

**FACULTY OF EDUCATION AND ARTS  
SCHOOL OF EDUCATION  
SEMESTER 1, 2019  
EDFD687: CATERING FOR DIVERSITY IN THE INCLUSIVE CLASSROOM  
UNIT OUTLINE**

**Credit points:** 10

**Prerequisites:** Nil

**Position in course map:**

Course	Unit code	Year	Semester
GDED	EDFD687	1	2
MTCHS	EDFD687	1	2

*N.B. Students enrolling in units which do not follow the sequence recommended in their Program Map cannot be guaranteed a clash free timetable nor completion within the minimum time.*

**Description:**

This unit is designed to provide pre-service teachers with knowledge and understanding of diversity and inclusive frameworks for addressing the diverse learning needs of individuals. Pre-service teachers will investigate theoretical perspectives, and international, national and state policies and legislation to understand and implement specific inclusive teaching strategies for all students including students with disabilities, behaviour disorders and difficulties in learning, and students from Aboriginal and Torres Strait Islander or non-English speaking backgrounds, and students with gifted and talented abilities. The aim of this unit is to develop pre-service teachers' knowledge, understanding, and skills in creating supportive classrooms and schools to meet the educational needs of all students effectively. Individual states will place particular emphasis on one or more of these areas to reflect employment requirements.

**Lecturer in Charge:** Linda Houston

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Contact me: Email is the best way to contact me and I will endeavour to respond within 48 hours.

**Mode/attendance pattern:**

1 x 2 hour lecture and 1 x 2 hour tutorial per week for 9 weeks. This unit will be taught using a combination of learning and teaching strategies effective for classroom and online learning, with a focus on critically reflective practice. Activities will include both independent and cooperative learning in groups and are designed to enhance knowledge, skills and understanding. Students will be directed to a variety of readings but will be expected to include self-directed reading to assist with assessment items and to deepen their engagement with the course content.

**Duration:**

This unit runs over a 9 week-semester or equivalent (see schedule on page 5). You should anticipate 36 hours of directed study (Directed study might include lectures, tutorials, webinars, podcasts etc. It is expected that you will also engage in significant amounts of self-directed learning in this unit (110+ hrs). For example, this time could include engagement through reading, summarising, reviewing lecture and tutorial work, critical reflection, contributing to online discussions/wikis and forums in LEO and assignment/exam preparation.

**LEARNING OUTCOMES**

This unit contributes to a professional program that requires development of particular attributes that were established during the program's internal approval and external accreditation processes.

On successful completion of this unit, you should be able to:

1. illustrate an in-depth knowledge and appreciation of diversity and the implications for learning of students' physical, cultural, social, linguistic and intellectual characteristics with particular reference to Aboriginal and Torres Strait Islander, ESL and EAL/D learners (GA1, GA5; APST 1.1, 1.2, 1.4)
2. articulate and critically examine the principles and current international, national and state policies and legislation regarding inclusion and special education, including students with disability, with analysis of the indicators of successful inclusive practice in whole school communities (GA3, GA5; APST 1.6, 7.2)
3. evaluate, synthesise and apply a range of techniques to assess students' progress, and to record, report and interpret assessment data, to inform instructional programming decisions for students with diverse learning needs (GA1, GA3; APST 5.1, 5.4, 5.5)
4. apply the concept of a differentiated curriculum, including content, resources (including assistive technologies) and teaching and assessment strategies that are responsive to learning strengths and needs to support diverse student engagement in order to achieve learning outcomes for all students (GA1, GA3, GA5; APST 1.3, 1.4, 1.5, 3.1, 3.2, 3.4, 4.1, 5.1)
5. appraise and critique the characteristics and skills required for effective collaboration with colleagues, parents/carers and external professionals to facilitate the inclusion of students with diverse learning needs (GA5, GA7; APST 3.7, 7.3, 7.4)
6. interpret knowledge of school system, curriculum and legislative requirements to identify and develop practical strategies for building rapport with students, teaching strategies that support students' wellbeing and safety, and promote positive behaviour for all students, (GA1, GA5; APST 1.6, 4.1, 4.3, 4.4).

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

The Professional Standards are a public statement that describes the professional knowledge, professional practice and professional engagement required of teachers. The Standards also underpin registration decisions at different career junctures. For teacher registration purposes, the 'Graduate' Standards are the benchmark for those completing initial teacher education programs and applying for provisional registration. You can view the complete set of standards here:

<http://www.aitsl.edu.au/australian-professional-standards-for-teachers>

On successful completion of this unit, you should have developed your ability to:

- 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
- 1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
- 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- 1.4 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.
- 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
- 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
- 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
- 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
- 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
- 3.7 Describe a broad range of strategies for involving parents/carers in the educative process.
- 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.
- 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.
- 4.4 Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.
- 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
- 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
- 5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.
- 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
- 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.

