# EDED11457 *Responding to Diversity and Inclusion*

## Term 2 - 2019

Profile information current as at 12/10/2024 12:57 pm

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 your knowledge and understanding of legislation and policy related to inclusion in educational settings. You will examine representations of diversity and difference in contemporary Australian society and the ways in which stereotypes associated with marginalised groups are constructed and maintained. You will 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 your own socio-cultural backgrounds and belief systems on creating inclusive settings. You will 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 - 2019

- Bundaberg
- Cairns
- Gladstone
- Mackay
- Noosa
- Online
- 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 Survey

**Feedback**

Subject seems very focused on Primary - Middle Years

**Recommendation**

Improvement in the relevance of content to students enrolled in secondary teaching.

## 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 this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:**

1.1 Physical, social and intellectual development and characteristics of students
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
1.6 Strategies to support full participation of students with disability
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
3.7 Engage parents/carers in the educative process
4.1 Support student participation
4.3 Manage challenging behaviour
4.4 Maintain student safety
6.4 Apply professional learning and improve student learning
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisational requirements
7.3 Engage with the parents/carers
7.4 Engage with professional teaching networks and broader communities

In addition, competency elements from the Diploma of Children's Services (Early Childhood Education and Care) are taught and assessed in this unit.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level | • Introductory Level | • Intermediate Level | • Graduate Level | ∘ Professional Level | ∘ Advanced Level

### 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: 3rd (2017)
Authors: Hyde, M, Carpenter, L & Doyle, S.
Oxford University Press
South Melbourne , VIC , Australia
ISBN: 9780190308452
Binding: Paperback

**Additional Textbook Information**
This textbook will be referred to again when you undertake EDED13435 - Student with special needs. Please retain your copy for use in this unit.
You can purchase BOTH the Hardcopy and eBook from the CQUni Bookshop here: http://bookshop.cqu.edu.au

**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

**Corey Bloomfield** Unit Coordinator
c.bloomfield@cqu.edu.au

## Schedule

**Week 1 - 15 Jul 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Australian culture and society - what is it? | Chapter 1<br>Readings also consist of documents within the topic's Moodle resources. | |

**Week 2 - 22 Jul 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Identity, labelling and the rights of the individual | Readings consist of documents within the topic's Moodle resources. | |

**Week 3 - 29 Jul 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

| | | |
|---|---|---|
| Legislating for inclusion | Chapter 2<br>Readings consist of documents within the topic's Moodle resources. | |

**Week 4 - 05 Aug 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| What is inclusion? | Chapter 17<br>Readings consist of documents within the topic's Moodle resources. | |

**Week 5 - 12 Aug 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Arguments for and against inclusion | Readings consist of documents within the topic's Moodle resources. | **Responding to inclusion and diversity** Due: Week 5 Friday (16 Aug 2019) 11:45 pm AEST |

**Vacation Week - 19 Aug 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

**Week 6 - 26 Aug 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Differentiation | Readings consist of documents within the topic's Moodle resources. | |

**Week 7 - 02 Sep 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Challenging behaviours in inclusive classrooms | Chapters 5 & 8<br>Readings consist of documents within the topic's Moodle resources. | |

**Week 8 - 09 Sep 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Culturally and linguistically diverse students | Chapter 3<br>Readings consist of documents within the topic's Moodle resources. | |

**Week 9 - 16 Sep 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Indigenous students | Chapter 4<br>Readings consist of documents within the topic's Moodle resources. | |

**Week 10 - 23 Sep 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Gifted and talented students | Chapter 14<br>Readings consist of documents within the topic's Moodle resources. | |

**Week 11 - 30 Sep 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Students with disabilities | Chapter 10, 11, 12, 13 and 15<br>Readings consist of documents within the topic's Moodle resources. | |

**Week 12 - 07 Oct 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

| | | |
|---|---|---|
| Review of the unit | | **Differentiation and catering for differences** Due: Week 12 Friday (11 Oct 2019) 11:45 pm AEST |

**Review/Exam Week - 14 Oct 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

**Exam Week - 21 Oct 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

## Term Specific Information

It is highly recommended that you are in a professional practice placement whilst undertaking this unit so as to authentically contextualise the content you are learning.

## Assessment Tasks

### 1 Responding to inclusion and diversity

**Assessment Type**
Written Assessment

**Task Description**
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 (200-300 words)**

Attitudes towards difference and diversity can influence how society and communities experience social inclusion or exclusion. These attitudes can influence access and participation to all aspects of community life including education. In your response to this define the following concepts:

- Stereotype,
- Racism,
- Prejudice,
- Social justice.

Be sure to provide an example of each concept in action in Australian society.

