



UNSW Course Outline

EDST4080 Special Education: Inclusive Strategies - 2024

Published on the 30 Aug 2024

General Course Information

Course Code : EDST4080

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course provides an overview of the field of special and inclusive education. It surveys the characteristics, training, and educational needs of students with a disability. The course emphasizes accommodating students with a disability in inclusive settings, including legal

mandates and regulations; characteristics and educational needs of students with a disability; and evidence-based practices which can be used with these students in the general education classroom. By the end of the course, students will have a broad overview of the field and its key concepts, issues, and the relevant Department of Education policies. They will be conversant with the main categories of students with a disability and know some ways of accommodating for these students in the inclusive classroom.

Course Aims

- This course aims to enhance pre-service teachers' skills in identifying and responding to the cognitive and social needs of the diverse student population in their classes. This will be accomplished through the presentation of models, theories, and philosophies that form the basis of sound inclusive educational practice.
- Students will have the opportunity to discuss the issues in definition and identification of individuals with exceptional learning needs, including those with disabilities, gifts and talents, and those from culturally and linguistically diverse backgrounds, and practice meeting with parents through mock IEP meetings.
- Students will explore the similarities and differences among individuals with and without exceptional learning needs, as well as their differing ways of learning.
- Students will also learn about the roles and responsibilities of educational support professionals, including paraeducators.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Demonstrate proficiency in the knowledge of the current issues and attitudes affecting policymaking, identification of needs, and educational provision for diverse students in NSW.
CLO2 : Understanding of differentiated instruction and layered curricula
CLO3 : Demonstrate the ability to apply research-based decision making to select appropriate programming options for students with diverse needs.
CLO4 : Develop strategies to implement NESA syllabus documents including Life Skills outcomes and content, and additional literacy and numeracy support.

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate proficiency in the knowledge of the current issues and attitudes affecting policymaking, identification of needs, and educational provision for diverse students in NSW.	<ul style="list-style-type: none">• Evidence-based practice guide• Information booklet for school teachers
CLO2 : Understanding of differentiated instruction and layered curricula	<ul style="list-style-type: none">• Information booklet for school teachers
CLO3 : Demonstrate the ability to apply research-based decision making to select appropriate programming options for students with diverse needs.	<ul style="list-style-type: none">• Evidence-based practice guide• Information booklet for school teachers
CLO4 : Develop strategies to implement NESA syllabus documents including Life Skills outcomes and content, and additional literacy and numeracy support.	<ul style="list-style-type: none">• Information booklet for school teachers

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

Rationale

In line with the UNSW Guidelines on Learning that Inform Teaching at UNSW, the learning and teaching philosophy behind this course is that students are actively engaged as they discuss current beliefs and learn new things. Course material is designed to be relevant to students' experience and assessment is intended as part of learning. In this course, students are required to take responsibility for their own learning.

Teaching strategies

- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Explicit teaching including lectures and a range of teaching strategies to foster interest and support learning
- Structured occasions for reflection on learning to allow students to reflect critically on issues discussed
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate
- The completion of online modules and activities.

These activities will occur in a climate that is supportive and inclusive of all learners.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.	2
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1, 2
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	1, 2
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	2
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process.	1, 2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1, 2
7.3.1	Understand strategies for working effectively, sensitively, and confidentially with parents/carers.	1, 2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	1-5, 11-13	2
B	Classroom Management.	1-5, 9-10	1, 2
C	Information and Communication Technologies.	5-6, 9	1, 2
D	Literacy and Numeracy.	1-2, 8, 11	1, 2
E	Students with Special Educational Needs.	1-9	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	11	1

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Evidence-based practice guide Assessment Format: Individual Short Extension: Yes (7 days)	45%	Start Date: Not Applicable Due Date: See Moodle
Information booklet for school teachers Assessment Format: Individual Short Extension: Yes (7 days)	55%	Start Date: Not Applicable Due Date: See Moodle

Assessment Details

Evidence-based practice guide

Assessment Overview

Task 1. Evidence-based practice guide. 3000 words. Students will receive written feedback within three weeks of submission.

