

## EDUC90640 Diversity Inclusion and Transitions

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 24 Total Time Commitment: 170 hours
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Dr Hernan Cuervo
<b>Contact:</b>	<a href="mailto:hicuervo@unimelb.edu.au">hicuervo@unimelb.edu.au</a> ( <a href="mailto:hicuervo@unimelb.edu.au">mailto:hicuervo@unimelb.edu.au</a> )
<b>Subject Overview:</b>	<p>This subject examines the implementation of programs and policies designed to promote social inclusion and equity. It considers how practices, across a range of educational settings, respond to social diversity, and it examines the barriers as well as the opportunities for achieving more equitable and inclusive educational participation and experiences. Structural categories and social patterns of difference are analysed alongside individual or group experiences of inclusion/exclusion. Students will be encouraged to draw on their own professional and educational experiences as an initial basis to investigate diversity and social inclusion. The subject combines overview of current research and policy with case studies of particular workplace and educational initiatives. Topics covered include: diversity and inclusion in the workplace, in higher education, in early childhood, in secondary and primary schooling; disability; social exclusion; race and ethnicity; gender; socio-economic leadership and institutional change; educational reform; international trends in diversity and inclusion policies.</p>
<b>Learning Outcomes:</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li># Gain knowledge of current policy agendas on social diversity and inclusion; and develop the expertise to critically analyse such policies;</li> <li># Deepen their understanding of the relevance of such policies and programs to the field of educational research and practice;</li> <li># Apply new knowledge to understand the relationship between diversity and inclusion in particular settings, such as schools, workplaces, higher and further education and early childhood;</li> <li># Develop a critical and informed perspective on the implications of social change for educational theories and practices.</li> </ul>

<b>Assessment:</b>	There are two pieces of assessment, totalling 5000 words. Students will choose one of the following pieces of assessment: Focusing on a particular issue write an essay examining current directions and debates in policies and programs on diversity and social inclusion (2000 words) 40% due mid semester OR write an essay discussing the diversity and complexity of young people's social transitions in the context of social change (2000 words) 40% due mid semester Students will choose one of the following pieces of assessment: Prepare and submit an essay that develops a case-study examination of practices, policies and programs addressing diversity and inclusion in a particular setting - workplace, higher education, schools, early childhood services. (3000 words) 60% due end of the examination period OR prepare an assignment outlining a critical analysis of educational approaches to youth transitions, drawing on one or more examples. (3000 words) 60% due end of the examination period This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
<b>Prescribed Texts:</b>	Subject reader to be provided
<b>Recommended Texts:</b>	<ul style="list-style-type: none"> <li># Unterhalter, E. (2007) Gender, Schooling and Global Social Justice, Routledge, London</li> <li># Rizvi, F. and Lingard, B. (2009) Globalizing Educational Policy, Routledge, London.</li> <li># McLeod, J and Allard, A. eds (2007) Learning from the Margins; Young women negotiating from the margins of education and work, Routledge Falmer, London.</li> </ul>
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<ul style="list-style-type: none"> <li># Be critical thinkers, with the capacity to be self-directed learners;</li> <li>#</li> <li># Have a high level of achievement in writing, generic research activities, critical analysis, problem solving and communication;</li> <li># Be able to engage in meaningful public discourse, with an awareness of community needs and of local and international issues;</li> <li># Have an understanding of social and cultural diversity and its implications for education;</li> <li># Have a high level of presentational, dialogic and written communication skills.</li> </ul>
<b>Related Course(s):</b>	Master of Education Master of Education