- 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

## GRADUATE ATTRIBUTES

Each unit in your program contributes in some way to the development of the ACU Graduate Attributes which you should demonstrate by the time you complete your course. You can view the ACU Graduate Attributes for all courses at <http://www.acu.edu.au/204356>. All Australian universities have their expected graduate attributes – ACU's Graduate Attributes have a greater emphasis on ethical behaviour and community responsibility than those of many other universities. All of your units will enable you to develop Graduate Attributes.

On successful completion of this unit, you should have developed your ability to:

- GA1 demonstrate respect for the dignity of each individual and for human diversity
- GA3 apply ethical perspectives in informed decision making
- GA5 demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession
- GA7 work both autonomously and collaboratively.

## CATHOLIC SOCIAL TEACHING

The School of Education (QLD) has embarked on an initiative to bring ACU's Mission (<http://www.acu.edu.au/452178>) to life in our teacher education programs through the deliberate embedding of Catholic Social Teaching (<http://www.caritas.org.au/learn/catholic-social-teaching>) in units such as this one.

For 2019 the Catholic Social Teachings that will be emphasised are "Subsidiarity (and Participation)" and "Solidarity". Subsidiarity and participation encourages us to understand that the role of people in positions of power is to look after the good of all. In a fair and just world, all people have a right to participate in decisions that affect their lives. As prospective educators, this teaching reminds us to use our 'power' to advocate for those who do not have a voice. This is particularly relevant in this unit as we learn about diverse groups that are often marginalized in mainstream society and thus in need of advocacy. Solidarity refers to committing ourselves wholeheartedly to the good of all, to stand in solidarity with our one human family. Solidarity is expressed through reaching out to those who are most marginalized through various reasons. The concept is addressed in this unit through the exploration of concepts such as inclusion and diversity. In particular we explore how we can ensure our teaching provides disadvantaged students with the best possible outcomes.

## CONTENT

Topics will include:

- The principles and current international, national and state legislative requirements and policies on inclusion, disabilities, values education and safe schools
- Legislation and the major outcomes of the broader social justice movement linked to the principles of equity, access, participation and rights
- The nature of diversity, including students with disabilities, behaviour disorders and difficulties in learning, and students from Aboriginal and Torres Strait Islander or non-English speaking backgrounds, and students with gifted and talented abilities.
- Student resilience through pro-social school and classroom practices and embedding the teaching

of social- emotional skills within the curriculum

- Curriculum knowledge to program effectively for the diverse students in every classroom with discussion of case studies on literacy, numeracy, language development and behaviour
- Adaptations to learning tasks/activities and assessment criteria, teaching strategies and the classroom environment to cater for all students, including students with disabilities
- Suitable class-based measurement and recording techniques to assess students' progress and to guide appropriate instructional programming decisions for students with diverse learning needs
- Methods for interpreting student assessment data to evaluate student learning and to modify teaching practice
- Techniques for recording and reporting student assessment data for students with additional learning needs
- A range of diverse teaching and learning strategies and resources (including assistive technologies) to engage all students in learning, including verbal and non-verbal communication strategies
- Behaviour management strategies and social skills development in conjunction with instructional programs
- Strategies for effective collaboration with colleagues and parents to facilitate the effective inclusion of students with diverse learning needs
- A range of support networks and services at a class, school, system and community level to support the inclusion of students with disability and/or special needs, and students from culturally diverse, Aboriginal and Torres Strait Islander and non-English speaking backgrounds.
- The characteristics and skills required for effective collaborative consultation with a team of colleagues, support staff, external professionals and parents/carers to facilitate the effective inclusion of students with diverse learning needs, including those with disability and/or special needs.

## **QUALITY ASSURANCE AND STUDENT FEEDBACK**

This unit has been evaluated through the 'Student Evaluation of Learning and Teaching' (SELT) online surveys.

SELT surveys are usually conducted at the end of the teaching period. Your practical and constructive feedback is valuable to improve the quality of the unit. Please ensure you complete your SELT survey for this unit. You can also provide constructive feedback at other times to the unit lecturers, course coordinators and/or through student representatives.

## SCHEDULE

For the most up-to-date information, please check your LEO unit and also note advice from your lecturing and tutoring staff for changes to this schedule.

Week	Starting	Topic/s	Activities/assessments
1	25 February	Intro to unit- contexts for diversity and inclusion. History and legislation- international, national and state.	What is meant by inclusion? Questions re assessment and course content.
2	4 March	Aboriginal and Torres Strait Islander education. Historical contexts, current research and resources available.  English as a second language/dialect. Impact of culture on speech and language and functional impacts in the classroom.	Exploring resources.  Exploring and discussing Indigenous protocols and contexts.
3	11 March	Guest speaker from SALDA.  Speech and language difficulties across the developmental years.	Differentiation in practice.
4	18 March	Sensory disabilities/difficulties- features and characteristics, causes, types, functional impacts in the classroom.	Exploring resources and adjustments.
5	25 March	Concept of 'intelligence' including measurement. Features and characteristics of intellectual disability. Learning disabilities/difficulties- range of presentations, causes and impacts.	<b>Assessment 1 due Thursday 28<sup>th</sup> March.</b>
31 March is the final date to withdraw from a unit via Student Connect with no financial or academic penalty.			
6	1 April	Autism Spectrum Disorder- features, characteristics, causes, types and impacts in the classroom. Gifted and talented students- features, functional impacts.	Exploring resources and adjustments.
7	8 April	Attention Deficit Hyperactivity Disorder- features, causes, types and functional impacts. The impact of trauma- ACE study, impacts of trauma on learning, how can we support?	Exploring concepts of wellbeing in the classroom.
8	15 April <b>(Good Friday 19<sup>th</sup> April)</b>	Social/Emotional learning and developing resilience. Individual Education Plans- what are they, how are they used, what is my role in their development?	Discussion regarding impact/s and proposed approaches.
	22 April	<b>Mid Semester Break</b>	<b>Easter Monday 26 April Anzac Day 25 April</b>

