

Module Title:	Difference and Diversity
Module Code:	FDEY02C/ BAEY02C/ BAEY22C
Level:	4
Credits:	15
Pre-requisites:	None

Module Description:

This module introduces a key ethical approach to early years care and education which learners need to incorporate into their thinking if they are to be successful contributors to any early years setting. Disability, differences and special educational needs will be explored in relation to the debates on inclusion and exclusion, needs and rights, and the importance of seeing every child as an individual. Working with parents and other professionals will be discussed, as will evaluating practice and provision in their own settings. Students will be encouraged to explore the wide range of resources that exist to support children and settings and to debate ways of making them available.

Indicative Content:

- Defining diversity in the early years context
 - Values, ethics and beliefs
 - Consider self-identity and self esteem
 - The challenge of diversity to the professional and to the setting
 - Individual differences
 - Behavioural and emotional diversity
 - Inclusion and exclusion
 - Children's needs and children's rights
 - The role of the SENCO
 - Working with parents & families
 - Working with other professionals
 - The politics, legislation and initiatives of diversity
 - Sources of support, information and resources
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Learning and Teaching Methods:

Students will be expected to participate in debates and discussions initiated and often chaired by the module leader. These will be intended to stimulate students into undertaking their own background research and reading. Individual and group tutorials in the latter part of the semester will support the assessment process.

Specific Learning Resources:

Bibliography

Highly recommended

For those in non-school settings:

Brown, B. (1998) [*Unlearning Discrimination in the Early Years*](#), Stoke on Trent: Trentham

For those in school settings:

Convery, A. and Coyle, D. (1999) [*Differentiation and Individual Learners: a guide for classroom practice*](#), London CILT

Mayall, B. (2002) [*Towards a Sociology for Childhood: thinking from children's lives*](#), Maidenhead: Open University Press

Millam, R. (2011) [*Anti-Discriminatory Practice: a guide for those working with children and young people*](#), 3rd edition, London: Continuum

Sheppy, S. (2009) [*Personal, Social and Emotional Development in the Early Years Foundation Stage*](#), Abingdon: Routledge

Robinson, K. and Jones Diaz, C. (2006) [*Diversity and Difference in Early Childhood Education: issues for theory and practice*](#), Maidenhead: Open University Press

Recommended

Buckingham, D. "Living in a Young Country? Youthful Creativity and Cultural Policy in the UK" in Mallan, K. and Peace, S. (eds) (2003) [*Youth Cultures: texts, images and identities*](#), Westport: Praeger

Buttriss, J. and Callander, A. (2005) [*Gifted and Talented Education from A-Z*](#), London: David Fulton

Department of Health (2001) [*Family Matters: counting families in*](#), London: Department of Health

Early Childhood Forum (2003) [*Quality in Diversity in Early Learning*](#), London: National Children's Bureau

Firth, L. (ed.) (2010) [*Living with Disability*](#), Cambridge: Independence

Foley, P., Roche, J. and Tucker, S. (eds) (2001) [*Children in Society: contemporary theory, policy and practice*](#), Basingstoke: Palgrave

Koshy, V. (2002) [*Teaching Gifted Children 4-7: a guide for teachers*](#), London: David Fulton

Mather, M. and Yeoward, E. (2004) [*The Crescent: stories to introduce the concept of moral values for children aged 5 to 7*](#), Bristol: Lucky Duck

Miller, A. (2003) [*Teachers, Parents and Classroom Behaviour: a psychosocial approach*](#), Maidenhead: Open University Press

Pugh, G. and Duffy, B. (eds) (2014) [*Contemporary Issues in the Early Years*](#), 6th edition, London: Sage

Save the Children (2000) [*Anti-Bias Approaches in the Early Years*](#), London: Save the Children

Module Specifications: *School of Health & Social Sciences*

Soan, S. (ed.) (2004) [*Additional Educational Needs: inclusive approaches to teaching*](#), London: David Fulton

Thomas, E. (2003) [*What About Me?: an equal opportunities support pack*](#), Preston: HLB Associates

Journals

[Special Children](#)

[Support for Learning British Journal of Special Education](#)

Background reading

Berry, N. (2002) [*An Analysis of the Effectiveness of Equal Opportunity Policies*](#), Dissertation, CI Library

Dryden, L., Forbes, R., Mukherji, P. and Pound, L. (2005) [*Essential Early Years*](#), London: Hodder Arnold

Macleod-Brudenell, I. and Kay, J. (2008) [*Advanced Early Years: for foundation degrees and levels 4/5*](#), 2nd edition, Harlow: Heinemann

Moonie, N. (2004) [*Diversity and Rights in Care*](#), Oxford: Heinemann

Taylor, J., Bond, E. and Woods, M. (eds) (2013) [*Early Childhood Studies: a multidisciplinary and holistic introduction*](#), 3rd edition, London: Hodder Education

Module Learning Outcomes

Subject Specific Learning Outcomes

On successful completion of this module you will be able to:

LO1	Identify sources of support, information and resources about managing diversity in Early Years settings and consider how they can be used.
LO2	Discuss the ethical issues related to difference in relation to personal beliefs and values and the wide diversity of children, parents and families encountered in early years settings
LO3	Evaluate current government legislation and initiatives that impact upon diversity issues

Assessment Title or element

Assessment details

This is a module that deals with fundamental ethical issues and can ignite strong feelings, and there is an assumption that everyone has something to contribute to this module, either from reading or from experience. Whilst their own workplace/placement will be an important resource, visits to settings other than their own will be encouraged, and input from other professionals in the field may be included.

Module Specifications: *School of Health & Social Sciences*

Learning and teaching modes

Students will be expected to participate in debates and discussions initiated and often chaired by the module leader. These will be intended to stimulate students into undertaking their own background research and reading. Individual and group tutorials in the latter part of the semester will support the assessment process.

Assessment Criteria

All module assessment requires demonstration that the learning outcomes for this module have been achieved.

Assessment Mode: An essay of 3,000 words

Information correct at point of publication.