

Course Outline (Higher Education)

School:	School of Education
Course Title:	COLLABORATIVE PARTNERSHIPS
Course ID:	EDBED2112
Credit Points:	15.00
Prerequisite(s):	(EDBED1013 and EDBED1014)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070303

Description of the Course :

Collaborative Partnerships builds on the attitudes, beliefs and practices developed previously in the core courses. Students are required to work in teams to implement a series of inclusive lessons in a school setting. In collaboration with practicing educators, they will refine the skills and attitudes needed to create and maintain an inclusive environment. Students will develop planning and curriculum knowledge along with a range of communication skills through creating, reviewing, revising and implementing a series of lessons.. A focus of the course will be on pedagogical approaches that meet and support students' needs. Lessons will be developed in conjunction with a mentor teacher in schools. To complete this course, all students are required to have a Working with Children Check. As a part of this course, all students will complete a 5-day non-assessed placement. The focus on this placement will be on the collaborative partnerships and relationships that are built as part of the teaching and learning cycle. A reflexive element of the course will engage students to critically evaluate their participation and implementation of the project.

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

Work Experience:

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

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

K1. Describe how to adapt curriculum to ensure its accessibility to all

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- K2.** Build an awareness of the interaction between curriculum and inclusion
- K3.** Identify collaborative and consultative processes in working professionally with staff and students
- K4.** Examine how to provide effective feedback for peers and learners

Skills:

- S1.** Develop and critique a unit plan, which is to be delivered over a set period of time
- S2.** Plan and justify a range of ways to respond to individual needs of students
- S3.** Critically reflect on all aspects of planning for teaching and learning
- S4.** Plan and articulate ways to interact with diverse people in educational settings (such as staff members, parents and learners)

Application of knowledge and skills:

- A1.** Develop and adjust educational plans for a range of needs and abilities in the classroom through using various approaches and delivery methods
- A2.** Develop and maintain community links and professional relationships for team teaching and working with students.
- A3.** Develop inclusive units of work that relate to the Victorian/ Relevant / Required Curriculum
- A4.** Develop skills and attitudes to interact professionally with staff and students

Course Content:

Topics to be covered

- A range of teaching strategies that support planning and implementing effective lessons. These include Differentiation, Universal Design for Learning and Personalised Learning.
- Curriculum development in relation to themed unit development
- Professional attitudes, interaction and engagement
- Community links through delivery of programs and interaction during planned activities.
- Providing feedback for a range of people such as peers and learners
- Collaborative learning elements for a range of professional groupings
- Collaborative learning elements as a teaching tool for using in practice

Values:

- V1.** Appreciate the attitudes and commitment required to deliver high quality inclusive programs.

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Graduates are equipped with the skills and knowledge to extend their learning and access appropriate resources to continually improve their effective and inclusive education abilities.	Medium

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Attribute	Brief Description	Focus
Critical, creative and enquiring learners	Graduates will have the confidence, reflective skills, resilience and enterprise to enable quality inclusive practices in the classroom.	Medium
Capable, flexible and work ready	Graduates will have the knowledge and confidence to engage in inclusive attitudes within the wider community.	Medium
Responsible, ethical and engaged citizens	Graduates will be aware of the ethical and philosophical approaches in relation to inclusive education.	Medium

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K3, S2, A2 APST 3.6	Critical reflection on attitudes, assumptions and expectations of children with additional needs that compares and contrasts initial thoughts against experience in schools. Focus on how interactions, discussions and observations changed thought processes and preconceptions.	Critical Reflection	10-20%
K1, K2, K4, S1, S4, A1, A3, A4 APST 3.2, 3.3, 3.6, 4.2	Collaborative teamwork project: students work together to plan and implement a series of lessons that foster skill development of learners. An extended project that includes written justification of content, teaching strategies, peer evaluation and record of improvements to teaching during implementation.	Collaborative Applied Task	50-60%
K1, K3, S1, S3, S4, A1, A2, A4 APST 3.6, 6.3	Reflexive journal from teamwork project: participation, implementation and critical reflection on practice.	Differentiated Task	30-40%

Adopted Reference Style:

APA