9	29 April	Bringing it all together. The 'big picture'- translating legislation into practice.	Questions/ reflections on the semester.
10	6 May	Prac placements	<b>Assessment 2 due Monday 6<sup>th</sup> May (Labour Day- QLD)</b>
11	13 May	Prac placements	
12	20 May	Prac placements	
13	27 May	Study Week	
2 June is the final date to withdraw from a unit via Student Connect with a Withdrawn Fail (WN) grade recorded on your academic transcript. Financial liability remains.			
14	3 June	Exams	
15	11 June	Exams	

***Please note: If you are enrolled in a practicum unit this semester, placement dates will be will be  
supplied by the Professional Experience Placement Office.***

## ASSESSMENT

The assessment tasks for this unit are designed for you to demonstrate your achievement of the learning outcomes.

In order to demonstrate sufficient achievement against the learning outcomes and to achieve a passing grade in the unit, it is a requirement that all assessment tasks must be submitted.

Assessment tasks	Due date	Weighting (%)	Learning outcome/s assessed	Graduate Attributes assessed
Student Diversity	Thursday 28 <sup>th</sup> March (Week 5)	50%	1, 2, 5	1, 3, 5, 7
Case Study	Monday 6 <sup>th</sup> May (week 10)	50%	1, 3, 4, 6	1, 3, 5

### Guide for awarding Overall Grade: (min standards)

The Overall Grade for this unit will be based on a student's performance on the assessment tasks and the LiC's professional judgement about the student's demonstration of the learning outcomes.

Students will be assigned a mark for each assessment task. The combined total score out of 100% will be used to determine the final grade as per the table below.

Overall Grade	Descriptor	Minimum total assessment score
HD	Consistent evidence of comprehensive understanding of the unit content; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; substantial originality and insight in identifying, creating and developing arguments, perspectives and critical evaluation of problems; and high level of communication and application appropriate to the discipline.	85%
DI	Consistent evidence of very high level of understanding of unit content; development of relevant skills to a high level; evidence of creative insight and ability to apply relevant skills and theories as well as interpretive and analytical ability; and demonstration of appropriate and highly effective communication.	75%
CR	Evidence of a good level of understanding, knowledge and skill development in relation to unit content; and demonstration of high level of interpretive and analytical ability.	65%
PA	Evidence of satisfactory understanding of basic unit content; development of relevant skills to a competent level; adequate interpretive and analytical ability; and adequate communication of information and concepts in terms of disciplinary requirements or conventions.	50%
NF	Students who have only 1 NF grade per semester of study may be eligible for a supplementary assessment. An email will be sent to students who are eligible.	45%
NN	Little or no attainment of learning outcomes, with limited understanding of course content or skill development	0

The final grade for this unit will be awarded by calculating a numerical score on a 100 point scale. The steps to achieve this will be:

1. Performance against each criterion in each assessment task will be graded using a 5 point scale which will be shown on the criteria sheet for the task.
2. Each criterion grade will be converted to a numerical value (e.g., 6, 5, 4, 3, 2).
3. For Assessment Task 1, the numerical grades from the 5 criteria will be summed to give a score out of 30 and then scaled to give a score out of 50
4. For Assessment Task 2, the numerical grades from the 6 criteria will be summed to give a score out of 36 and then scaled to give a score out of 50
5. The two scores will be summed to give a total score out of 100. Non submission of a task will result in a score of 0 for that task.
6. The above table will be consulted and the Overall Grade for the unit awarded. All scores and grades may be subject to moderation and should be considered interim until ratified by the School of Education Assessment Committee.



## ASSESSMENT TASKS

### Assignment 1- Student Diversity

This assessment task requires you to write a carefully constructed report on selected (main) issues influencing the education of EAL/D and Aboriginal and Torres Strait Islander students, connections to policy and legislation, strategies to embed Indigenous perspectives within the curriculum and cater to EAL/D students in order to improve learning outcomes for both groups. ***Refer to the appendix for detailed assessment information and the marking rubric for this task.***

<b>Due date:</b>	28/03/2019 @ 11 p.m.
<b>Weighting:</b>	50%
<b>Length and/or format:</b>	2000 words
<b>Purpose:</b>	The purpose of this assessment task is to assist pre-service teachers to develop a deeper understanding of the issues and application of practical strategies in the education of students with additional needs.
<b>Learning outcomes assessed:</b>	1, 2, 5.
<b>How to submit:</b>	Upload through Turnitin on LEO. Include a 'declaration of originality' signed cover sheet.
<b>Return of assignment:</b>	Assignments will be returned within 3 weeks via LEO.
<b>Assessment criteria:</b>	Marking rubric in Appendix.