Course Learning Outcomes

- CLO1 : Demonstrate proficiency in the knowledge of the current issues and attitudes affecting policymaking, identification of needs, and educational provision for diverse students in NSW.
- CLO3 : Demonstrate the ability to apply research-based decision making to select appropriate programming options for students with diverse needs.

Detailed Assessment Description

Assessment 1 – Evidence-based practice guide (45%)

You are to develop a beginning teacher resource that shows how you will support the needs of all students in your class including a student identified in ONE case study.

This assessment requires you to create a 3,000-word teacher resource aimed at beginning teachers in your subject area. You will develop a guide demonstrating how evidence-based practices can be used as a universal teaching strategy and reasonable adjustment to support the needs of all students in your class; and how they can be intensified and personalised to meet the specific needs of the student from the case study. You will make connections showing how evidence-based practices address skill development and learning outcomes and how these can be implemented in your classroom to improve the learning for all students.

The evidence-based practice resource should:

- Be up to 3,000 words (excluding reference list) in length.
- Include a minimum of ten (10) peer-reviewed journal article references published in the last 10 years
- Not include tables, diagrams, bullet points, or “Step 1, 2, 3”.
- Be written and referenced in APA 7th edition style.

Assessment Length

3,000 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST4080 UNSW SCHOOL OF EDUCATION• Assessment Task 1: Evidence-based practice guide• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Understanding of the task and its relationship to relevant areas of theory, research, and practice• Clarity and accuracy in use of key terms and concepts in the researched area	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• This assessment contains key information and sources on this topic and will generate a comprehensive Evidence-based Guide• Discusses relevant evidence-based practices in depth; the evidence-based practices are relevant to selected area of skills and are well-aligned with each other• Well-written, avoids vague statements	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• All sources demonstrate careful consideration of credibility, variety, and perspectives• All components of annotation comprehensively addressed for all citations	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriateness of overall structure of response• Clarity and coherence of organisation, including use of numbering, referencing	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references – APA 7th edition• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length	
<p>• General comments/recommendations for next time:</p>	
<p>• Lecturer: • Recommended: /20 (FL PS CR DN HD)</p>	<p>• Date: • Weighting: 45%</p>
<p>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Information booklet for school teachers

Assessment Overview

Task 2. Information booklet. 15 pages. This is the final assignment. Students will receive written feedback within three weeks of submission.

Course Learning Outcomes

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- CLO2 : Understanding of differentiated instruction and layered curricula
- CLO3 : Demonstrate the ability to apply research-based decision making to select appropriate programming options for students with diverse needs.
- CLO4 : Develop strategies to implement NESA syllabus documents including Life Skills outcomes and content, and additional literacy and numeracy support.

Detailed Assessment Description

You are to develop an information booklet for high school teachers on ONE of two topics.

Topic 1: Inclusive Learning Environments

This assessment requires you to create a 3,500-word teacher booklet aimed at high school teachers. You will develop a booklet demonstrating how inclusive learning environments can be established in a classroom and the wider school context. You will make connections showing how inclusive learning environments are beneficial for the whole school community, including students, students with disability, teachers, parents/carers and the wider community. You will focus on the benefits of inclusive learning environments for students with disability, including those from Aboriginal and Torres Strait Islander and culturally and linguistically diverse backgrounds.

Topic 2: Universal Design for Learning (UDL)

This assessment requires you to create a 3,500-word teacher booklet aimed at high school teachers. You will develop a booklet demonstrating how the UDL framework can be implemented in the classroom to inform the teaching and learning cycle. You will make connections showing how UDL is beneficial to the learning and engagement of all students, including students with disability. You will make connections showing how UDL can incorporate evidence-based practices (EBPs) and high-leverage practices (HLP) to promote student engagement and learning outcomes.

Booklets should:

- Be up to 3,500 words (excludes reference list) in length.
- Include a minimum of ten (10) peer-reviewed journal article references published in the last 10 years.
- Be referenced in APA 7th edition style.

