

In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



EDED20493 *Diversity and Inclusion*

Term 2 - 2024

Profile information current as at 19/05/2024 02:37 am

All details in this unit profile for EDED20493 have been officially approved by CQU University 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

This unit 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 legislative and policy frameworks; 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 learners and those with special needs and critique strategies for responding to and valuing diversity and promoting social inclusion in educational settings.

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, CG72 or CG93 OR Admission to CL05 or CC45.

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

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 SUTE Unit Comments

Feedback

Too many readings

Recommendation

Create essential and optional reading lists to help students prioritise workload

Feedback from SUTE Unit Comments

Feedback

Order of Moodle Topics

Recommendation

Review the order of Moodle Topics. Topic 9 to earlier in the unit to facilitate assessment writing

Feedback from SUTE Unit Comments

Feedback

Assessment exemplars

Recommendation

Due to current difficulties with academic integrity, assessment exemplars can no longer be provided

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. Identify barriers to learning for diverse groups including culturally diverse learners in order to demonstrate a broad knowledge of, understanding of, and respect for diverse groups including Aboriginal and Torres Strait Islander histories, cultures and languages
3. Summarise the legislative framework and key principles and processes described in inclusion policies for educational settings
4. 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
5. 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
6. 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
7. 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, including the needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds
8. Describe strategies for meeting the specific learning needs of students with a disability.

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of:

- 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

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

Textbooks and Resources

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 17 June 2024

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.