### Assignment 2- Case Study

This assessment task requires you to choose a focus student and show how you can differentiate the curriculum to cater for the needs of this student. You will discuss the common issues experienced by the student, specific strategies that can support the student in the classroom, and how you will assess the student's learning. You will then provide a short critical reflection on ways you can improve your practice to cater for student diversity in your classrooms. ***Refer to the appendix for detailed assessment information and the marking rubric for this task.***

<b>Due date:</b>	06/05/2018 @ 11 p.m.
<b>Weighting:</b>	50%
<b>Length and/or format:</b>	3000 words
<b>Purpose:</b>	The purpose of this assessment is for pre-service teachers to demonstrate their ability to differentiate curriculum, teaching and assessment for students with additional needs.
<b>Learning outcomes assessed:</b>	1, 3, 4, 6.
<b>How to submit:</b>	Upload through Turnitin on LEO. Include a 'declaration of originality' signed cover sheet.
<b>Return of assignment:</b>	Assignments will be returned within 3 weeks via LEO.
<b>Assessment criteria:</b>	Marking rubric in Appendix.

## REFERENCING

This unit requires you to use the American Psychological Association (APA) referencing system. See the '[Academic referencing](#)' page from the Office of Student Success for more details.

Helpful information on referencing electronic sources may be found at the official [APA](#) site. Link to the library's [APA Referencing](#). Explore the site as necessary.

## ACADEMIC INTEGRITY

You have the responsibility to submit only work which is your own, or which properly acknowledges the thoughts, ideas, findings and/or work of others. The Framework for Academic Integrity and the Academic Honesty Policy are available from the website. Please read them, and note in particular that plagiarism, collusion and recycling of assignments are not acceptable. Penalties for academic dishonesty can vary in severity, and can include being excluded from the course.

### Turnitin

The 'Turnitin' application (a text-matching tool) will be used in this unit, in order to enable:

- students to improve their academic writing by identifying possible areas of poor citation and referencing in their written work; and
- teaching staff to identify areas of possible plagiarism in students' written work.

While Turnitin can help in identifying problems with plagiarism, avoiding plagiarism is more important. Information on avoiding plagiarism is available from the Academic Skills Unit.

For any assignment that has been created to allow submission through Turnitin (check the Assignment submission details for each assessment task), you should submit your draft well in advance of the due date (ideally, several days before) to ensure that you have time to work on any issues identified by Turnitin. On the assignment due date, lecturers will have access to your final submission and the Turnitin Originality Report.

## ACU POLICIES AND REGULATIONS

It is your responsibility to read and familiarise yourself with ACU policies and regulations, including regulations on examinations; review and appeals; acceptable use of IT facilities; and conduct and responsibilities. These are in the ACU Handbook, available from the website.

The Unit Outline Resources page (<http://students.acu.edu.au/241467>) contains several important links as a starting point.

## PROCESSES WHERE PERSONAL CIRCUMSTANCES AFFECT PERFORMANCE IN ASSESSMENT

A student for whom personal circumstances affect their performance may be eligible to apply for special consideration, deferred examinations or extensions for assessments in accordance with Section 3 of the Assessment Procedures.

### Extensions

Extensions may be granted at the discretion of the Lecturer in Charge, where students can provide documentary evidence of accident, illness, and/ or unforeseen and exceptional circumstances that significantly hamper participation or performance in an assessment task.

University semester dates are published well in advance of the start of any academic year, and as such

holidays and other travel commitments will not be considered.

Extension applications must be made by completing an **EX form**.

Extension applications must be submitted at least one full day before the due date of the task, in line with ACU policies and procedures. Applications made after this deadline will not be considered.

Extensions of one calendar week are standard. The maximum extension normally possible is two calendar weeks. If you require more than two calendar weeks, please submit an Application for Special Consideration.

### **Special Consideration**

Students experiencing personal circumstances which significantly hamper their participation or performance in an assessment task or examination should apply for special consideration, where other processes are not applicable or are no longer possible because of the timing and/or severity of the circumstance(s).

Applications for special consideration must be lodged not later than 5 working days after the relevant assessment due date.

Requests for special consideration must be made on the appropriate form (**SC**) and must demonstrate exceptional circumstances and be supported by documentary evidence of the medical, compassionate or extenuating circumstances on which the application is based.

### **Group Work**

Where assessment takes the form of group work and one or more students in the group applies for an extension, all members of the group must be listed on the extension request form. If the request is approved, the Lecturer in Charge will then contact all members of the group to advise a new due date.

