Course Outline (Higher Education)

School:	School of Education
Course Title:	CATERING FOR DIVERSITY
Course ID:	EDMAS6047
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070105

Description of the Course :

This course is designed to make connections between teaching, learning, inclusivity and social justice. PSTs will examine the purposes of schooling, its impact on young people from diverse linguistic, cultural, religious and socioeconomic backgrounds as well as practical strategies for supporting the participation and engagement of all learners. PSTs will develop their understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds and will engage in conferences focused on building respect, relationships and reconciliation. PSTs will consider the achievement, needs and interests of young people from diverse backgrounds and abilities, including those who have disabilities. They will learn about legislation related to diversity and inclusion and will learn how to differentiate in teaching so that all students, are able to flourish and learn well in schools. Throughout the course PSTs will use protocols for fostering inclusivity, respect and democratic decision-making

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

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:

AQF Level of Program					
5	**6**	**7**	**8**	**9**	**10**
Level					
Introductory					
Intermediate				✔	
Advanced					

Learning Outcomes:

On successful completion of the course the students are expected to be able to:

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Knowledge:

K1. Understand historical and contemporary arguments about the purposes of education, including:
1.
1. Preparation for Work
2. Reproduction of Culture
3. Development of Individuals
4. Reshaping Society.

K2. Develop knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

K3. Articulate the impact of schooling on diverse groups of young people including those from different linguistic, cultural, religious, gender and socio-economic backgrounds and ways to learn about cultural understandings and practices.

K4. Explain educational inclusion and social justice as responses to catering for the diverse strengths and needs of all learners.

K5. Understand and respect Aboriginal and Torres Strait Islander histories, cultures and languages and examine how this knowledge can be incorporated across content areas in the curriculum.

K6. Describe the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

K7. Identify legislative requirements, government initiatives and teaching strategies that support equitable outcomes for all learners, including those with disabilities and unique abilities and circumstances.

K8. Describe a range of inclusive teaching strategies, approaches for differentiating teaching, and useful resources that meet the specific learning needs for a full range of abilities.

K9. Identify a range of structured protocols for listening to others, fostering collaboration, resolving conflict and democratic decision-making.

Skills:

S1. Inquire into arguments about the purposes of education and its impact on diverse young people.

S2. Identify with and respond thoughtfully to the specific needs and experiences of those students from diverse backgrounds

S3. Identify and use inclusive strategies and pedagogies in planning, teaching and assessment contexts.

S4. Use inclusive language in communication contexts.

S5. Conduct research using information literacy skills

S6. Use structured protocols for fostering inclusivity, respect and democratic decision-making.

Application of knowledge and skills:

A1. Engage in a Socratic seminar where questions related to the purpose of schooling, its impact on diverse learners and concepts related to inclusivity, social justice and democracy are posed and discussed in a fish bowl arrangement.

A2. Respect, Relationships and Reconciliation Round Table Conferences: Formulate a question related to the history, culture, languages and/ or education of students from Aboriginal and Torres Strait Islander backgrounds, conduct research and present findings as well as implications for teaching practice, at a round table discussion where protocols are used to enable inclusivity. Presentations will involve peer assessment.

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A3. Create a mock class profile with descriptions of learners who have diverse linguistic, religious, cultural, socio-economic, physical and intellectual needs and characteristics and accompanying teaching strategies, resources and policies for supporting participation, inclusivity and engagement.

Course Content:

Topics to be covered may include:

- The multiple purposes of education, how those purposes impact on diverse groups of students, and how effective schooling is in achieving its goals.
- Education and the relationship to human rights, social justice, inclusion and democracy.
- Understanding the physical, social and intellectual development and characteristics of students and how these affect learning.
- Protocols for fostering inclusivity, respect and democratic decision-making.
- Obligations and legislation related to diversity and inclusion.
- Understanding the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
- Building respect, relationships and reconciliation with indigenous Australians.
- Developing inclusive and engaging classrooms that enable all students to learn and flourish, including those with disabilities and unique abilities.
- Teaching, learning and assessment strategies to foster differentiation and personalised learning that is responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds

Values:

V1. Appreciate the diversity of strengths, needs, interests and abilities within learning environments and the benefits of planning for meaningful access, participation, engagement and achievement for all learners.

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	Graduates will be equipped with the knowledge, skills and motivation to plan and implement an inclusive approach to learning and teaching, catering for the strengths and needs of all learners.	High
Critical, creative and enquiring learners	Graduates will possess the capacity, assurance, curiosity, independence and enterprise to enable them to critically examine policy and practice, inquire in ongoing ways into complex educational issues and create solutions by working collaboratively with others.	High
Capable, flexible and work ready	Graduates will demonstrate competence and confidence in providing flexible, differentiated learning experiences for diverse learners	High

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Attribute	Brief Description	Focus
Responsible, ethical and engaged citizens	Graduates will appreciate and advocate for the rights of all learners to access, participate and engage in meaningful educational experiences within classroom, school and community.	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K8 S1, S2, S3, S4, S5, S6 A1 APST: 1.4, 1.6	Engage in a Socratic seminar where questions related to the purpose of schooling, its impact on diverse learners and concepts related to inclusivity, social justice and democracy are posed and discussed in a fish bowl arrangement	Socratic Seminar	20-40%
K1, K2, K3, K4, K5 S1, S2, S3, S4, S5, S6 A2 APST: 1.3, 1.4, 1.5. 2.4	Respect, Relationships and Reconciliation Round Table Conferences: Formulate a question related to the history, culture, languages and/ or education of students from Aboriginal and Torres Strait Islander backgrounds, conduct research and present findings as well as implications for teaching practice, at a round table discussion where protocols are used to enable inclusivity. Presentations will involve peer assessment.	Report and Round Table Conference	20-40%
K2, K3, K5, K6, K7 S2, S3, S5 A3 APST: 1.1 1.3, 1.4, 1.5, 1.6, 4.1	Create a mock class profile with descriptions of learners who have diverse linguistic, religious, cultural, socio-economic, physical and intellectual needs and characteristics and accompanying teaching strategies, resources and policies for supporting participation, inclusivity and engagement.	Learner Profiles and Class Support Plan	40-60%

Adopted Reference Style:

APA

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Professional Standards / Competencies:

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

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.1 Physical, social and intellectual development and characteristics of students	Yes	Intermediate
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Yes	Intermediate
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Yes	Intermediate
1.5 Differentiate 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	Yes	Intermediate
2 - Know the content and how to teach it		
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Yes	Intermediate
Professional Practice		
4 - Create and maintain supportive and safe learning environments		
4.1 Support student participation	Yes	Intermediate