



Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	COMPLEXITY AND LEARNING NEEDS IN THE CLASSROOM
Course ID:	EDBED3121
Credit Points:	15.00
Prerequisite(s):	(EDBED1013 and EDBED1014)
Co-requisite(s):	Nil
Exclusion(s):	(EDBED3113)
ASCED:	070113

Description of the Course:

This course offers an inclusive approach to developing education programs for students with profound and multiple learning disabilities, complex emotional, cognitive and physical needs in the classroom. There is particular focus on alternative and augmentative communication tools, curriculum planning and adaption through use of curriculum and careful planning. PSTs 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 efficacious practice.

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	■	■	■	■	■	■

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

Learning Outcomes:

Knowledge:

- K1.** Develop a knowledge of the structure and content of the local curriculum documents appropriate to students with complexity in their learning needs.
- K2.** Describe strategies and resources that support participation and engagement
- K3.** Identify relevant and essential questions to engage with parents/carers that build knowledge of students and their learning needs
- K4.** Explain activities that meet learning needs and support lesson structures

Skills:

- S1.** Develop communication processes to engage in effective collaboration in the educative process between teachers, students, parents/carers and professionals
- S2.** Analyse student characteristics to understand a full range of abilities and specific learning needs
- S3.** Investigate multidisciplinary approaches to structure learning sequences and draws on allied health and co-regulation strategies

Application of knowledge and skills:

- A1.** Illustrate communication techniques to interact with parents/carers to grow understanding of specific learning needs
- A2.** Create student profiles that encapsulate student characteristics, needs and supports for learning
- A3.** Design learning resources and lesson sequences that integrate adjustments, adaptations and curriculum

Course Content:

- Balanced timetables that incorporate physical, sensory, alternative and co-active activities and learning opportunities.
- Teaching strategies, materials and resources for complex needs.
- Practical uses of AAC and technology in the classroom for communication and learning.
- Exploration of how engagement and learning can be demonstrated by students with a range of profound, multiple and complex disabilities.
- The multidisciplinary approach as best practice for teaching children with complex needs.
- Professional dialogue required to discuss student's abilities and achievements with parents/carers.
- Typical characteristics of a range of profound, multiple and complex sensory, physical and emotional dis/abilities.

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 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. 	K3, K4, S3, A1	AT1, AT2
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 	Not applicable	Not applicable
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, K4, S2, 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 	Not applicable	Not applicable

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. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, A1, A2 APST 1.5, 1.6, 3.1, 3.7, 7.3	Develop a positive, strength-based questionnaire for parents/ carers/ professionals to gather information required to effectively teach students with profound and multiple disabilities and/or complex emotional, physical or cognitive needs. Conduct the interview and plan for this student in cooperative teams.	Cooperative teamwork and role play	40-60%
K2, K4, S3, A3 APST 1.5, 3.1, 3.2, 3.4,	Design a balanced timetable including resources and materials that demonstrates adaptations and adjustments for students with profound and multiple disabilities with complex needs.	Multi-modal presentation	40-60%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:
Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Intermediate
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	Yes	Intermediate
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Intermediate
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Intermediate
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Intermediate
3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.	Yes	Intermediate
Professional Engagement		
7. Engage professionally with colleagues, parents/carers and the community		
7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Yes	Intermediate