### **Late Submission of Assignments**

Assessment tasks submitted after the due or extended date will incur, for each whole or part of a calendar day that the work is overdue, a 5% penalty of the maximum marks available for that assessment task up to a maximum of 15%. Assessment tasks received more than three calendar days after the due or extended date will not be allocated a mark.

See section 3 of the Assessment Procedures.

If you have any queries on Assessment Policy, please see your Lecturer in Charge.

### **Deferred Exams**

In certain circumstances, students may be eligible to apply to sit a deferred exam. For more information, please see <https://handbook.acu.edu.au/623805>

## **STUDENT SUPPORT**

If you are experiencing difficulties with learning, life issues or pastoral/spiritual concerns, or have a disability/medical condition which may impact on your studies, you are advised to notify your Lecturer in Charge, Course Coordinator and/or one of the services listed below as soon as possible. For all aspects of support please contact the **Office of Student Success**.

- **Academic Skills** offers a variety of services, including workshops (on topics such as assignment writing, time management, reading strategies, referencing), drop-in sessions, group appointments and individual consultations. It has a 24-hour online booking system for individual or group consultations.
- **Campus Ministry** offers pastoral care, spiritual leadership and opportunities for you to be involved with community projects.
- The **Career Development Service** can assist you with finding employment, preparing a

resume and employment application and preparing for interviews.

- The **Counselling Service** is a free, voluntary, confidential and non-judgmental service open to all students and staffed by qualified social workers or registered psychologists.
- **Disability Services** can assist you if you need educational adjustments because of a disability or chronic medical condition; please contact them as early as possible.
- **Indigenous Units** on each campus provide information and support for students.

The Unit Outline Resources web page (<http://students.acu.edu.au/241467>) provides links for each service.

## WORKING WITH CHILDREN AND POLICE CHECKS

All pre-service teachers participating in the Professional Experience Program (PEP) must obtain background checks as required by Federal and State/Territory laws. Please refer to the Faculty's **Professional and Community Experience**<sup>1</sup> webpage for requirements in your local State/Territory. The Professional Experience Office will provide further information about the PEP prior to students commencing the program.

## ONLINE RESOURCES AND TECHNOLOGY REQUIREMENTS

The LEO page for this unit contains further readings/ discussion forums.

<https://leo.acu.edu.au/course/view.php?id=29582>

## TEXTS AND REFERENCES:

### Required text(s) NIL

### Recommended references (Core readings and support material)

Ashman, A., & Elkins, J. (2015). *Education for inclusion and diversity*. (5th ed.). Frenchs Forest: Pearson Education Australia.

**Australian Curriculum**, Assessment and Reporting Authority (ACARA). (2013). *Student diversity and the Australian curriculum*. Sydney: Author.

<https://www.acara.edu.au/curriculum/student-diversity>

Brady, L. (2006). *Collaborative learning in action*. Frenchs Forest, NSW: Pearson Education Australia. Chapter 8, pp.126-141.

Burgess, J. & Kelly, P. (2013). Developing a practical approach to individual learning plans for students in inclusive classrooms. *Special Education Perspectives*, 22(2), pp. 21-30.

Foreman, P., & Arthur-Kelly, M. (Eds.) (2014). *Inclusion in action*. (4th ed.). South Melbourne, VIC: Cengage Learning Australia.

Giangreco, M. (2013) Teacher Assistant Supports in Inclusive Schools: Research, Practices and Alternatives. *Australasian Journal of Special Education*, Available on CJO doi:10.1017/jse.2013.1

Harrison, N. (2011). *Teaching and learning in Aboriginal education* (2nd ed.). South Melbourne, Vic: Oxford University Press.

Hyde, M., Carpenter, L., & Conway, R. (Eds.) (2014). *Diversity, inclusion and engagement*. South Melbourne, Vic: Oxford University Press.

Loreman, T., Deppler, J., & Harvey, D. (2011). *Inclusive education: A practical guide to supporting diversity in the classroom* (2nd ed.). Crows Nest, NSW: Allen and Unwin.

McGrath, H., & Noble, T. (2010). *HITS and HOTS*. Frenchs Forest, NSW: Pearson Education.

Mitchell, D. (2014). *What really works in special and inclusive education: Using evidence-based teaching strategies* (2nd ed.). London, England: Routledge.

Noble, T. (2004). Integrating the revised Bloom's taxonomy with multiple intelligences: A planning tool for curriculum differentiation. *Teachers College Record*, 106 (1), 193–211.

Shaddock, A., Giocelli, L., & Smith, S. (2007). *Students with disabilities in mainstream classrooms: A resource for teachers*. Canberra: Australian Government.

Tomlinson, C. A. (2005). *The differentiated classroom: Responding to the needs of all learners*. Upper Saddle River, NJ: Pearson Education.

Westwood, P. (2011). *Common sense methods for children with special educational needs* (6th ed.). London, England: Routledge.

