



# **EDEC28001 Responding to Difference: Children, Families and Communities**

## **Term 2 - 2024**

Profile information current as at 03/07/2025 02:38 pm

All details in this unit profile for EDEC28001 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

A growing body of research highlights the range of social, economic and political factors influencing the lives of children families and communities. This unit introduces legislation, policy frameworks and theories of human development that underpin inclusion and socially-just educational practice. You will reflect on the roles and responsibilities of teachers in catering for children and families with a diverse range of educational needs, including children from Aboriginal and Torres Strait Islander backgrounds and learners with disability. You will appraise a range of perspectives on inclusive education and examine the impact of socioeconomic, cultural and religious backgrounds on the engagement of children and families in educational contexts prior to, and in the early years of formal schooling. Using this knowledge and carefully selected research, you will recommend approaches to teaching practice and relationship-building with families, community representatives and external professionals as sources of ongoing professional learning that support the transition of young children to formal schooling and improve access, equity and learning outcomes for all children including learners with diverse family backgrounds, characteristics and abilities.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Completion of 72 credit points in CA10 or CG72 OR Admission to CM43.

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 - 2024

- Online

### 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 Postgraduate 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. **Reflective Practice Assignment**

Weighting: 40%

#### 2. **Creative work**

Weighting: 60%

### 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 Feedback

**Feedback**

Assessment clarity

**Recommendation**

Provide greater clarity about how to complete the assessment task.

## Unit Learning Outcomes

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

1. Analyse the legislative and policy framework underpinning inclusive education in contemporary education and care settings
2. Appraise perspectives and debates on the inclusion of students with disability to propose strategies and practices for creating safe and supportive learning environments that achieve the goals of inclusive education policy
3. Reflect critically on the teacher's role in establishing relationships with parents, carers, external professionals and community groups to support the safety, wellbeing and educative process for all children, including learners with diverse cultural and social needs, disability and Aboriginal and Torres Strait Islander backgrounds
4. Synthesise knowledge and understanding of bioecological theories of development to create a representation of practices, interactions and strategies for responding ethically and sensitively to family and community complexity
5. Explicate and justify culturally responsive teaching practices that meet the needs of individuals and groups from diverse backgrounds, including children from Aboriginal and Torres Strait Islander cultures
6. Generate a framework for inquiry into teaching practice that shows an understanding of the impact of teachers' professional learning on improved outcomes for children with diverse characteristics, backgrounds and learning needs
7. Explain the impact of teachers' knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures and languages on the creation of inclusive learning environments that promote respect and reconciliation.

Learning outcomes and assessment in this unit provide opportunities for students to engage with content and practices in the Australian Professional Standards for Teachers (Graduate 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
- 1.6 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
- 4.4 Maintain student safety
- 6.2 Engage in professional learning and improve practice
- 6.4 Apply professional learning and improve student learning
- 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

## 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
<b>1 - Knowledge</b>	○	○		○	○		
<b>2 - Communication</b>				○	○	○	○
<b>3 - Cognitive, technical and creative skills</b>	○	○	○	○		○	
<b>4 - Research</b>		○					○
<b>5 - Self-management</b>							
<b>6 - Ethical and Professional Responsibility</b>		○	○	○	○	○	
<b>7 - Leadership</b>							
<b>8 - Aboriginal and Torres Strait Islander Cultures</b>							

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Weekly Tutorials
- Assessment Consultation Sessions
- Online Discussion Forum

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

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**Sharleen Keleher** Unit Coordinator

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## Schedule

### Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Equity and Inclusion in Context	Refer to Moodle for reference materials/chapter requirements for each topic.	

### Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Competent and Capable Child		

### Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Pedagogy		

### Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Policy and Legislation		

### Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Diversity and Responsiveness		

### Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

### Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Partnerships with Families		

### Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Partnerships with Communities Assignment One - Overview		Assignment One Due: 30 August, 2024  <b>REFLECTIVE PRACTICE</b> Due: Week 7 Friday (30 Aug 2024) 11:59 pm AEST

### Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Transitions		

### Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Social Justice, Ethical Practices and the Rights of the Child		

### Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary Issues		

## Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Consultation Tutorial - Assessment		Assessment Two Due: 27 September, 2024  <b>CREATIVE WORK</b> Due: Week 11 Friday (27 Sept 2024) 11:59 pm AEST

## Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module Overview		

## Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 14 Oct 2024

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

### 1 REFLECTIVE PRACTICE

#### Assessment Type

Reflective Practice Assignment

#### Task Description

Analyse the legislative and policy framework underpinning inclusive education for children from diverse socioeconomic, cultural, linguistic and religious backgrounds and individuals with disability to identify the implications for effective teaching practice that meets the needs of learners across the full range of abilities and backgrounds. Appraise differing perspectives on inclusion and reflect on your understanding of the various positions to draw conclusions for your own model of inclusive teaching practice. Your personal reflection should consider the following aspects:

- Your understanding of the role and responsibilities of teachers in promoting successful inclusion
- Strategies for overcoming barriers to inclusion that model social justice and equity and provide safe and supportive classroom environments that enhance the wellbeing and sense of belonging for all children and families
- An explanation of the impact of teachers' knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures and languages on the creation of inclusive learning environments that promote respect and reconciliation
- An analysis of the challenges faced by teachers in ensuring the learning, safety and participation of all children in inclusive class settings
- An evaluation of your professional learning needs for responding to all forms of socioeconomic, cultural, linguistic and religious diversity including the impact of cultural identity on the learning and engagement of children from Aboriginal and Torres Strait Islander families

#### Australian Professional Standards for Teachers Practised/Assessed in this task

1.3, 1.4, 1.6, 3.7, 4.4, 7.2, 7.3

#### Learning Outcomes Assessed

- Reflect critically on the teacher's role in establishing relationships with parents, carers, external professionals and community groups to support the safety, wellbeing and educative process for all children, including learners with diverse cultural and social needs, disability and Aboriginal and Torres Strait Islander backgrounds
- Explain the impact of teachers' knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures and languages on the creation of inclusive learning environments that promote respect and reconciliation
- Appraise perspectives and debates on the inclusion of students with disability to propose strategies and practices for creating safe and supportive learning environments that achieve the goals of inclusive education policy
- Analyse the legislative and policy framework underpinning inclusive education in contemporary education and care settings

Within this assessment, the use of Microsoft Copilot, Chat GPT or other Gen AI agents is as follows:

- No Gen AI use at any point during this assessment.

**Assessment Due Date**

Week 7 Friday (30 Aug 2024) 11:59 pm AEST

**Return Date to Students**

Week 9 Friday (13 Sept 2024)

Feedback on this task will be returned to students following marking and moderation

**Weighting**

40%

**Assessment Criteria**

- Selection of relevant legislative and policy texts that ensure inclusive education in early years settings
- Analysis of selected legislative and policy texts to explicate the implications for teaching practice to meet the needs of all children
- Appraisal of differing perspectives on inclusion
- Critical reflection on teachers' roles and responsibilities in supporting inclusion and promoting respect for Aboriginal and Torres Strait Islander histories, cultures and languages
- Articulation of a personal reflection that explicates strategies for overcoming barriers to inclusion
- Identification and analysis of the challenges teachers face to ensure the learning, safety and participation of all children
- Identification of personal learning needs and sources of ongoing professional learning to ensure the engagement of all children
- Effective, scholarly and professional communication in accordance with accepted academic conventions APA 7th

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Upload the task using the link for assessment task 1 on the unit Moodle site

**Learning Outcomes Assessed**

- Analyse the legislative and policy framework underpinning inclusive education in contemporary education and care settings
- Appraise perspectives and debates on the inclusion of students with disability to propose strategies and practices for creating safe and supportive learning environments that achieve the goals of inclusive education policy
- Reflect critically on the teacher's role in establishing relationships with parents, carers, external professionals and community groups to support the safety, wellbeing and educative process for all children, including learners with diverse cultural and social needs, disability and Aboriginal and Torres Strait Islander backgrounds
- Explain the impact of teachers' knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures and languages on the creation of inclusive learning environments that promote respect and reconciliation.

