national or global communities. Through completing this assignment, you will be able to start making connections between one of these initiatives/programs, and the relevant research literature, HSIE syllabus documents, and potential for practical teaching implications that link with this program. You will also be able to not only share your knowledge with your peers, but also benefit from the research of your peers, as members of the group present their findings to each other.

This Assessment Task relates to the following Learning Outcomes:

- Develop an awareness of 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
- Become familiar with the NSW Board of Studies Human Society & Its Environment (HSIE) K-6 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
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**Excursion Report**

**Due:** October  
**Weighting:** 40%

The major purpose of Assignment 3 is to provide you with an opportunity to engage collaboratively in planning a unit of study that is based on a combination of your own interests, as well as learning experiences that you feel will be meaningful and engaging to young children and will introduce them to concepts related to human society and diversity. You will be given opportunities, during the on campus sessions (external students) and during the second half of semester (internal students) to discuss ideas and work with your partner for your unit of study in tutorials. Our expectation is that you will be able to construct a unit of study that clearly identifies a list of possible holistic learning outcomes related directly to engaging, inquiry based learning experiences that make use of a range of resources and cater for diverse abilities / interests.

This Assessment Task relates to the following Learning Outcomes:
- Develop an awareness of 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

[https://unitguides.mq.edu.au/unit_offerings/13007/unit_guide/print](https://unitguides.mq.edu.au/unit_offerings/13007/unit_guide/print)
teaching within diverse contexts, including cultural, religious and linguistic diversity, socio-economic circumstances

• Become familiar with the NSW Board of Studies Human Society & Its Environment (HSIE) K-6 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.

Planned Unit of Study

Due: November
Weighting: 45%

• This assignment requires you to develop a unit of learning experiences for young children which is grounded in HSIE, but that has rich learning potential across a range of curriculum areas.

• You are required to demonstrate your ability to plan collaboratively, using a topic web, concept map, and integration diagram as tools to guide your thinking in planning a unit of study.

• You are also required to consider some of the equity and other pedagogical issues that might arise in planning, implementing and evaluating these learning experiences.

• Finally, you are required to consult a range of resources for planning your unit of study, starting with guidelines for planning integrated, inquiry-based units of work (there are plenty provided in various chapters of the course text and in the eReserve readings; we also recommend that you search for useful guides on-line). You will also be expected to explore resources and materials that promote integrated learning.

This Assessment Task relates to the following Learning Outcomes:

• Develop an awareness of 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
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Delivery and Resources
ECH230 is offered in internal and external mode.

Internal students will attend a 1-hour lecture and 2-hour tutorial classes every week on the university campus. Timetable / location details for these tutorials can be found on the University website at: http://www.timetables.mq.edu.au/ . At 200 level, you are expected to be responsible for your own learning. It is essential that you read the set readings and attend the lecture before each tutorial; this will enable you to participate actively in all class discussions and to enhance and extend your thinking and learning.

Distance Students – All lectures are digitally recorded live and available through the ECHO360 facility for you to listen to weekly. Lecture slides will also be posted on the unit website.

The set text for this unit is:

*Human Society: Understanding Diversity*, Custom text, compiled by Clare Britt

The text is available for purchase from the Co-op Bookshop on campus. Readings contained in this text will provide you with background concepts for a number of topics on the unit and should provide a useful reference point for the future.

The required NSW Syllabus Document is:
The syllabus and support documents can be downloaded from the URL below: You will need to download Early Stage One to Stage 2.


Each week, there are required readings that can be accessed via the Macquarie University Library website (see list below). For those students unfamiliar with accessing **eReserve and eCopy** articles, information about how to access these readings will be available on the unit website (iLearn).

The website for this unit, which you can access using your Macquarie University login details, is available via: http://ilearn.mq.edu.au

In order to engage fully with the unit, you are encouraged to participate actively in on-line discussions. These discussions should provide you with opportunities to share insights based on your experience and readings on the unit, and to clarify points of interest and / or uncertainty.

**Unit Schedule**

**LECTURE & TUTORIAL TOPIC OVERVIEW (Week by week)**

<table>
<thead>
<tr>
<th>Introduction to the Unit: Why HSIE?</th>
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<tbody>
<tr>
<td><strong>Social Justice &amp; Democracy</strong></td>
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<tr>
<td><strong>Communities of learners: Children as citizens</strong></td>
</tr>
<tr>
<td><strong>Planning integrated units of work 1:</strong> Inquiry based approaches and excursions</td>
</tr>
<tr>
<td><strong>Planning integrated units of work 2:</strong> Project approaches in ECEC Settings</td>
</tr>
<tr>
<td><strong>Global contexts for childhood: Young children and Emergency situations</strong></td>
</tr>
</tbody>
</table>
Intercultural understandings: Integrating Indigenous knowledges in teaching and learning

MID-SEMESTER BREAK (14/09-29/09)

Testing times: Critiquing the ‘truths’ of high-stakes standardised testing

Sustainability in Early childhood settings

Planning integrated units of work 3: Project approaches in Primary school Settings

Place Based, Environmental Education

Built environments & connections with community: Creating preschools with Architects without Frontiers

Final Lecture: Children as Active Citizens

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:


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

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)
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**

- Develop an awareness of 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.
• 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 task

• Planned Unit 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**

• Develop an awareness of 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
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Assessment tasks

• Presentation & Mini Report
• Excursion Report
• Planned Unit 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

• Develop an awareness of 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
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Assessment tasks

• Excursion Report
• Planned Unit 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**

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

- Excursion Report
- Planned Unit 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**

- Develop an awareness of 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
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Assessment tasks

• Presentation & Mini Report
• Excursion Report
• Planned Unit 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

• 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
• 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

• Presentation & Mini Report
• Excursion Report
• Planned Unit 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**

- Develop an awareness of 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
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**Assessment tasks**

- Presentation & Mini Report
- Excursion Report
- Planned Unit 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**

- Develop an awareness of 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
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from Indigenous and NESB backgrounds, and children with disabilities

Assessment tasks

- Presentation & Mini Report
- Excursion Report
- Planned Unit 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

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

- Excursion Report