## Further references

### Journals

- Australian Journal of Learning Disabilities
- Australasian Journal of Special Education
- Educational Leadership
- Exceptional Children
- International Journal of Disability, Development and Education
- Journal of Special Education
- Remedial and Special Education
- Special Education Perspectives
- Teaching Exceptional Children

### Extended reading

- Australian Association of Special Education [www.aase.edu.au](http://www.aase.edu.au)
- National mental health and wellbeing resources [www.mindmatters.edu.au/default.asp](http://www.mindmatters.edu.au/default.asp)
- Ideas for literacy articles and information [www.readwritethink.org](http://www.readwritethink.org)
- The Australian Student Wellbeing Hub <https://www.studentwellbeinghub.edu.au/>

# Appendices

## Assignment 1

## Student Diversity

**TASK:** Meeting the needs of EAL/D students and students of Aboriginal and Torres Strait Islander background (2000 words- do not go over this [succinctness is a skill])

**Outline** what you believe to be the main issues influencing the education of EAL/D and Indigenous students including students' relationships with schools and teachers and factors that may inhibit their success at school (select no more than 1-3 issues to focus your paper).

**Reflect** on key policy and legislation that impacts on EAL/D and Indigenous education.

**Describe** ways of embedding resources, skills and perspectives within the curriculum and wider school structures and processes to enhance diverse students' prospects of achieving educational success. Include very clear examples of specific strategies shown to be effective in improving learning outcomes for EAL/D and Indigenous students within inclusive schools.

Within the context of your chosen issue/s your report should make reference to:

- Historical perspectives
- Contemporary Australian Aboriginal issues
- The culture of Aboriginal and Torres Strait Islander people
- Racism
- Government policy, and
- Australian curriculum perspectives.

Your report should clearly reflect your utilisation of, and learning from a wide range of sources.

As one of the sources for this assessment task you are requested to refer to some online resources that offer practical insights into issues for Indigenous students. While we understand that you are not yet teaching in a school, you may workbook exercises from the 'What Works' program which reflect on the needs of Indigenous students in schools and what you can do to improve your practice in your future teaching of **all** students.

**What Works** – The Work program – <http://www.whatworks.edu.au/>

**What Works** – The Workbook -

<http://www.whatworks.edu.au/dbAction.do?cmd=displaySitePage1&subcmd=select&id=399>

**Case Studies** -

<http://www.whatworks.edu.au/dbAction.do?cmd=displaySitePage1&subcmd=select&id=34>

Work your way through the site before writing this paper. Also review the available downloads on this site. Your paper should clearly reflect your utilisation of, and learning from a wide range of sources including the *works* site.

# EDFD687: ASSIGNMENT 1- STUDENT DIVERSITY - 50%

**STUDENT NAME:** \_\_\_\_\_

	HD	DI	CR	PA	NN
<b>The main issues experienced by a child who is EAL/D and/or Aboriginal or Torres Strait Islander, is identified and analysed.</b>	The main issues of the child/children have been very clearly identified and comprehensively discussed/analysed.	The main issues of the child/children have been clearly identified and comprehensively discussed/analysed.	The main issues of the child/children have been clearly identified and discussed/analysed.	The main issues of the child/children have not been clearly identified and demonstrate only a limited discussion.	The main issues of the child/children have not been identified or discussed.
<b>In the discussion/analysis, links are made to government policy and legislation.</b>	Very clear links made to government policy/legislation.	Appropriate links made to government policy/legislation.	Some links made to government policy/legislation.	Limited or unclear links made to government policy/legislation.	No links made to government policy/legislation.
<b>Strategies to embed Indigenous perspectives in the curriculum have been identified and discussed.</b>	Highly appropriate strategies for embedding Indigenous perspectives in the curriculum have been identified.	Appropriate strategies for embedding Indigenous perspectives in the curriculum have been identified.	Some strategies for embedding Indigenous perspectives in the curriculum have been identified.	Some limited strategies for embedding Indigenous perspectives in the curriculum have been identified.	No strategies for embedding Indigenous perspectives in the curriculum have been identified.
<b>A range of appropriate learning/teaching strategies for improving the learning outcomes of children from both groups are identified.</b>	A variety of highly appropriate learning/teaching strategies have been identified.	A variety of appropriate learning/teaching strategies have been identified.	Some appropriate learning/teaching strategies have been identified.	Some learning/teaching strategies have been identified.	Learning/teaching strategies have not been identified.
<b>A wide range of sources are evident in the paper including the 'What Works' website.  Sources are referenced appropriately (APA).</b>	An excellent range of references are evident in the paper including What Works.  APA referencing is correct.	A good range of references are evident in the paper including What Works.  APA referencing is appropriate.	A range of references are evident in the paper including What Works.  APA referencing is mostly accurate.	Small range of references used in the paper. What Works is evident.  APA referencing is not always accurate.	Limited range of references used in the paper. What Works is not evident.  APA referencing not evident.