Assessment Length

15 pages

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST4080 UNSW SCHOOL OF EDUCATION• Assessment Task 2: Information booklet for high school teachers• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Understanding of the task and its relationship to relevant areas of theory, research, and practice• Clarity and accuracy in use of key terms and concepts in special education/ inclusive education/ disability studies• Clear connection between your information booklet's topic and provided advice and examples	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings• Depth of analysis of information provided to high school teachers• Introduction on the topic in your information booklet• Provided advice to teachers based on evidence-based practice• Useful examples and tips for teachers	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Familiarity with the topic of your information booklet• List of related and appropriate references recommended to high school teachers for further reading• List of references that you used to create your information booklet	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriateness of overall structure of response• Clarity and coherence of organization	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references - APA 7th edition• Clarity and consistency in presenting your information booklet• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 55%
<p>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

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General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](#).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Topic	<ul style="list-style-type: none"> • Special and inclusive education • What is a disability, heterogeneity among students with disability (types of disability and NCCD), language about disability. • Legislation, policies - relevant legislative, administrative and organisational policies and processes required for teachers according to the school stage. • Evidence-based (EBP) and high-leverage practices (HLP).
	Reading	<ul style="list-style-type: none"> • Refer to Resources page and Moodle webpage for mandatory and recommended readings list.
Week 2 : 16 September - 22 September	Topic	<ul style="list-style-type: none"> • HLP domain "Assessment" • Comprehensive understanding of the strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. • Use student assessment, analyse instructional practices, and make necessary adjustments that improve student outcomes.
	Reading	<ul style="list-style-type: none"> • Refer to Resources page and Moodle webpage for mandatory and recommended readings list.
Week 3 : 23 September - 29 September	Topic	<ul style="list-style-type: none"> • Supporting students through a person-centred planning approach • Person-Centred Planning. • Individual Education Plans (IEP). • Identifying and prioritizing long- and short-term goals.
	Reading	<ul style="list-style-type: none"> • Refer to Resources page and Moodle webpage for mandatory and recommended readings list.
Week 4 : 30 September - 6 October	Topic	<ul style="list-style-type: none"> • High-leverage practices (HLP) - domain "Instruction" • Systematically designing instruction toward a specific goal. • Adapting curriculum tasks and materials for specific learning goals.
	Reading	<ul style="list-style-type: none"> • Refer to Resources page and Moodle webpage for mandatory and recommended readings list.
Week 5 : 7 October - 13 October	Homework	<ul style="list-style-type: none"> • Public Holiday - study from home this week • Please note that you will complete your lecture online by going through one Iris training module. Therefore, there will be no lecture on Monday 7th October. • Your lecture attendance will be counted based on submission of completed assessment in the course Moodle. • Please make sure you submit the completed assessment in the course Moodle prior to the following lecture. • Students with hearing and vision impairments Characteristics, learning needs, teaching and classroom accommodations • The Iris training module that you will complete is: Instructional Accommodations: Making the Learning Environment Accessible to Students with Visual Disability https://iris.peabody.vanderbilt.edu/module/v02-successsight/
	Reading	<ul style="list-style-type: none"> • Refer to Resources page and Moodle webpage for mandatory and recommended readings list.
Week 6 : 14 October - 20 October	Homework	<ul style="list-style-type: none"> • Flexibility Week
Week 7 : 21 October - 27 October	Topic	<ul style="list-style-type: none"> • High-leverage practices (HLP) - domain "Instruction" • Teaching cognitive and metacognitive strategies to support learning and independence. • Using assistive and instructional technologies. • Explicit instruction. • Scaffolded supports.
	Reading	<ul style="list-style-type: none"> • Refer to Resources page and Moodle webpage for mandatory and recommended readings list.
Week 8 : 28 October - 3 November	Topic	<ul style="list-style-type: none"> • High-leverage practices (HLP) - domain "Instruction" • Strategies to promote active student engagement. • Self-determination skills development. • EBP to support self-determination skills.
	Reading	<ul style="list-style-type: none"> • Refer to Resources page and Moodle webpage for mandatory and recommended readings list.
Week 9 : 4 November - 10 November	Topic	<ul style="list-style-type: none"> • High-leverage practices (HLP) - domain "Collaboration" • Effective collaboration with school personnel – strategies for working effectively with LaST, Student Wellbeing Office, Aboriginal student liaison officer. • Effective school-home collaboration - strategies for working effectively, sensitively and confidentially with parents/carers. • Effective collaborations with other professionals (e.g., SLSOs, speech and language therapists, health professionals) - the role of external

