

## UNIT OUTLINE FOR EDU123.9 Inclusive and Differentiated Learning

<b>Name of Unit</b>
Inclusive and Differentiated Learning (EDU123.9)

### SECTION 1 – GENERAL INFORMATION

#### Administrative details

<b>Associated higher education awards</b>	<b>Duration</b>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Unit Coordinator</b> <i>(incl. academic title)</i>
Master of Teaching – Primary	One semester	2 <sup>nd</sup> year	Head of Program

#### Core or elective unit

Indicate if the unit is a

- core unit  
 elective unit  
 other (please specify below):

#### Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

<b>Unit credit points</b>	<b>Total course credit points</b>
6	96 credit points

#### Student workload

Using the table below, indicate the expected student workload per week for this unit.

<b>No. timetabled hours per week</b>	<b>No. personal study hours per week</b>	<b>Total workload hours per week</b>
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support:   0   hours per week

#### Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes  No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

**SECTION 2 – ACADEMIC DETAILS****Brief description of the content of the unit**

This unit will focus on the following topics: diverse learning abilities, disabilities and learning, family perspectives, identifying and planning for diverse abilities, specific learning difficulties, behavioural, social and emotional issues, gifted students, inclusivity, strategies for teaching and learning, universal design, current research and resources for teaching.

**Learning outcomes for the unit.**

1. Differentiate learning and teaching in response to diverse learning abilities, behaviours and environmental factors (family/community/cultural).
2. Critically discuss and evaluate issues in inclusion for children with diverse learning abilities, as supported by current research and literature.
3. Demonstrate insight into the social, family and personal implications of teaching children with diverse learning abilities.
4. Apply and justify aspects of the policy, documentation and teamwork requirements for inclusion of children with diverse needs and abilities

**Assessment tasks**

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<b>Report</b> <i>Issues affecting inclusive education for Aboriginal students</i> (2,200 words)	1,2,3,4	S1 Week 6	40%
<b>Resource synthesis e-portfolio</b> <i>Synthesise information with inclusion theory and practice. Critically evaluate approaches to teaching students with diverse learning needs. Justify disability classifications and documentation.</i> (3,800 words)	1,2,3,4	S1 Week 14	60%

## 2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

### Prescribed reading:

Hyde, M., Carpenter, L., & Dole, S. (eds.) (2018). *Diversity, Inclusion and Engagement* (2nd ed.). Oxford University Press

### Recommended reading:

Armstrong, T. (2012). *Neurodiversity in the classroom: strength-based strategies to help students with special needs succeed in school and life*. ASCD

Ashman, A., & Elkins, J. (Eds.). (2015). *Education for inclusion and diversity* (5th ed.). Pearson Education.

Foreman, P., & Arthur-Kelly, M. (2017). *Inclusion in action* (5th ed.). Cengage Learning Australia.

Hodkinson, A., & Vickerman, P. (2016). *Key issues in special educational needs and inclusion* (2nd ed.). SAGE.

Knowles, G. & Lander, V. (2011). *Diversity, equality and achievement in education*. SAGE.

Le Messurier, M. (2020). *What's the buzz? for Primary students: a social and emotional enrichment programme* (2nd ed.). Routledge.

Le Messurier, M. (2020). *Teaching values of being human: a curriculum that links education, the mind and the heart* (1st ed.). Routledge.

Price, K. (ed.) (2015). *Aboriginal and Torres Strait Islander education: an introduction for the teaching profession* (2nd ed.). Cambridge University Press.

### Recommended Journals

Australasian Journal of Special Education.

Educational Psychology in Practice.

International Journal of Disability, Development and Education.

Special Education Perspectives.