- **The Australian social context - evidence of discrimination or social inclusion (300-400 words)**

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.
You will need to demonstrate an understanding of how this affects students, particularly those from Aboriginal and Torres Strait Islander backgrounds (APST 1.4).

- **Legislation and education policy responses to inclusion (300-400 words)**

Identify and discuss the legislative frameworks that, inturn, forms the basis for inclusive education policies in **your** State.
You will need to consider how legislation and policies impact on the legal responsibilities and practice of educators in school, classroom or care settings (APST 7.2).
This response will need to demonstrate your understanding of the key principles described in the relevant codes of conduct and ethics for the teaching profession (APST 7.1).

- **Reflection on your attitude and ability to respond to diversity and inclusion (300-400 words)**

Critically reflect on how you might approach your work in responding to diversity and inclusion as a future teacher. Consider your responses to **The Australian social context** and **Legislation and education policy** outlined above:

- How do media representations of discrimination and/or social inclusion impact on your role as a teacher?
- How will both federal and state legislation, along with their related education policies, affect you in your role as a teacher?
- Also consider what influence your own cultural background and life experience may have on your attitudes around student diversity and inclusion.
- Include how you plan to engage with community and professional representatives to broaden your professional knowledge and practice (APST 7.4).
- Be sure to address how this continued professional learning will support you to improve student learning (APST 6.4).

Weighting: 50%
APST Descriptors demonstrated: 1.4, 6.4, 7.1, 7.2, 7.4

**Assessment Due Date**
Week 5 Friday (16 Aug 2019) 11:45 pm AEST

Assignments are due by 11.45 PM on Friday 16th August 2019

**Return Date to Students**

Assessments 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, with a particular focus on the impact for students from Aboriginal and Torres Strait Islander backgrounds (APST 1.4).
- Knowledge and understanding of relevant legislation and policies that inform inclusion policies and how these relate to ethics and responsibilities in the teaching profession (APST 7.1 & 7.2).
- Knowledge of the need to engage with community and professional representatives to broaden professional practice and an understanding of how this knowledge impacts on student learning (APST 6.4 & 7.4).
- 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

**assessmentOutcome**

- 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

**assessmentGradAttribute**

- Communication
- Problem Solving

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

## 2 Differentiation and catering for differences

**Assessment Type**
Written Assessment

**Task Description**
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:
**Labelling and the rights of all students to access education** (400-500 words)
There are on-going debates about the efficacy of inclusion and labelling with different attitudes and perceptions raised by students, parents and teachers regarding access to education.
Identify and discuss these arguments, focussing on how legislative requirements and teaching strategies support participation and learning of students with disability (APST 1.6).
You will also need to address how you intend to support the general wellbeing and safety of students (APST 4.4).
**Personal approach to differentiation** (400-500 words)
You will now be aware that your classroom will have a diverse range of students with specific characteristics that affect their learning, ranging from cultural, linguistic, social-emotional, cognitive and physical disabilities, learning difficulties and socioeconomic differences (APST 1.1).
Using unit readings and your set text select, describe behaviour management and teaching strategies along with other important practices that are claimed to be responsive to the strengths and needs of diverse learners (APST 1.3 & 4.3).
You will need to outline how you would use these to establish inclusive practice in your classroom (APST 4.1).
**Catering for Gifted and Talented learners** (300-400 words)
Gifted and talented students are a group of specific learners that are often missed within the busy classroom.
Demonstrate what management and teaching strategies would you use to cater for this group of learners; and consider the ways you could meet the specific learning needs of students across the full range of abilities (APST 1.5).
**Fostering positive relationships and quality education and care** (400-500 words)
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.
You will need to focus on how you will involve parents in the educative process (APST 3.7) in an effective, sensitive and confidential way (APST 7.3).

Weighting: 50%
APST Descriptors demonstrated: 1.1, 1.3, 1.5, 1.6, 3.7, 4.1, 4.3, 4.4, 7.3

**Assessment Due Date**
Week 12 Friday (11 Oct 2019) 11:45 pm AEST

Assignments are due by 11:45 PM on Friday 11th October, 2019

**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 inclusive teaching practices, wellbeing, and safety, within a framework of legislative requirements (APST 1.6 & 4.4).
- Knowledge and application of practices and strategies underpinning differentiation and inclusive practice (APST 1.1, 1.3, 4.1 & 4.3).
- Knowledge and understanding of teaching and learning strategies related to Gifted and Talented learners and how these strategies could be used to meet the specific learning needs of students across the full range of abilities (APST 1.5).
- Articulation of appropriate practices for developing well-being and positive relationships among stakeholders in

an effective, sensitive and confidential way (APST 3.7 & 7.3).
- 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

**assessmentOutcome**

- 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.

**assessmentGradAttribute**

- 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