## 2 CREATIVE WORK

**Assessment Type**

Creative work

**Task Description**

Define and explain key elements of Bronfenbrenner's biological model in relation to the transition of young children from education care settings to formal schooling. Create an installation that addresses the elements of process, person, context and time and illustrates knowledge and understanding of the impact that educators' practices can have on interactions between children and schooling contexts that support their development and learning. Write an explanation/justification to accompany the installation that incorporates an emerging personal philosophy of teaching and acknowledges the challenges of responding to culturally and socially pluralistic learning environments, including students from Aboriginal and Torres Strait Islander backgrounds and learners across the full range of abilities. Propose a framework of reflective questions based on the philosophy to guide ongoing professional learning and improved outcomes for learners with diverse characteristics and needs.

**Australian Professional Standards for Teachers Practised/Assessed in this task**

1.1, 1.3, 1.4, 2.4, 6.2, 6.4, 7.3, 7.4

### **Learning Outcomes Assessed**

- Generate a framework for inquiry into teaching practice that shows an understanding of the impact of teachers' professional learning on improved outcomes for children with diverse characteristics, backgrounds and learning needs
- Explicate and justify culturally responsive teaching practices that meet the needs of individuals and groups from diverse backgrounds, including children from Aboriginal and Torres Strait Islander cultures
- Synthesise knowledge and understanding of bioecological theories of development to create a representation of practices, interactions and strategies for responding ethically and sensitively to family and community complexity
- Reflect critically on the teacher's role in establishing relationships with parents, carers, external professionals and community groups to support the safety, wellbeing and educative process for all children, including learners with diverse cultural and social needs, disability and Aboriginal and Torres Strait Islander backgrounds

Within this assessment, the use of Microsoft Copilot, Chat GPT or other Gen AI agents is as follows:

- No Gen AI use at any point during this assessment.

### **Assessment Due Date**

Week 11 Friday (27 Sept 2024) 11:59 pm AEST

Feedback on this task will be returned to students following marking and moderation

### **Return Date to Students**

#### **Weighting**

60%

#### **Assessment Criteria**

- Application of key elements of Bronfenbrenner's bioecological model to consider transitions of children from education care settings to formal schooling
- Synthesis and embedding of key elements of process, person, context and time in installation
- Application of knowledge and understanding of educators' practices on supporting development and learning evident in the installation
- Explanation and justification of installation
- Articulation of emerging personal philosophy of teaching that acknowledges the complexity of working with children and families
- Proposal of a framework of reflective questions to guide ongoing learning and improved outcomes for learners with diverse characteristics and needs.
- Effective, scholarly and professional communication in accordance with accepted academic conventions APA 7th

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

#### **Submission Instructions**

Upload the task using the link for assessment task 2 on the unit Moodle site

### **Learning Outcomes Assessed**

- Reflect critically on the teacher's role in establishing relationships with parents, carers, external professionals and community groups to support the safety, wellbeing and educative process for all children, including learners with diverse cultural and social needs, disability and Aboriginal and Torres Strait Islander backgrounds
- Synthesise knowledge and understanding of bioecological theories of development to create a representation of practices, interactions and strategies for responding ethically and sensitively to family and community complexity
- Explicate and justify culturally responsive teaching practices that meet the needs of individuals and groups from diverse backgrounds, including children from Aboriginal and Torres Strait Islander cultures
- Generate a framework for inquiry into teaching practice that shows an understanding of the impact of teachers' professional learning on improved outcomes for children with diverse characteristics, backgrounds and learning needs



## 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