

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Complexity and Learning Needs in the Classroom
Unit ID:	EDBED3121
Credit Points:	15.00
Prerequisite(s):	(EDBED1013 and EDBED1014)
Co-requisite(s):	Nil
Exclusion(s):	(EDBED3113)
ASCED:	070113

Description of the Unit:

This unit offers an inclusive approach to developing education programs for students with complex needs such as autism, cerebral palsy, psycho-social disability and dual diagnoses. 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

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	■	■	■	■	■	■
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 draw 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

Unit 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 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 Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act 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. 	Not applicable	Not applicable
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. 	Not applicable	Not applicable
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 Unit	
		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 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 complex needs.	Multi-modal presentation	40-60%

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)