

Course Outline (Higher Education)

School:	School of Education
Course Title:	THE INCLUSIVE TEACHER
Course ID:	EDECE3015
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070301

Description of the Course :

This course examines the inclusion of children with a broad range of additional needs into educational settings by looking at legislative and policy requirements, identification and development of appropriate strategies to assist the learning of individual children, and the issues involved in working in a team situation with a range of professional and with parents.

Grade Scheme: Graded (HD, D, C, etc.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
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.** Recognise and understand the broad range of needs associated with children having additional needs (including giftedness) and their families
- K2.** Identify the various resources available to support staff and families and how to access them
- K3.** Have an understanding of what it means to be 'inclusive'

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- K4.** Understand the concept of 'Family Centred Practice' and be able to apply the principles in their work with families
- K5.** Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
- K6.** Understand the concept of 'advocacy' and situations where they may be called upon to demonstrate this skill

Skills:

- S1.** Develop the skills required to work in a team situation with a variety of professional staff and families
- S2.** Be able to implement strategies to manage the emotional and behavioural needs of children
- S3.** Know how to adapt and develop appropriate learning strategies for children having additional needs within various learning environments
- S4.** Apply knowledge of how children learn and develop with the ability to closely observe children in order to assess particular needs

Application of knowledge and skills:

- A1.** Know how to adapt and develop appropriate learning strategies for children having additional needs within various learning environments
- A2.** Apply knowledge of how children learn and develop with the ability to closely observe children in order to assess particular needs

Course Content:

This course:

- Explores the issue of what it means to be inclusive, and how this concept impacts on the learning environment. Included is an examination of the values and attitudes surrounding this concept and what is involved in taking a 'professional' approach
- Traces the history, philosophical approaches and research that informs current debate, models and approaches to working with children with additional needs
- Looks at the issues associated with developing a team approach that involves a range of staff, professionals and families
- Examines the impact having a child with additional needs has on families, that includes a cultural perspective, and the role that the concept of 'Family Centred Practice' plays in working with families
- Provides a detailed and practical exploration of the implications for learning by children having a range of developmental needs, the design of appropriate strategies to promote learning using a strengths based approach and the resources and supports that are available to both staff and to families and how to access them
- Identifies the relevant legislation, policies and frameworks and how they relate to working with children having additional needs
- Explores the concept of 'advocacy' and its relevance to this group of children and families

Values:

- V1.** To recognise that all children have the right to fully participate within a range of educational settings
- V2.** To be able to accept all children and their families as (under the following headings indicate learning outcomes and how university goals and values are embedded:valued members of society and to advocate on their behalf as required

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Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Using their current knowledge and first hand experiences of inclusivity, students build their understandings of what it means to be an inclusive teacher through strong links to theoretical frameworks and current research.	Medium
Critical, creative and enquiring learners	Using their current knowledge and first hand experiences of inclusivity, students build their understandings of what it means to be an inclusive teacher through strong links to theoretical frameworks and current research.	Medium
Capable, flexible and work ready	Recognition that all children have the right to fully participate in a range of educational settings and the role of the teacher is to promote inclusive practices.	Medium
Responsible, ethical and engaged citizens	Acceptance of all children and their families as valued members of society and be able to advocate on their behalf.	Medium

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
S1 K1, K2, K3, K4, K5, K6	Write an essay that identifies and discusses the barriers to successful inclusion and strategies that you would put in place to overcome them. Your essay should reflect the course content and provide a personal response to this topic.	Essay	30 - 50%
K1, K2, K3 S2, S3, S4 A1, A2	Document the observations of a child with additional needs, to identify his strengths and learning needs, and develop an appropriate learning programme with clearly stated and justified goals and strategies, and resources required. Additional research should be undertaken to build on the foundation of knowledge gained through your study of course material.	Report	50 - 70%

Adopted Reference Style:

APA