

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Inclusive Learning Contexts

Unit ID: EDMST6024

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): (EDMST6030)

ASCED: 070303

Description of the Unit:

This unit is designed according to contemporary research and evidence that enables already qualified teachers to build specialised knowledge and expertise about catering for diversity in educational contexts. Students engage in research that explores legislative documents and policy that informs inclusion and examines responses to diversity by service providers. Inclusive approaches are interrogated as a way to support, extend and manage diversity in a range of contexts. Theoretical, political and cultural practices are explored to ground and examine diversity, abilities and inclusions to gain insights as to how notions of disability and diversity are shaped by social, political and cultural perspectives. Five days of professional experience provide opportunities for students to observe, consider and implement inclusive pedagogies in an authentic learning setting.

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

Work Experience:

No work experience

Placement Component: Yes - days

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Investigate inclusion as a response to the diverse range of needs, within a social justice and human rights framework in a range of contexts.
- K2.** Examine legislative requirements, government initiatives, policies and standards that support participation and engagement of individuals who are considered to experience disadvantage.
- K3.** Explore disability theory and policy at state, national and international levels.
- K4.** Review assumptions, historical responses and practices for individuals with diverse and additional needs and apply these to notions of segregation, exclusion, integration and inclusion.
- K5.** Investigate and apply inclusive pedagogies and curricular responses to the principle of inclusion.

Skills:

- S1.** Critically question assumptions about diversity and inclusion.
- S2.** Examine and apply educational responses to diversity within the context of inclusion.
- S3.** Identify inclusive pedagogies and practices that support participation and engagement.
- S4.** Discuss and explain the construction of inclusive communities that support wellbeing and development of all individuals.

Application of knowledge and skills:

- A1.** Develop and describe attributes and experiences of individuals with diverse needs, abilities and backgrounds.
- A2.** Design and deliver inclusive education responses to, and for, parents and children's abilities, needs and unique contributions to society.
- A3.** Identify and articulate social justice elements and requirements to support full participation, engagement and involvement.

Unit Content:

- Notions of disability and diversity: Defining diversity in educational contexts.
- Social, political and cultural perspectives of disability.
- Legislative documents and policies that inform inclusion such as Disability Discrimination Act, Disability Standards in Education.
- Inclusive approaches to support, extend and manage diversity in a range of contexts.
- Theoretical, political and cultural practices.
- Inclusive pedagogies and curricular responses to the principle of inclusion, such as differentiated instruction, universal design, inquiry based learning, design thinking
- Five days of professional experience in an authentic learning setting.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K4, K5, S1, S2, S3, A1, A2	Develop a differentiated learning experience or activity based on universal design principles and present it with justification and rationale.	Presentation of learning activity	40-60%
K2, K3, K4, K5, S1, S2, S3, S4, A1, A3	Interactive digital resource that explores diversity and a range of abilities within a particular context; compares and contrasts historical, cultural and political underpinnings of diversity and includes recommendations for inclusive practice.	Digital portfolio	40-60%
K4, K5, S1, S2, S3, A2	5-day professional education experience in an inclusive or special education setting	Professional Experience	Hurdle

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)