

TEAC 7032 DIVERSITY, SOCIAL JUSTICE AND LEARNING

Credit Points 10

Legacy Code 102083

Coordinator Erika Smith (<https://directory.westernsydney.edu.au/search/name/Erika Smith/>)

Description The unit explores diversity, social justice, equity and learning through the multi-layered operation of social power and privilege. It advances students' understanding of how social and cultural difference in Australia has shaped contemporary education, schooling and cross-cultural relationships. In particular, the unit examines diversity as a social construct that has promoted the differential treatment of particular social and cultural groups and served as the basis for response to subsequent social and cultural inequities by these groups. The unit engages students in critical analysis essential for professional pedagogical practice in education for diversity and social justice in Australia and beyond.

School Education

Discipline Teacher Education: Secondary

Student Contribution Band HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in 1652 1823 2804 2786 1843 4742 3756 or 6021 must have successfully completed 160 credit points

Equivalent Subjects TEAC 7031 Diversity Social Justice and Equity
TEAC 7033 Diversity Social Justice and Schooling

Restrictions

Students must be enrolled in program 1714 Master of Teaching (Secondary), 1848 Master of Teaching (Secondary) STEM, 1652 Bachelor of Arts (Pathway to Teaching Secondary), 1823 Bachelor of Arts (Pathway to Teaching Secondary) Dean's Scholars, 2804 Bachelor of Business (Pathway to Teaching Secondary), 2786 Bachelor of Business, 1843 Bachelor of Graphic Design (Pathway to Teaching Secondary), 4742 Bachelor of Health Science (Health and Physical Education)-Pathway to Teaching (Secondary), 3756 Bachelor of Science (Pathway to Teaching Primary/Secondary) or 6021 Diploma in Arts/ Bachelor of Arts (Pathway to Teaching Secondary).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the impact of differences (e.g. Gender, Sexuality, Socioeconomic background, Race, Language) upon secondary students' access to, participation in and learning outcomes at school.
2. Critically analyse the importance of productive relationships and the role theory and research play in understanding the needs of marginalised groups in society to build and maintain community.

3. Explore how varying philosophies of teaching and learning among school communities, including cultural and linguistically diverse communities can impact teaching practice.
4. Investigate the relationships between power, privilege and disadvantage among marginalised (especially Aboriginal and Torres Strait Islander, English as an Additional Language or Dialect (EALD), refugee and low SES students) and non-marginalised groups.
5. Critically analyse their own professional practice as teachers by connecting knowledge of diverse groups (visible and non-visible) to their pedagogical program.
6. Investigate how supportive learning environments might be developed where secondary students feel safe to risk full participation and strong community values are engendered.
7. Critically analyse the impact of government legislation and educational policy on the education of marginalised students.
8. Assess how policies, legislation and research impact on social justice principles to inform and guide professional practice and judgements as teachers.
9. Evaluate the relationship between home literacy and school literacy with regard to cultural identity and linguistic background for the improved learning outcomes of students.
10. Apply initial critical research skills of searching, synthesising and analysing literatures in relation to diversity.

Subject Content

- 1.???? How is diversity defined in the secondary school context? What is the significance of diversity and social justice and equity for Australia as expressed through the principles and practices of teaching and learning for equity and access, knowledge and governmentality?
- 2.???? How does diversity relate to the concepts of power; culture; religion; Whiteness; White privilege; subjectivity; discourse; ethnicity; race; knowledge; discipline; embodiment; surveillance; silence; normalisation; punishment; habitus; capital; field; gender; sexuality; socio-economic status; globalization; literacy and language?
- 3.???? What are the complexities facing educators in a 21st Century context? How do capitalist market economy agendas and increasing practices of standardization alongside social justice and ethical issues affect educators? Why is lifelong learning for all important? How effective are pedagogical approaches such as adaptive ability, creativity; critical thinking, critical pedagogy, culturally responsive teaching, and inquiry based learning and a

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2,000 words	50	N	Individual
Presentation	5 minute YouTube video and Group presentation of 15 minutes	30	N	Group
Reflection	1,000 words	20	N	Individual

Prescribed Texts

- Ferfolja, T., Jones-Diaz, C., & Ullman, J. (2018). Understanding Sociological Theory for Educational Practices (2nd ed.). Port Melbourne, Vic.: Cambridge

Teaching Periods

Autumn

Penrith (Kingswood)

Day

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7032_22-AUT_KW_D#subjects)

Spring

Penrith (Kingswood)

Day

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7032_22-SPR_KW_D#subjects)