		professionals and community representatives in broadening teachers' professional knowledge and practice.
	Reading	<ul style="list-style-type: none"> Refer to Resources page and Moodle webpage for mandatory and recommended readings list.
Week 10 : 11 November - 17 November	Topic	<ul style="list-style-type: none"> Schooling transitions for students with disability Effective transitions for students with disability (future study, employment, living and independence). • Student voice, self-determination and self-advocacy. EBPs that support student transitions – Student Directed IEPs, Whose Future is it Anyway?, CAI, Video modelling. Link to Kohler's Taxonomy for Transition Programming 2.0.
	Reading	<ul style="list-style-type: none"> Refer to Resources page and Moodle webpage for mandatory and recommended readings list.

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

Mandatory readings

Week 1

- Strnadová, I., & Foreman, P. (2022). Introducing inclusion in education. Chapter 1. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (2022). Inclusion in Action. (6th ed., pp. 23-29 & 36-39). Cengage Learning: Australia.
 - 1.5 – Language about diversity
 - 1.7 – Overview of approaches to teaching strategies with additional needs in regular classes

- Arthur-Kelly, M., & Foreman, P. (2022). Legislation and policies supporting inclusive practice. Chapter 2. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (2022). Inclusion in Action. (6th ed., pp. 54-66). Cengage Learning: Australia.
 - 2.2 – Legislation in Australia and New Zealand
 - 2.3 – Policy in Australia and New Zealand

Week 2

- Leonard, C., & Conway, R. (2022). Curriculum, learning, teaching and assessment adjustments. In Inclusion in Action. (6th ed., pp. 177-183). Cengage Learning: Australia.
 - 4.6 Assessment
- Cummings, T., M., & Arthur-Kelly, M. (2022). Planning effective teaching strategies. Chapter 5. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (2022). Inclusion in Action. (6th ed., pp. 205-226). Cengage Learning: Australia.
 - 5.4 Designing effective teaching interventions

Week 3

- Arthur-Kelly, M., Strnadová, I., Howes, M. (2022). Practicing inclusion in diverse school communities. Chapter 3. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (2022). Inclusion in Action. (6th ed., pp. 93-101). Cengage Learning: Australia.
 - 3.2 Negotiating inclusion
- Elder, B. C., Rood, C. E., & Damiani, M. L. (2018). Writing strength-based IEPs for students with disabilities in inclusive classrooms. International Journal of Whole Schooling, 14(1), 116-155.
- www.wholeschooling.net/Journal_of_Whole_Schooling/IJWSIndex.html This is a very comprehensive article on IEP writing, meetings and student participation using strengths-based and student voice approaches.

Week 4

- Leonard, C., & Conway, R. (2022). Curriculum, learning, teaching and assessment adjustments. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (2022). Inclusion in Action. (6th ed., pp. 136-171). Cengage Learning: Australia.
 - 4.1 Concepts of teaching and the Australian curriculum
 - 4.2 Learning, teaching and the curriculum in inclusive education
 - 4.3 Needs, expectations and resistance
 - 4.4 Students with low additional education support needs in the classroom

Week 5

- Thomas, E. R., Lembke, E. S., & Gandhi, A. G. (2023). Universal Design for Learning within an Integrated Multitiered System of Support. Learning Disabilities Research & Practice, 38(1), 57-69. <https://doi-org.wwwproxy1.library.unsw.edu.au/10.1111/lrsp.12302>

Week 6 - Flexibility week

Week 7

- Davies, M. (2022). Practicing inclusion in diverse school communities. Chapter 13. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (2022). Inclusion in Action. (6th ed., pp. 544- 554). Cengage Learning: Australia.
 - 13.3 Ten strategies for teaching for diversity

Week 8

- Strnadová, I., & Wehmeyer, M. (2022). Transitions, self-determination and twenty-first-century skills. Chapter 7. In Inclusion in Action. (6th ed., pp. 291-298). Cengage Learning: Australia.
 - 7.3 Promoting self-determination across the life span
- Willow, S. A., Strnadová, I., & Danker, J. (2024). Developing the self-determination of children and young people with intellectual disabilities in schools: A systematic review of the literature. *Journal of Applied Research in Intellectual Disabilities*, 37(4), e13247.

