

## EST 303 Special Needs in the Classroom

<b>Credit Points:</b>	10	<b>Mode:</b>	External
<b>Assumed Knowledge:</b>	See note below	<b>Location:</b>	External Online
<b>Year:</b>	2021	<b>Unit Lecturer:</b>	Chantal McAllister Chantal.McAllister@cdu.edu.au
<b>Semester:</b>	3		
<b>College:</b>	CIFEA		

**DO NOT SIGN UP FOR THIS UNIT unless you have completed at least 2 practicums and most of your 200 level units**

### UNIT DESCRIPTION

This unit provides a basis for advocacy and practice about inclusive education for teaching school students with special learning needs. The terms and concepts related to inclusive practices and principles are defined in this unit. Pre-service teachers will promote effective instruction, assessment, evaluation and monitoring of learning and develop educational programs for a typical student(s) in several curriculum areas.

### LEARNING OUTCOMES

On successful completion of this unit the student should be able to:

1. Critically appraise policy related to inclusion at international, federal and state or territory levels.
2. Integrate relevant legislative policy into programs for students with special needs.
3. Analyse the diversity of special needs and behaviour in today's classrooms.
4. Identify, evaluate and utilise support services for specific difficulties/disabilities.
5. Evaluate and apply inclusive education strategies for working effectively, sensitively and confidentially with parents/carers.
6. Develop appropriate classroom strategies for students with additional needs.

### TEACHING AND LEARNING STRATEGIES

Learning and teaching strategies will include individual reading activities and group-based discussion activities. Student learning will be facilitated through case-based learning, collaborative online group work (via Learnline), multimedia learning materials and practical application and presentation of curriculum materials. It will also include activities that will be used to enhance student familiarity with the curriculum, unit writing and learning material and activities construction. Students will have the opportunity to explore relevant national curriculum and legislation related documents individually and as a group to ensure appropriate programming and planning, and identification of relevant teaching resources.

### PARTICIPATION

This unit requires approximately 12.5 hours (based on Units and Course Policy, pol-057) of student commitment per week over the 12-week semester. Students are expected to interact with each other using Learnline. This forms an important means of students developing their professional language and reflecting on their own and others' work. In line with professional practice, collaborative learning is encouraged. Aside from personal matters, student-to-lecturer communication will occur within a broader collaborative context.

where student-to student communication predominates. Lecturer input to this context is expected to be advisory, with students taking the initiative and developing their skills in leadership, problem solving, and consensus building. Specific details of individual class times can be obtained by accessing the class timetable at: <http://www.cdu.edu.au/timetable>.

## USE OF LEARNLINE

Learnline will be used to provide information about study requirements including detailed assessment information, to post announcements about the unit and to distribute learning materials. Assignments will be uploaded into Learnline and students will access feedback from tasks and grades. Students will also be provided with opportunities to communicate with their tutors and peers on discussion boards. Learnline provides a place where students can contribute to discussions on important issues relating to the unit, especially assessment tasks.

Academics will first and foremost establish an online presence. This will be achieved through providing information about study requirements, including:

1. Detailed information about assessment
2. Posting announcements about the unit
3. Distributing study materials
4. Providing access to online activities
5. Uploading assessment items
6. Accessing Learnline as a communication point to contribute to discussions, including those about assessment, and to interact with students in the unit.

Students will:

1. Post to forums
2. Submit assessment tasks
3. Peer review the work of others
4. Provide feedback on the posts of others
5. Receive and send email
6. Download/upload multimedia
7. Access Learnline to interact with lecturers and other students
8. Participate in real time seminars.

## ADDITIONAL EDUCATIONAL RESOURCES

### Mark reviewed button



The mark reviewed button is an important feature of most Education units. Because it allows students access to the next section of the learning material, for example you will need to review the plagiarism declaration before you can gain access to your assignments. New content will be released once the 'mark reviewed button has been selected.

## INCORPORATING INDIGENOUS KNOWLEDGES

The School of Education is committed to incorporating localised and national contemporary Indigenous Knowledges into all units and course programs. In this unit students will develop their current understandings of Indigenous Knowledge as it relates to the education sector. Course content delivered to students will acknowledge the diversity of Indigenous people's cultures and knowledges. More specifically students will be provided opportunities to explore Indigenous perspectives and pedagogies from Indigenous teachers and academics and apply these theoretical concepts to their own teaching practices.

### **CDU GRADUATE ATTRIBUTES**

CDU graduate attributes refer to those skills, qualities and understandings that should be acquired by students during their time at the University regardless of their discipline of study.

<http://www.cdu.edu.au/learning-teaching/graduate-attributes>

### **RESOURCES**

#### **Required set text**

Foreman, P. & Arthur-Kelly, M. (2017). Inclusion in Action (5<sup>th</sup> Ed). Cengage.

