

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Differentiating for Learning and Teaching

Unit ID: EDBED4010

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): (EDBED2007)

ASCED: 070303

Description of the Unit:

This course is designed to develop students knowledge and response to specific needs of diverse learners. Examining legislative requirements and how they align with, or challenge, social, cultural and political contexts, students will explore the meaning and understanding of diversity. With a focus on the development of practical approaches to address student strengths and abilities, this course examines inclusive approaches to learning and teaching such as Differentiation, Universal Design for Learning and Personalised Learning. Students will expand their skills in effectively designing meaningful learning plans which incorporate clear assessment of learner strengths and needs, associated SMART goals and personalised strategies for growth and development. Students will undertake an assessment task related to their chosen area of primary or secondary specialisation.

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.** Identify specific international and national documents that influence legislation and inclusion in educational settings.
- K2.** Identify and describe a range of inclusive teaching and learning strategies and pedagogies that support students with a range of abilities and interests, including students with disability.
- K3.** Explain the legislative requirements for modifications and adjustments to make education accessible.
- K4.** Explore a range of resources and support networks for diverse learners.

Skills:

- S1.** Examine and articulate specific elements of legislation that inform inclusive education.
- S2.** Respond to identified learning needs to create specific goals, which use a range of inclusive teaching, learning and assessment strategies to support participation and engagement of all learners.
- S3.** Recognise the importance of inclusive pedagogies and strategies in planning for teaching, learning and participation.

Application of knowledge and skills:

- A1.** Consolidate and synthesize knowledge of legislation requirements through the linking of theory and practice in inclusive education.
- A2.** Justify specific pedagogies and strategies to support full participation.
- A3.** Create learning goals, including achievable challenges, for effective Individual Learning Plans (ILPs) informed by authentic learner profiles.
- A4.** Plan and develop lesson sequences that investigate, create and inform a range of learning and assessment opportunities for at least three different levels of ability in the educational setting.

Unit Content:

Topics to be covered

- Broad knowledge and understanding of legislative requirements such as the Disability Discrimination Act, Disability Standards in Education, reasonable adjustments and local government documents.
- Government stipulations and recommendations for meeting the specific needs of learners across the full range of abilities through the development of Individual Learning Plans (ILPs).
- Cultural, political and social context that influence inclusive approaches towards the participation and engagement of learners.
- A range of responses to manage diversity through differentiated teaching strategies to support learning, participation and engagement. Responses include pedagogies such as Differentiation, Personalised Learning, and Universal Design for Learning.
- Assessing learning needs to effectively set goals and outcome targets to meet specific learning needs of individual learners.
- Development of ILPs to identify differentiated and inclusive teaching and learning strategies to support specific learning needs for participation and engagement for students of varying abilities.

- Connecting curriculum development to specific learning needs of learners.
- Curriculum development in a specialist area.

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 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. 	K3, S1, S2	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 	K4, S2, A4	AT2
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. 	S2, S3, A1	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. 	K1, K4, S2, A3, A4	AT1, AT2

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. 	K1, K2, K3, S1, S2, A1, A3,	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, A1,A2,A3, APST: 1.5, 3.1, 4.1	Create an Individual Learning Plan (ILP) for a specific learner profile in a selected curriculum area. Provide an explanation of the legislative and policy requirements for the development of the ILP for this specific learner profile. The ILP will include SMART goals that demonstrate achievable challenges, effective teaching, learning and assessment strategies and appropriate resources to support the learner profile. Justification of selected teaching, learning, assessment strategies and supportive resources to be provided via annotation of ILP.	Group assignment	40-60%
K1, K2, K4, S1, S2, S3, A1,A2, A4; APST: 1.3, 2.1, 2.2, 2.3, 3.2, 5.1	Develop and justify a learning sequence in a specialist teaching area that caters for a range of abilities, by responding to the learning strengths and needs of a specific learning cohort.	Lesson sequence in specialist teaching area	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		
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Yes	Advanced
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	Advanced
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	Advanced
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Advanced
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Advanced
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Advanced
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	Advanced
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Advanced

4. Create and maintain supportive and safe learning environments

4.1 Support student participation

Identify strategies to support inclusive student participation and engagement in classroom activities.

Yes

Advanced

5. Assess, provide feedback and report on student learning

5.1 Assess student learning

Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

Yes

Advanced