



# Course Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Course Title:</b>	INCLUSIVE LEARNING CONTEXTS
<b>Course ID:</b>	EDMST6024
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	EDMST6030
<b>ASCED:</b>	070303

## Description of the Course:

This course 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)

**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 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.

**Course 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.

**Graduate Attributes**

The Federation University Federation 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.	K2, K3, K5, A1, A2	AT1, 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.	K4, A2, K5	AT1, AT2, AT3
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, A2, A3,	AT1, AT2
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.	S4, A1	AT1, AT2, AT3
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	AT1

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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](#)