

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: MATHEMATICS CURRICULUM 2

Unit ID: EDBED3128

Credit Points: 15.00

Prerequisite(s): (EDBED1013 and EDBED1014)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070113

Description of the Unit:

This unit offers an inclusive approach to catering education programs for students with complex needs such as high functioning autism, cerebral palsy and Rhetts's Syndrome. There is particular focus on alternative and augmentative communication tools, curriculum planning and adaption. Graduates will engage in a philosophical understanding of acceptance and active learning. Professional practice, multidisciplinary approaches and communication skills will be built to focus on the abilities and needs of students and the best practice teaching strategies.

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 Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	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"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Develop a knowledge of the curriculum and ways in which access and expectation can be adapted to ensure engagement
- K2.** Understand the range of needs that are required for students with complex needs before, during, after or as part of an education program
- K3.** Understand the range of needs that are required for students with complex needs before, during, after or as part of an education program

Skills:

- S1.** Respond to and plan complex needs of students in an inclusive and dignified manner
- S2.** Develop and understand communication processes between teachers, students, parents and professionals
- S3.** Demonstrate how different alternative and augmentative communication can be used to enhance expression, comprehension and demonstration of knowledge

Application of knowledge and skills:

- A1.** Develop and design curriculum adaptations for specific needs
- A2.** Identify significant people in the life of students with complex dis/ability and understand language required to develop meaningful relationships
- A3.** Understand and experience alternative and augmentative devices and how they can be incorporated into the curriculum

Unit Content:

- Curriculum and classroom management that includes a range of needs and activities that can be time consuming
- Individual learning plans for complex student needs
- Teaching strategies for complex needs
- Communication systems such as Proloquo2go and PECS
- Practical ways to use assistive technology in the classroom
- The multidisciplinary approach as best practice for teaching children with complex needs
- Professional dialogue required to discuss student's abilities and achievements with parents
- Typical characteristics of a range of complex sensory, physical and emotional dis/abilities.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S2, S3,A2 APST 1.5, 1.6, 3.1, 3.7, 7.3	Write and develop a positive questionnaire for parents/ carers/ professionals to gather information required to effectively teach students with complex needs. Conduct the interview and plan for this student in cooperative teams.	Cooperative team work and class work	40-60%
K1,K3,S1, S3, A1, A3 APST 1.5, 1.6, 3.1, 3.2	Adapt three lesson plans to make them accessible to students with particular complex needs. Write a report that demonstrates the involvement and achievements of the student having participated these lessons.	Case-study and learning plan for individual needs	40-60%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)