

# 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/](https://directory.westernsydney.edu.au/search/name/Erika%20Smith/))

**Description** The subject 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 subject 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 subject 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

**Level** Postgraduate Coursework Level 7 subject

**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), 1843 Bachelor of Graphic Design (Pathway to Teaching Secondary), 4791 Bachelor of Health and Physical Education (Pathway to Teaching Secondary), 6013 Diploma in Design/Bachelor of Graphic Design (Pathway to Teaching Secondary) or 6021 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Secondary). Students enrolled in 1652, 1823, 2804, 1843 or 4791 must have passed 160 credit points to enrol in this subject.

Students enrolled in 6021 must have passed 190 credit points (160 at Level 1 or higher) to enrol in this subject.

Students enrolled in 6013 must have passed 180 credit points (150 at Level 1 or higher) to enrol in this subject.

## 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.

Type	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 (2022)

### Penrith (Kingswood)

#### Day

**Subject Contact** Erika Smith ([https://directory.westernsydney.edu.au/search/name/Erika Smith/](https://directory.westernsydney.edu.au/search/name/Erika%20Smith/))

View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC7032\\_22-AUT\\_KW\\_D#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7032_22-AUT_KW_D#subjects))

## Spring (2022)

### Penrith (Kingswood)

#### Day

**Subject Contact** Erika Smith ([https://directory.westernsydney.edu.au/search/name/Erika Smith/](https://directory.westernsydney.edu.au/search/name/Erika%20Smith/))

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## Autumn (2023)

### Penrith (Kingswood)

#### On-site

**Subject Contact** Erika Smith ([https://directory.westernsydney.edu.au/search/name/Erika Smith/](https://directory.westernsydney.edu.au/search/name/Erika%20Smith/))

View timetable ([https://classregistration.westernsydney.edu.au/odd/timetable/?subject\\_code=TEAC7032\\_23-AUT\\_KW\\_1#subjects](https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7032_23-AUT_KW_1#subjects))

## Spring (2023)

### Hawkesbury

#### On-site

**Subject Contact** Erika Smith ([https://directory.westernsydney.edu.au/search/name/Erika Smith/](https://directory.westernsydney.edu.au/search/name/Erika%20Smith/))

View timetable ([https://classregistration.westernsydney.edu.au/odd/timetable/?subject\\_code=TEAC7032\\_23-SPR\\_HW\\_1#subjects](https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7032_23-SPR_HW_1#subjects))

### Penrith (Kingswood)

#### On-site

**Subject Contact** Erika Smith ([https://directory.westernsydney.edu.au/search/name/Erika Smith/](https://directory.westernsydney.edu.au/search/name/Erika%20Smith/))

View timetable ([https://classregistration.westernsydney.edu.au/odd/timetable/?subject\\_code=TEAC7032\\_23-SPR\\_KW\\_1#subjects](https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7032_23-SPR_KW_1#subjects))