

EDUC90640 Diversity Inclusion and Transitions

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2011.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 125 hours. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Contact:	Education Student Centre
Subject Overview:	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.
Objectives:	Students will: <ul style="list-style-type: none"> # Gain knowledge of current policy agendas on social diversity and inclusion; and develop the expertise to critically analyse such policies; # Deepen their understanding of the relevance of such policies and programs to the field of educational research and practice; # 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; # Develop a critical and informed perspective on the implications of social change for educational theories and practices.
Assessment:	There are two pieces of assessment, totalling 5000 words. Students will choose one of the following pieces of assessment: a. 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 b. 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 chose one of the following pieces of assessment: a. 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 b 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.

Prescribed Texts:	Subject reader to be provided
Recommended Texts:	<ul style="list-style-type: none"> # Unterhalter, E. (2007) Gender, Schooling and Global Social Justice, Routledge, London # Rizvi, F. and Lingard, B. (2009) Globalizing Educational Policy, Routledge, London. # McLeod, J and Allard, A. eds (2007) Learning from the Margins; Young women negotiating from the margins of education and work, Routledge Falmer, London.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<ul style="list-style-type: none"> # Be critical thinkers, with the capacity to be self-directed learners; # # Have a high level of achievement in writing, generic research activities, critical analysis, problem solving and communication; # Be able to engage in meaningful public discourse, with an awareness of community needs and of local and international issues; # Have an understanding of social and cultural diversity and its implications for education; # Have a high level of presentational, dialogic and written communication skills.
Related Course(s):	Master of Education (Stream 100B)Coursework Master of Education (Stream 150)