



# EDED11457 Responding to Diversity and Inclusion

## Term 2 - 2017

Profile information current as at 26/04/2024 05:08 am

All details in this unit profile for EDED11457 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

Responding to Diversity and Inclusion develops students' knowledge and understanding of legislation and policy related to inclusion in educational settings. Students examine representations of diversity and difference in contemporary Australian society and the ways in which stereotypes associated with marginalised groups are constructed and maintained. They reflect on the legislative and policy framework; explore ways in which personal assumptions, biases and value positions affect the "labelling" of students from diverse social, cultural and economic groups including students with disabilities; and, evaluate the impact of their own socio-cultural backgrounds and belief systems on creating inclusive settings. Students identify barriers to learning for diverse groups including culturally diverse students and students with special needs and critique strategies for responding to and valuing diversity and promoting social inclusion in educational settings.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2017

- Bundaberg
- Cairns
- Distance
- Gladstone
- Mackay
- Noosa
- Rockhampton
- Townsville

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 50%

#### 2. **Written Assessment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student feedback

**Feedback**

Content topics are enjoyable

**Recommendation**

Retain focus on the weekly topics.

#### Feedback from Tutor feedback

**Feedback**

Course materials were relevant to classrooms

**Recommendation**

Retain overall focus on content and philosophy of the Unit.

#### Feedback from Student feedback

**Feedback**

Some students found the Collaborate sessions difficult because of using the new format

**Recommendation**

Do not participate on new trials when there are students very new to University systems.

## Unit Learning Outcomes

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

1. Explain how difference, dominance and stereotypes related to marginalised groups are constructed and maintained in social contexts.
2. Summarise the legislative framework and key principles and processes described in inclusion policies for educational settings.
3. Discuss the extent to which Australia can be called an inclusive society and identify and explain the potential impacts on educators' attempts to promote social inclusion in educational settings.
4. Critically reflect on the role of educational professionals and the system support structures required to promote successful social inclusion for students from diverse backgrounds, including students with disability and special needs.
5. Provide a rationale for establishing productive relationships with culturally diverse families and communities and specialist professional groups to support the aims of inclusive educational settings and the development and integration of inclusive teaching practices.
6. Select and evaluate strategies that promote the development of a learning community through effective management of the classroom environment; fostering positive social relationships and a sense of belonging; and provision of quality learning experiences for students from the full range of abilities and backgrounds.
7. Describe strategies for meeting the specific learning needs of students with disability.

Successful completion of the unit Responding to Diversity and Inclusion provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of 1.1, 1.3, 1.4, 1.5, 1.6, 3.7, 4.1, 4.3, 4.4, 6.4, 7.1, 7.2, 7.3 and 7.4; and competency elements from the Diploma of Children's Services (Early Childhood Education and Care) including CHCN520C: 2 and 3; CHCFC503A: 2 and 3; CHCIC302A: 1, 2, 3, 4, 5 and 6; CHCIC511A: 1, 2, 3, 4 and 5; and CHCIC512A: 1, 2, 3, 4 and 5. Assessment tasks for this unit may be included in a portfolio and used as evidence of progress towards meeting the standards at Graduate career stage and as the focus for identifying professional learning needs.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Written Assessment - 50%	•	•	•	•			
2 - Written Assessment - 50%					•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Communication		•	•	•	•	•	•
2 - Problem Solving				•	•	•	•
3 - Critical Thinking		•	•	•	•	•	•
4 - Information Literacy		•	•		•	•	
5 - Team Work						•	•
6 - Information Technology Competence							
7 - Cross Cultural Competence		•		•	•	•	•
8 - Ethical practice		•	•	•	•	•	•
9 - Social Innovation							
10 - Aboriginal and Torres Strait Islander Cultures							

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•	•	•	•			•	•		
2 - Written Assessment - 50%	•	•	•	•	•		•	•		

## Textbooks and Resources

### Textbooks

EDED11457

#### Prescribed

#### Diversity, Inclusion & Engagement

Edition: 2nd (2014)

Authors: Hyde, M, Carpenter, L & Conway, R

Oxford

South Melbourne , Australia

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Katrina Higgins** Unit Coordinator

[k.higgins@cqu.edu.au](mailto:k.higgins@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Australian culture and society - what is it?	Chapter 1 Set readings	

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Identity, labelling and the rights of the individual	Set readings	

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Legislating for inclusion	Chapter 2	

### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
What is inclusion?	Chapter 16	

### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Arguments for and against inclusion

**Responding to inclusion and diversity** Due: Week 5 Monday (7 Aug 2017) 9:00 am AEST

#### Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Differentiation	Set readings	
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#### Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Challenging behaviours in inclusive classrooms	Chapter 5 and 8	
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#### Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Culturally and linguistically diverse students	Chapter 3	
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#### Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Indigenous students	Chapter 4	
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#### Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Gifted and Talented students	Chapter 14	
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#### Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Students with disabilities	Chapter 11, 12 and 15	
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#### Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Review of the unit		
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**Differentiation and catering for differences** Due: Week 12 Friday (6 Oct 2017) 5:00 pm AEST

#### Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Responding to inclusion and diversity

#### Assessment Type

Written Assessment

#### Task Description

##### Assessment Task 1 - Responding to diversity and inclusion

This assessment task requires you to analyse and reflect on the concepts of access, change and formation of attitudes in the context of the work of educators in contemporary Australian settings. To complete this task, you will submit a written response of 1500 words (maximum) that includes each of the sections outlined below.

