

## 465-432 CTP41P Inclusive Curriculum (FT)

<b>Credit Points:</b>	12.500
<b>Level:</b>	Undergraduate
<b>Dates &amp; Locations:</b>	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus. External.
<b>Time Commitment:</b>	Contact Hours: This subject is offered in external mode and there will be no regular class contact Total Time Commitment: Not available
<b>Prerequisites:</b>	CTP31P and CTP32P or equivalent
<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; <p>&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> </p>
<b>Subject Overview:</b>	<p>This subject will explore the relationships between children's learning and approaches to equity and social justice commonly used in the early childhood curriculum. It will use research concerning the impact of race, cultural background, gender, class and disability on young children's educational experiences to introduce students to current debates about equity and social justice in the early childhood curriculum. In particular, students will focus on the debate surrounding the equity implications of the educational goals and practices of developmentally appropriate practice. This will serve as a background against which students will critically evaluate their own curriculum discourses and will be introduced to skills in designing and evaluating inclusive curriculum for young children.</p>
<b>Assessment:</b>	Essays and assignments totalling 4000 words.
<b>Prescribed Texts:</b>	None
<b>Recommended Texts:</b>	Information Not Available
<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>	Information Not Available
<b>Related Course(s):</b>	Bachelor of Early Childhood Studies(Pathways Program)