



Course Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Course Title: INCLUSIVE EDUCATION

Course ID: EDBED1014

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070113

Description of the Course:

This course is designed to introduce students to the purpose, policy and practice of inclusive education. Emphasis will be placed on developing an understanding of the needs and abilities of diverse learners and ways in which their learning experience be optimised to achieve equitable outcomes. The course has a focus on the planning and design of learning environments, sequences and activities that meet the specific needs of learners across the full spectrum of abilities. Students will acquire knowledge of inclusive legislation, curriculum and ethics; build skills needed to implement inclusive practice, and develop attitudes essential for learning and teaching success.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>					

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Describe a philosophical framework, a range of educational approaches and a variety of teaching strategies that can be used to create inclusive learning environments.
- K2.** Name and explain inclusive strategies that support the access, participation, engagement and achievement of all learners, including those experiencing disability or additional challenge.
- K3.** Outline ways in which legislation, curriculum, policy, attitudes and classroom management can impact diverse learners.

Skills:

- S1.** Provide multiple options for learners to express, represent and engage with learning through organisation and differentiation of content, process, product and environment.
- S2.** Organise elements of the educational environment to support the participation and learning of individuals experiencing disability or additional challenge.
- S3.** Identify and select effective resources to support the engagement and achievement of all learners.
- S4.** Use inclusive language for effective communication of instructions, directions and feedback.

Application of knowledge and skills:

- A1.** Identify specific needs of learners with disability and develop teaching strategies to address barriers to their access, participation, engagement and/or achievement.
- A2.** Create and demonstrate differentiated learning activities that incorporate a variety of resources and multimodal options to support engagement and achievement for all learners.
- A3.** Respond to learner diversity with sensitivity and respect

Course Content:

Topics to be covered

- The philosophical differences between exclusion, segregation, integration and inclusion.
- Understand how students learn through investigation of learner attributes, diversity and spectrums of difference: including specific needs of learners with disability, giftedness and cultural and linguistic diversity
- Legislation and policy: implications for learning and teaching
- Pedagogical approaches that support full participation and engagement of a full range of abilities, including Universal Design for Learning, Differentiation, Personalised Learning
- Proactive preventative practices that support student participation in the educational setting: climate, culture, instructional practice and physical environment.
- Teaching activities, strategies, communication and resources (including ICT) to support effective experiences for all learners

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge)

provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are to be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K2, S1, S2, S3 S4, A1, A2, A3	AT1
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	K2, S1, S2, S3 S4, A1, A2, A3	AT1
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	K1, K2, K3 S1, S2, S3 S4, A1, A2, A3	AT1, AT2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	K1, K2, K3 S1, S2, S3 S4, A1, A2, A3	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	K1, K2, K3 S1, S2, S3 S4, A1, A2, A3	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, S2, S4, A1, A2, A3 APST 1.2, 1.5, 1.6, 2.2, 2.3, 3.4, 4.1,4.2	Collaborative planning for meeting the needs of diverse learners. Exploring community and school partnerships for authentic inclusive 21st century approaches and practices.	Applied Task	40% - 60%
K1, K3, S2, S4, A3 APST 1.6, 3.4, 4.1	Critical Auto-ethnographic study: Students will maintain a weekly reflective diary of their learning journey. Each diary entry will be annotated with links to legislative, policy and 21st Century best practice research.	Reflective Task	40% - 60%

Adopted Reference Style:

APA

 Refer to the [library website](#) for more information

 Fed Cite - [referencing tool](#)