



Course Outline (Higher Education)

School:	School of Education
Course Title:	DIVERSITY AND INCLUSION: TEACHING STRATEGIES FOR DIVERSE LEARNERS
Course ID:	EDBED2010
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDECE1013)
ASCED:	070113

Description of the Course :

This course examines elements of teaching and learning within a social justice and human rights framework. Students will explore learning environments, differentiation and practical strategies which support the access, participation and engagement of diverse learners, including students with disability. Emphasis is placed on strategies that support wellbeing and safety within the educational setting and align with expectations of policy, curriculum and legislation. Particular attention is directed toward building the capacity of students to identify and accommodate attributes of difference within their planning. Opportunities will be provided for students to explore barriers that may impact wellbeing and educational success, and identify teaching strategies that are responsive to the strengths and needs of learners from diverse backgrounds. Students will consider academic, social and personal needs along with the purpose and benefits of a range of educational strategies, scaffolds and supports to design safe, supportive and effective learning environments.

Grade Scheme: Graded (HD, D, C, etc.)

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"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:**Knowledge:**

- K1.** Explain educational inclusion as a response to the diverse strengths and needs of all learners.
- K2.** Recognise the philosophical differences between inclusion, integration, segregation and exclusion within an educational context.
- K3.** Describe ways in which effective responses to attributes of difference, including diverse linguistic, cultural, religious and socioeconomic backgrounds, can support educational access, participation and engagement.
- K4.** Identify legislative requirements, government initiatives and teaching strategies that support equitable outcomes for all learners, including students with disability
- K5.** Explain potential influences on behaviour and explore practical teaching approaches to prevent and respond to challenging behaviours.

Skills:

- S1.** Investigate the impact of environmental, relational and intrapersonal factors on social and learning behaviours.
- S2.** Plan and justify inclusive classroom activities in response to diversity of learner strengths and needs with a focus on wellbeing for all learners, including students with disability.
- S3.** Collaborate with others to develop and justify an inclusive approach to creating a positive, safe and supportive learning environment.
- S4.** Set achievable learning goals and plan differentiated and achievable challenges within educational activities to enable access, participation, engagement and achievement opportunities for all learners.

Application of knowledge and skills:

- A1.** Use knowledge of diverse characteristics, differentiated teaching strategies and classroom management options to design inclusive learning activities and educational supports that promote positive behaviour and wellbeing for all learners, including students with disability.
- A2.** Demonstrate the capacity to address barriers to learner success through the provision of appropriate curricula, teaching strategies and organisational elements.
- A3.** Generate informative material that explains and advocates inclusive purposes, processes and practices.

Course Content:

Topics to be covered:

- Philosophical differences between inclusion, integration, segregation and exclusion.
- Obligations and requirements related to diversity and inclusion: legislation (Disability Discrimination Act (DDA), Disability Standards for Education (DSE), Child Safe Standards, Codes of Conduct and Ethics), policy, curriculum, social justice, human rights.
- The impact of culture, cultural identity, religion, linguistics and socioeconomic status on the education of learners from diverse backgrounds.
- Practical strategies to support the access, participation, engagement and achievement of diverse learners, including students with disability.
- Inclusive approaches to learning and teaching including multi-tiered systems of support, universal design for learning, differentiation and personalised learning.
- Organisation of classroom activities and operations through differentiation of content, process, product and environment.
- Understanding social-emotional wellbeing and influences on behaviour

- Positive preventative practices and managing safety, risk and challenging behaviour.

Values:

- V1.** Appreciate the diversity of strengths, needs, interests and abilities within learning environments and the benefits of planning for meaningful access, participation, engagement and achievement for all learners.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K2, S2	A	AT2	A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K5, S2	A	AT2	A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K4, A2	A	AT1, AT3	B
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, S3, A3	A	AT1, AT3	A
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2, K3	B	AT1, AT2	C

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3 S2, S3 A2 APST 1.3 4.1	Learner Profiles - create a description of a learner cohort that demonstrates diverse strengths, needs and backgrounds (linguistic, cultural, religious and socio-economic) and lists teaching strategies for supporting participation and engagement.	Individual Written Task	10-20%
K2, K4, K5 S2, S4 A1, A2 APST 3.1, 4.1 4.2	Differentiated Lesson Plan and Justification - design and organise an activity sequence for the cohort described in Task 1, describing how directions, organisational factors, teaching approach and achievable challenges will support participation and engagement.	Individual Written Task	40-60%
K4, K5 S1, S3 A1, A3 APST 1.3 1.6 4.3 4.4	Multimodal Project - in small collaborative groups research, plan and demonstrate a range of inclusive teaching strategies and processes that support learning, wellbeing and safety within an educational setting. Part A: Individual Task - Design inclusive teaching strategies and supports Part B: As a group, deliver an oral presentation on teaching strategies for diverse learners including students with disability Part C: Individual reflection on the relevance, purpose and benefits of the demonstrated teaching strategies and critique inclusive design with legislation and policy.	Multimodal Project	40-60%

Adopted Reference Style:

APA