Required textbooks can be ordered from the CDU Bookshop through their website at [www.cdu.edu.au/bookshop](http://www.cdu.edu.au/bookshop)

#### **E-readings will be available through:**

<http://ereadings.cdu.edu.au/>

Electronic readings will also be linked throughout the learning modules in Learnline.

## LEARNING SCHEDULE

Estimated time frame	Content	Tutorial activities	Student Preparation & Readings
<b>Module 1 Inclusive Environments</b> <p>Over the next few weeks you should be focusing on the reading of policy documents. We read and review these documents, so you understand the larger context of special education in schools, and some of the policies that have influenced decisions.</p> <p>This is the context in which schools (and systems) may be operating, which in turn affects what is available to families and how the student (with special needs) is perceived.</p>			
<b>Week 1</b>	Introducing inclusion in education  Introduction, unit information		Please read the unit information  Please read & review the plagiarism declaration  Download the assignment information  Read <ul style="list-style-type: none"> <li>• Chapter 1</li> </ul> Watch: <ul style="list-style-type: none"> <li>• <a href="http://www.youthforhumanrights.org/what-are-human-rights.html">http://www.youthforhumanrights.org/what-are-human-rights.html</a></li> <li>• A School in the Bush <a href="https://www.youtube.com/watch?v=IgHnntaUQ7I">https://www.youtube.com/watch?v=IgHnntaUQ7I</a></li> </ul> Review <ul style="list-style-type: none"> <li>• <a href="https://www.acara.edu.au/curriculum/student-diversity">https://www.acara.edu.au/curriculum/student-diversity</a></li> </ul>

<b>Week 2</b>	Legislation and policies supporting inclusive education practice		<p>Read:</p> <ul style="list-style-type: none"> <li>• Chapter 2</li> <li>• The Alice Springs (Mparntwe) Declaration (2019) <a href="https://docs.education.gov.au/documents/alice-springs-mparntwe-education-declaration">https://docs.education.gov.au/documents/alice-springs-mparntwe-education-declaration</a></li> <li>• The Disability Standards for Education (2005) <a href="https://www.education.gov.au/disability-standards-education-2005">https://www.education.gov.au/disability-standards-education-2005</a></li> </ul> <p>Review the following:</p> <ul style="list-style-type: none"> <li>• Disability Discrimination Act (1992)</li> <li>• Salamanca Statement (1994)</li> <li>• UN Conventions – Rights of the child, rights of persons with disabilities, rights of Indigenous people</li> </ul>
<b>Week 3</b>	Practising inclusion in diverse school communities		Read Chapter 3

## Module 2 Inclusive Teaching and Learning Practices

Over the next few weeks you should be thinking about diversity in the classroom and what this really means to you as a teacher?

Who are your students? What will be their needs? What do we mean by diversity and difference? Equity and equality? What is inclusive education?

How do I support students with:

- Communication difficulties
- Positive behavior and social interactions

Developing your own theoretical and pedagogical stance on diversity and inclusion for a teaching statement.

Week 4	Curriculum, learning, teaching and assessment adjustments		Read Chapter 4
Week 5	Planning effective teaching strategies		Read Chapter 5
Week 6	Encouraging positive interactions		Read Chapter 6 Watch Rebecca Arbon lecture on positive behaviour Assignment 1 due

### Module 3 Strategies to Support Inclusive Teaching

Over the next few weeks you will be thinking about the following questions:

- What is an IEP/EAP/Learning Plan (or other name)?
- What is differentiation? How do we do it?
- What is evidenced based practice? How does it apply to teaching?
- What is response to intervention?
- What strategies can I use for students with special needs?
- What accommodations can I make to my practice and classroom environment?
- How do I engaged families in their child's learning?

<b>Week 7</b>	Developing communication skills		Read Chapter 7
<b>Week 8</b>	Understanding and supporting literacy competence		Read Chapter 8
<b>Week 9</b>	Writing goals		
<b>Week 10</b>	Strategies		Read Chapter 15 "Differentiation and Adaption" in Commonsense Methods for Children with Special Needs and Disabilities
<b>Week 11</b>	Inclusion in early childhood & primary schools		Read Chapter 10, 11
<b>Week 12</b>	Secondary school inclusion and successful post-school transitions		Read Chapter 12 <b>Assignment 2 due</b>

## ASSESSMENTS

Assignment 1	
Title	Digital Project
Value	50%
Week Due	Tuesday Week 6 by Midnight
Length	2000 words or equivalent
Learning Outcomes	1,2,3,5,6
<p>Please see Learnline for further details</p> <p><b>** NOTE this is a group assignment</b></p>	

Assignment 2	
Title	Written report for differentiated learning
Value	50%
Week Due	Tuesday Week 12 by Midnight
Length	2000 words or equivalent
Learning Outcomes	2,3,4,5,6
<p>Please see Learnline for further details</p>	