



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	DIFFERENTIATING FOR LEARNING AND TEACHING
<b>Course ID:</b>	EDBED4010
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDBED2007)
<b>ASCED:</b>	070303

## Description of the Course:

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 specialisation.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**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	<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.** Identify specific international and national documents that influence legislation and inclusion in educational settings.
- K2.** Describe a range of inclusive teaching strategies and pedagogies that support the full range of abilities including students with disability.
- K3.** Explain the legislative requirements to make modifications and adjustments to make education accessible.
- K4.** Explore a range of resources and support networks for diverse learners.
- K5.** Identify and discuss the elements that come together to understand the unique abilities and interests of individuals that inform the educational needs of learners.

**Skills:**

- S1.** Examine and articulate specific elements of legislation that inform inclusive education.
- S2.** Respond to specific learning needs with a range of teaching strategies.
- S3.** Recognise inclusive pedagogies and strategies to expand understanding about how they impact planning for teaching, learning and participation.
- S4.** Create specific goals and strategies to support effective teaching, learning and assessment.
- S5.** Design and develop inclusive strategies and activities to support specific learning needs for participation and engagement.

**Application of knowledge and skills:**

- A1.** Investigate legislation and develop understanding through linking requirements with theory and inclusive education.
- A2.** Design a range of resources that demonstrate reasonable adjustment for at least three different levels of ability in the educational setting.
- A3.** Develop skills to justify specific pedagogies and strategies to support full participation.
- A4.** Design learning profiles and create learning goals, including achievable challenges, for effective Individual Learning Plans (ILPs).
- A5.** Plan and develop lesson sequences that investigate, create and inform a range of learning and assessment opportunities.

**Course 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.

**Values:**

- V1.** Appreciate the diverse needs of individuals
- V2.** Importance of creating accessible educational spaces and the significance of roles teachers play in leading inclusion in the community.

**Graduate Attributes**

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	S4, S5, A2	AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	A4	AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, S1, A1	AT1
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K3, S1	AT1, AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K4, S5	AT3

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, S1, A1; APST: 1.6	Examine the main legislative requirements relating to students with a disability and develop a set of recommendations for teaching strategies to maximise opportunities for full participation and learning.	Individual written assignment	10-20%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, K5, S2, S4, A3, A4; APST: 1.5, 3.1, 4.1	<p>Select a curriculum area and create an associated resource file, to support learning in the curriculum area, which can be adjusted to cater for at least three different levels of student ability allowing for full participation and engagement.</p> <p>Create an Individual Learner Profile ((age, grade, learning achievements, abilities, and needs and background information relevant to their learning) and Individual Learning Plan (ILP) for this learner in the selected curriculum area. ILP will include SMART goals that demonstrate achievable challenges and draw on the resource file to indicate specific and effective teaching strategies and activities for this learner.</p>	Multimodal applied resource file and application	30-40%
K4, S3, S5, A2, A5; APST: 1.3, 2.1, 2.2, 2.3, 3.2, 5.1	Develop a learning sequence of resources including assessment strategies in a specialist teaching area that caters for a range of abilities and is responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.	Lesson sequence in specialist teaching area	40-50%

**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