## Assignment 2- Case Study

Students to select a case study student for their assignment

1. *Male. Has learning difficulties. Lives with mother, who escaped from Rwanda, and older brother. Loves art.*
2. *Female. Is deaf. Lives with mother and deaf father and two hearing siblings. Loves sport.*
3. *Male. Gifted and talented in most academic areas. In wheelchair after car accident. Loves sport.*
4. *Male. Diagnosed with Asperger's syndrome. Loves computers. Screams when things are changed.*
5. *Male with low vision. Lives with parents and two siblings. All sighted. Loves sport.*
6. *Female. Is blind. Only child who lives with young mother. Loves computers. Has few friends.*
7. *Male who has mild hearing loss. Lives with mother and deaf father and two older hearing siblings.*
8. *Female who is deaf. Uses sign language. Does not vocalise. Loves computers.*
9. *Male with autism. Lives with parents and older sister. Does not socialize. Rocks when stressed. Loves music.*
10. *Female. Gifted but not performing academically. Recent family break-up. Loves Art. Peers avoid her.*
11. *Male. Is struggling with reading. Lost family members in Lebanon. Loves sport. Has challenging behaviour.*
12. *Female. Moderate intellectual disability. Lives with mother. Loves pop culture. Argues a lot.*
13. *Female. Mild intellectual disability. Lives with parents and talented sister. Loves music. Is very shy.*
14. *Male. Has Down Syndrome. Lives with parents and talented brother. Loves sport. Is very social.*
15. *Aboriginal male. Diagnosed with Attention Deficit Hyperactivity Disorder. Lives in an extended family. Loves sport.*
16. *Male. Has behavioural problems and recently diagnosed with ADHD. Siblings very settled and parents very worried. Hard to engage and motivate.*
17. *Indigenous female. Has ADHD and literacy difficulties. Hard to motivate. Parents seem very tired.*
18. *Female. Has Cerebral Palsy. Loves pop culture. Parents want as normal an education as possible.*

Once a case study student has been chosen, use the information supplied about this student as a starting point from which to complete parts A to E, outlined in the table below. You may 'presume' features/characteristics based on what you know about the specific disability area.

Big picture ideas.	How do I cater for this student?						
<b>A. What are the most common issues regarding this case study student?</b>	<p>Give a context for this student’s learning needs (one A4 page)</p> <ul style="list-style-type: none"><li>Identify the student’s relevant characteristics (strength-based language)</li><li>Identify the impact of the characteristics in the classroom/school. These may reflect information from the school staff/support staff, other students, community members, and/or the student.</li><li>All areas well supported by research.</li></ul>						
<b>B. How can I now put into practice what I have learned?</b> <a href="http://unesdoc.unesco.org/images/0013/001365/136583e.pdf">http://unesdoc.unesco.org/images/0013/001365/136583e.pdf</a> This 2004 UNESCO report explores curriculum differentiation for students with special needs.	<ul style="list-style-type: none"><li>Write a set of ten activities in a curriculum area/topic and include the theme of <b>cooperation with others</b>.<ul style="list-style-type: none"><li>Identify the key syllabus outcomes for the whole class</li><li>Write 10 different learning activities (<b>for the whole class</b>) that teach the key concepts.</li><li>Make sure you write the activities in a way that others would understand what to do if given the task</li></ul></li><li>Discuss two benefits of a differentiated unit of work for your case study student. Support this with research (half A4 page).</li></ul>						
<b>C. How will I differentiate a lesson for my whole class with adaptations and assessments for my case study student?</b>  Drawing from what you have learned from your readings, lectures and tutorials: <ul style="list-style-type: none"><li>Format an A4 page as shown opposite</li><li>Choose an activity and develop a lesson for your class with a planned SMART outcome for your case study student.</li><li>Show how you would adapt the task, teaching, resources, and environment to facilitate and assess your case study student’s inclusion</li><li>Include a rubric as a strategy for assessment in the lesson (one A4 page)</li></ul>	<p><b>Outcome:</b> Write <b>one SMART outcome</b> for the lesson that includes reference to what you wish the case study student to achieve in terms of, for example, curriculum content; literacy; social skill and/or behavioural skill. Briefly outline the lesson steps for the whole class.</p> <p><b>Individual Learning Plan</b></p> <table><tr><th>Lesson steps</th><th>Adaptation/ Strategies</th><th>Assessment</th></tr><tr><td>Lesson steps for the whole class</td><td>Adaptations and strategies that include the case study student effectively. Include the use of support personnel and/or peer support as appropriate.</td><td>How will your case study student’s progress be assessed? Be specific and link assessment directly to the SMART outcome.</td></tr></table>	Lesson steps	Adaptation/ Strategies	Assessment	Lesson steps for the whole class	Adaptations and strategies that include the case study student effectively. Include the use of support personnel and/or peer support as appropriate.	How will your case study student’s progress be assessed? Be specific and link assessment directly to the SMART outcome.
Lesson steps	Adaptation/ Strategies	Assessment					
Lesson steps for the whole class	Adaptations and strategies that include the case study student effectively. Include the use of support personnel and/or peer support as appropriate.	How will your case study student’s progress be assessed? Be specific and link assessment directly to the SMART outcome.					
<b>D. Reflection on personal learning.</b>  Critically reflect on ways you as a practicing teacher can continue to learn about teaching students with additional needs.	<ul style="list-style-type: none"><li>Write up a 500-600 word critical analysis reflecting on how you will continue to improve your theoretical and practical understandings and skills in order to include students with special needs in your classroom, linking with the literature. (one A4 page)</li></ul>						
<b>E. Reflection on strategies in practice</b>  Choose four students from the case study student list. Critically reflect on ways you can successfully implement different teaching/co-operative learning strategies to cater for each of these students.	<ul style="list-style-type: none"><li>Choose four students from the case study student list. Write 400 words for each student that critically reflects on ways you might cater for their needs in your classroom. Make reference to your particular KLA and specific strategies you would implement to support the students. Support your critique with research and references (one A4 page).</li></ul>						

# EDFD687: ASSIGNMENT 2- CASE STUDY - 50%

**STUDENT NAME:** \_\_\_\_\_

	HD	DI	CR	PA	NN
<b>Context of case study student</b>	An outstanding complete picture of student's strengths and learning needs identification with analysis demonstrating complexity of concerns; all supported extensively by very wide range of current, relevant & credible research.	An excellent complete picture of student's strengths and learning needs identification with analysis demonstrating complexity of concerns; all supported extensively by wide range of current, relevant & credible research.	Extended identification of possible strengths & learning needs of student; some good analysis of possible concerns supported very well by credible research.	Clear identification of some possible strengths & learning needs of student; sound information on possible concerns supported quite well by some credible research.	Very limited identification of strengths & learning needs of student; poor linking of information on possible concerns with little research.
<b>Unit of work</b>	An outstanding, creative and original unit with great links to syllabus; a very extensive analysis of the benefits of differentiation for case study student with a very wide range of relevant research evidence to support ideas.	An excellent, creative and original unit with great links to syllabus outcomes; an extensive analysis of the benefits of differentiation for case study student with a very wide range of relevant research evidence to support ideas.	A complete unit of work linking syllabus outcomes with deep analysis of the benefits of differentiation for case study student with extensive research support.	A sound unit of work, linking to syllabus outcomes with beginning analysis of the benefits of differentiation for case study student with basic research support.	Unit of work has limited links to syllabus outcomes and theme, and very limited analysis of the benefits of differentiation for case study student with little research support.
<b>Lesson</b>	Outcome relates superbly to student. Outstanding and engaging ideas in lesson plan presented logically and concisely. Adaptations reflect an outstanding deep analysis of the student's needs balanced by an outstanding understanding of the classroom possibilities. Superbly creative assessment strategies and links to outcome.	Outcome relates superbly to student. Excellent and engaging ideas in lesson plan presented logically and concisely. Adaptations reflect a very deep analysis of the student's needs balanced by an excellent understanding of the classroom possibilities. Very creative assessment strategies and links to outcome.	Outcome relates very well to student. Very engaging ideas in lesson plan presented logically and concisely. Adaptations reflect deep analysis of the student's needs balanced by a very good understanding of the classroom possibilities. Very assessment strategies and links to outcome.	Outcome relates well to student. Ideas in lesson plan presented logically and concisely. Adaptations reflect beginning analysis of the student's needs balanced by a sound understanding of the classroom possibilities. Sound assessment strategies linking directly to outcome.	Lesson plan does not flow well. Adaptations reflect limited analysis of the student's needs or understanding of the classroom possibilities. Limited assessment strategies with few links to outcome.

<b>Reflective learning on personal learning</b>	Outstanding critical analysis of a range of inclusion issues and what these mean for classroom and personal teaching practice supported by a very extensive and critically relevant range of current research and resources.	Excellent critical analysis of a range of inclusion issues and what these mean for classroom and personal teaching practice supported by an extensive and critically relevant range of current research and resources.	Dialogic and questioning analysis of a range of inclusion issues and what these mean for classroom and personal teaching practices supported by an extensive range of current research and resources.	Descriptive analysis of a range of inclusion issues and what these mean for classroom and personal teaching practice supported by some current research and resources.	Demonstrates limited analysis of inclusion issues and practices with limited support of the research.
<b>Reflection on strategies in practice</b>	Outstanding critical analysis of possible strategies to enhance outcomes for students with disabilities. Extensive research support.	Excellent critical analysis of possible strategies to enhance outcomes for students with disabilities. In-depth research support	Very good critical analysis of possible strategies to enhance outcomes for students with disabilities. Relevant research support	Good description of possible strategies to enhance outcomes for students with disabilities. Some good research support	Very limited understanding of possible strategies to enhance outcomes for students with disabilities. Poor research support.
<b>General</b>	Outstanding focussed concise in word limits with outstanding English expression and correct referencing throughout.	Excellent focussed concise writing in word limits with excellent academic English expression and correct referencing throughout.	Writing is very well focussed and concise, tight adherence to word limits with academic English expression and correct referencing.	Writing is well focussed and concise, general adherence to word limits with sound English expression and mostly correct referencing	Writing is not focussed and concise, poor adherence to word limit with poor English expression and incorrect referencing.