Week 9

- Davies, M. (2022). Practicing inclusion in diverse school communities. Chapter 13. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (2022). Inclusion in Action. (6th ed., pp. 556- 559). Cengage Learning: Australia.
 - 13.5 Collaborative teaching and teaming in secondary school
- Hartmann, E. S. (2016). Understanding the Everyday Practice of Individualized Education Program Team Members. *Journal of Educational and Psychological Consultation*, 26(1), 1-24. <https://doi.org/10.1080/10474412.2015.1042975>

Week 10

- Strnadová, I., & Wehmeyer, M. (2022). Transitions, self-determination and twenty-first-century skills. Chapter 7. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (2022). Inclusion in Action. (6th ed., pp. 285-317). Cengage Learning: Australia.
 - 7.1 The context of twenty-first-century transitions
 - 7.2 Diversity of transitions
- Davies, M. (2022). Practicing inclusion in diverse school communities. Chapter 13. In Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.) (2022). Inclusion in Action. (6th ed., pp. 561- 576). Cengage Learning: Australia.
 - 13.7 Transition planning
- Strnadová, I., Dowse, L., Lowe, K., Danker, J., Willow, S. A., Tso, M., & Xavier, A. (2023). Primary to high school transition planning for students with disability: A systematic review. *International Journal of Educational Research*, 120, 102188. <https://doi.org/10.1016/>

Recommended Resources

Recommended readings

- Australian Research Alliance for Children & Youth, (2013), *Inclusive education for students with disability: A review of the best evidence in relation to theory and practice*. available at: http://www.aracy.org.au/publications-resources/command/download_file/id/246/filename/Inclusive_education_for_students_with_disability_-A_review_of_the_best_evidence_in_relation_to_theory_and_practice.pdf
- Dixon, R., Woodcock, S., Tanner, K., Woodley, L., & Webster, A. (2017). *Teaching in Inclusive School Environments* (2nd ed.). David Barlow Publishing.
- Hyde, M., Carpenter, L., & Dole, S. (Eds.). (2017). *Diversity, inclusion and engagement* (3rd ed.). South Melbourne, VIC: Oxford University Press.
- Mitchell, D., Sutherland, D. (2014). *What Really Works in Special and Inclusive Education* (3rd ed.). Routledge.

Electronic resources

- Australian Association of Special Education (AASE). Australian Association of Special Education. (n.d.). *Australian association of special education / quality education for all*. <https://aase.edu.au/>
- Australian Disability Clearing House on Education and Training. Australian Disability Clearinghouse on Education and Training. (n.d.). *ADCET - Australian disability clearinghouse on education and training*. ADCET. <https://www.adcet.edu.au/>
- Layered Curriculum. Dr Kathie Nunley's Layered Curriculum. (n.d.). *Layered curriculum – transform your classroom with layered Curriculum*. Layered Curriculum. <https://brains.org/>
- NESA - Information on students with a disability and syllabuses. New South Wales Government. (n.d.). *Special education / NSW education standards*. Special Education. <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education>
- Autism Focused Intervention Resources and Modules (AFIRM). National Professional Development Center. (n.d.). *AFIRM modules / AFIRM*. Autism Focused Intervention Resources and Modules. <https://afirm.fpg.unc.edu/afirm-modules>
- National Technical Assistance Center on Transitions: The Collaborative (NTACT:C). National Technical Assistance Center on Transition. (n.d.). *NTACT:C / national technical assistance center on transition: The collaborative*. National Technical Assistance Center on Transition: The Collaborative. <https://transitionta.org/>

Course Evaluation and Development

- There will be a mid-term evaluation, asking students for feedback about the course content and delivery.
- Where possible, student feedback will be addressed in the second part of the term.
- Students will be also encouraged to complete the MyExperience at the end of the term.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Iva Strnado va		Room G23, Morven Brown Building	614269591 72	Tuesdays 10-11am and/or by appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas

or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externaltelsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here.](#)

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](#).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: <https://www.arts.unsw.edu.au/education>