- **Definitions of key concepts**

Attitudes towards difference and diversity can influence how society and communities experience social inclusion or exclusion and influences access and participation to all aspects of community life including education. Stereotype, racism, prejudice, and social justice are key concepts associated with inclusion. In your response define / explain these concepts including an example of each concept in action in Australian society.

- **The Australian social context - evidence of discrimination or social inclusion**

The media is often said to reflect our society and portrays difference and diversity within the community through the way that different groups or people are characterized in advertisements, film or television programs, news reporting and people employed as presenters. Using examples from a range of media texts demonstrate the extent to which Australia can be called an inclusive or exclusive society.

- **Legislation and educational policy responses to inclusion**

Identify and discuss the legislative framework that, in turn, forms the basis for inclusive education policies in your State. How does this legislation and policy impact on the legal responsibilities and practice of educators in school, classroom or care settings?

- **Reflection on your attitude and ability to respond to diversity and inclusion**

What influence has your own cultural background and life experience had on developing attitudes around student diversity? What are the implications of this critical reflection on how you might approach your work in responding to diversity and inclusion as future teachers?

### **Assessment Due Date**

Week 5 Monday (7 Aug 2017) 9:00 am AEST

Assignments are due by 9am on Monday 7th August 2017

### **Return Date to Students**

Assessment will be returned once the moderation process has been completed.

### **Weighting**

50%

### **Assessment Criteria**

Assessment will be marked against the following criteria

- Knowledge and understanding of specific key concepts relating to inclusion and diversity
- Knowledge and understanding of social inclusion practices
- Knowledge and understanding of relevant legislation and policies that inform inclusion policies
- Articulation of self-reflection responses concerning key concepts within the unit
- Standard of academic writing and use of academic materials

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

All assignments must be uploaded via moodle, assignments will only be accepted via moodle upload

### **Learning Outcomes Assessed**

- Explain how difference, dominance and stereotypes related to marginalised groups are constructed and maintained in social contexts.
- Summarise the legislative framework and key principles and processes described in inclusion policies for educational settings.
- Discuss the extent to which Australia can be called an inclusive society and identify and explain the potential impacts on educators' attempts to promote social inclusion in educational settings.
- Critically reflect on the role of educational professionals and the system support structures required to promote successful social inclusion for students from diverse backgrounds, including students with disability and special needs.

### **Graduate Attributes**

- Communication
- Problem Solving

- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## 2 Differentiation and catering for differences

### Assessment Type

Written Assessment

### Task Description

#### Assessment Task 2 - Differentiation and catering for differences

Differentiation is a process of adapting curricula and classroom environments to promote quality learning for all students. This task provides an opportunity for you to demonstrate an understanding of how inclusive practice can be achieved through responsive teaching and the selection of strategies that effectively cater for the characteristics of a diverse range of learners. To complete this task you will submit a written response of 2000 words (maximum) addressing each of the sections below:

#### Labeling and the rights of all students to access education

There are on-going debates about the efficacy of inclusion and labeling with different attitudes and perceptions raised by students, parents and teachers regarding access to education. Identify and discuss these arguments; state your position within the context of these debates justifying your choice.

#### Personal approach to differentiation

Your classroom has a diverse range of learners with specific characteristics ranging from cultural, linguistic, social-emotional, cognitive and physical disabilities, learning difficulties and socioeconomic differences. Using unit readings and your set text select and describe management and teaching strategies and other important practices that are claimed to be responsive to the strengths and needs of diverse learners that you would use to establish inclusive practice in your classroom.

#### Catering for Gifted and Talented learners

Gifted and talented students are a group of specific learners that are often missed within the busy classroom. What management and teaching strategies would you use to cater for this group of learners; in what ways could meeting the needs of these students also be useful in meeting the needs of other learners in the classroom?

#### Fostering positive relationships and quality education and care

Discuss and demonstrate how your approach to differentiation would foster positive social relationships and well-being between teachers and diverse learners, families and communities in education / care settings. Evaluate how specific teaching strategies would provide quality education and / or care for learners from the full range of abilities and backgrounds.

### Assessment Due Date

Week 12 Friday (6 Oct 2017) 5:00 pm AEST

Assignments are due by 5pm on Friday October 6th, 2017

### Return Date to Students

Assignments are released after certification of grades

### Weighting

50%

### Assessment Criteria

Assessment will be based on the following criteria:

- Knowledge and understanding of competing arguments regarding labeling and rights of students and parents
- Knowledge and application of practices and strategies underpinning differentiation and inclusive practice
- Knowledge and understanding of teaching and learning strategies related to Gifted and Talented learners
- Articulation of appropriate practices for developing well-being and positive relationships among stakeholders
- Standard of academic writing and use of academic materials

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

All assignments must be uploaded via moodle, assignments will only be accepted via moodle upload



### **Learning Outcomes Assessed**

- Provide a rationale for establishing productive relationships with culturally diverse families and communities and specialist professional groups to support the aims of inclusive educational settings and the development and integration of inclusive teaching practices.
- Select and evaluate strategies that promote the development of a learning community through effective management of the classroom environment; fostering positive social relationships and a sense of belonging; and provision of quality learning experiences for students from the full range of abilities and backgrounds.
- Describe strategies for meeting the specific learning needs of students with disability.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem