



UNSW
AUSTRALIA

Arts & Social
Sciences

School of Education

EDST5134
Addressing Learner Diversity

Semester 2

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IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5134 Addressing Learner Diversity (6 units of credit)
Semester 2, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Jennifer Jolly
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Other teaching staff: Ms Sarah Mulholland
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Phone: 9385 1977
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Other teaching staff: Ms Jennifer Whittle
Office Location: John Goodsell building, Room 132
Email: Jennifer.whittle@unsw.edu.au
Availability: Please email to arrange an appointment

Other teaching staff: Ms Katherine Thompson
Office Location: Matraville High School
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Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Addressing Learner Diversity	
Credit Points	6 units of credit (uoc)	
Workload	Includes 150 hours including class contact hours, readings, class preparation,	
Schedule	Monday, July 18, 2016	9:00 am to 4:00 pm
	Tuesday, July 19, 2016	9:00 am to 4:00 pm
	Wednesday, July 20, 2016	9:00 am to 4:00 pm
	Thursday, July 21, 2016	9:00 am to 4:00 pm
	Friday, July 22, 2016	9:00 am to 4:00 pm

**Wednesday, Thursday and Friday groups will be assigned to take the Kamay Botany Bay Cultural Walk. The walk will be from approximately 3:00–5:00 pm and transportation to the site will be provided. Please check Moodle for group assignments.

Summary of Course

Survey of the characteristics, training, and educational needs of students with disabilities, gifts and talents, and indigeneity, culturally and linguistically diverse backgrounds, emphasizing accommodating students with diverse needs through differentiation in inclusive settings, including: legal mandates and regulations, characteristics and educational needs of students with diverse needs, and practical, research-based instructional techniques which can be used with these students in the general education classroom.

Aims of the Course

This course aims to:

1. Enhance pre-service teachers' strategies to respond to the cognitive and social needs of diverse student populations in their classes, through the presentation of models, theories, and philosophies that form the basis of sound differentiated practice in varying inclusive educational contexts.
2. Examine issues in providing for students with exceptional learning needs, including those with disabilities, gifts, and from indigenous, disadvantaged, culturally & linguistically diverse backgrounds.
3. Explore the similarities and differences among individuals with and without exceptional learning needs, as well as their differing educational needs and varied ways of learning.
4. Explore the roles and collaborative responsibilities of teachers, peers, parents, guardians, mentors, paraprofessionals and other educational professionals to support student diversity.

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome		Assessment/s
1	Demonstrate proficiency in the knowledge of the current issues and attitudes affecting policymaking, identification of needs, and educational provision for diverse student needs in NSW.	1, 2
2	Show understanding of differentiated teaching and learning.	1, 2
3	Demonstrate the ability to apply research-based decision making to select appropriate programming options and strategies for students with diverse needs.	1, 2
4	Develop strategies to implement Board of Studies (BOS) syllabus documents including literacy, multi-literacies, Indigenous support and ESL support.	1, 2

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	1
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1, 2
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	1

3.1	Set learning goals that provide achievable challenges for students of varying characteristics	2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	2
3.3	Include a range of teaching strategies	1, 2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1, 2
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	1

National Priority Area Elaborations

Priority area	Days Presented in Lecture/Tutorials	Assessment/s
Aboriginal and Torres Strait Islander Education	Monday, Tuesday, Wednesday, Thursday, & Friday	1, 2
Classroom Management	Tuesday & Wednesday	1, 2
Information and Communication Technologies	Tuesday & Wednesday	2
Literacy and Numeracy	Tuesday	1, 2
Students with Special Educational Needs	Monday, Tuesday, & Wednesday	1, 2
Teaching Students from Non-English Speaking Backgrounds	Wednesday, Thursday, & Friday	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

In line with the UNSW Guidelines on Learning that Inform Teaching at UNSW, the learning and teaching philosophy behind this course is that students will emulate strategies that they will be expected to use in their own teaching to enhance the learning of students with diverse needs. Course material is designed to be relevant to students' experience and assessment is intended as part of learning. Students will be actively engaged in a variety of groupings, using a variety of strategies as they discuss current beliefs on educational diversity and differentiation. Strategies will be modelled, practiced and evaluated as prelude to the students applying strategies for diverse student populations in their teaching. As it is important to develop choice, autonomy and independent learning opportunities for students with diverse learning needs, students will be guided through the course content and learning processes, taught new skills and are required to take responsibility for their own learning.

5. TEACHING STRATEGIES

- reflect the needs of the diverse student population
- flexible grouping, with individual, paired and small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address varying teaching and learning goals;
- explicit teaching including lectures and a range of teaching strategies to foster interest, engagement and support learning;
- structured occasions for reviewing prior knowledge and understandings;
- practicing new skills and strategies;
- extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, analyse and evaluate content and strategies;
- reflection on learning to allow students to critically analyse and evaluate practices and issues discussed.

These activities will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture & Tutorial Topic	Required Readings
Monday July 18 AM	Education for diverse student needs: Differentiating teaching & learning for diversity.	Chapter 1 in <i>Diversity, Inclusion and Engagement</i> . <i>See Moodle for Additional Readings</i>
Monday July 18 PM	Special education & inclusive education: Legislation, policies, principles, models of inclusion & diversity support.	Chapter 1 & 2 in <i>Diversity, Inclusion and Engagement</i> . <i>See Moodle for Additional Readings</i>

Tuesday July 19 AM	Supporting students with Intellectual Disabilities: Assessing individual needs.	Chapter 10 & 13 in <i>Diversity, Inclusion and Engagement</i> . See Moodle for Additional Readings
Tuesday July 19 PM	Supporting students with specific learning difficulties: Differentiating using grouping structures.	Chapter 6 & 7 in <i>Diversity, Inclusion and Engagement</i> . See Moodle for Additional Readings
Wednesday July 20 AM	Supporting Gifted & Talented students, dual exceptionalities, & overcoming underachievement: Differentiating for students in whole class contexts.	Chapter 14 in <i>Diversity, Inclusion and Engagement</i> . See Moodle for Additional Readings
Wednesday July 20 PM	Supporting students with social and emotional disorders: Strategies and support for students who have experienced trauma, displacement and loss.	To be provided on Moodle
Thursday July 21 AM/PM	Supporting Indigenous students	Readings and supplemental materials to be provided on Moodle
Friday July 22 AM/PM	Supporting Indigenous students	Readings and supplemental materials to be provided on Moodle

**All chapters are assigned from Hyde, M., Carpenter, L., & Conway, R. (Eds.). (2013). *Diversity, inclusion and engagement* (2nd ed.). South Melbourne, VIC: Oxford University Press.

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Priority Area Elaborations	Due Date
Pre-Course Assessment: Developing an Evaluative Annotated	1000 words	25%	1, 2, 3, 4	1.5, 3.1, 3.2, 3.3, 4.1	A, B, D, E, F	July 4, 2016 5:00 pm
Assessment 1: Differentiated Lesson Plan	2500-3000 words	75%	1, 2, 3, 4	1.1, 1.2, 1.4, 1.5, 1.6, 3.3, 4.1, 7.3, 7.4	A, B, C, D, E, F	August 5, 2016 5:00 pm

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Course Expectations

Students are expected to read the assigned readings, attend all lectures and attend all tutorials.

All assignments are to be submitted through Turnitin via designated tutorial group's assignment folder in the course's Moodle website. All marking will be through Turnitin. No hard copies required. Cover sheets duly completed with your name and student ID, the name of the lecturer/tutor, the subject number, and title and the date/session of submission should be attached as the first page.

Note: Both Assessments 1 and 2 are related to a specific sample classroom. Please read the classroom description below:

Your class is comprised of 29 students. In this class you have 1 student who has a Specific Learning Disability with an impairment in reading, 1 student with ADHD (hyperactivity), 3 gifted students—one who also has Autism (with no intellectual impairment) and two who are also from an Indigenous background. One of your students is from a refugee background.

Pre-Course Assessment 1: Developing an Evaluative Annotated Bibliography: 25%

Choose **five sources of literature** that address a) the key legislative requirements relevant to the sample classroom, and b) **the recommended pedagogical approaches** that apply to the sample classroom. Articles are provided on Moodle and you must choose one from each of the areas presented in the sample classroom (i.e., special education, gifted education, Indigenous, social and emotional disorders).

This task has 5 points in the process: (approx. 1000 words/single spaced, with 5 sources).

- a) *Select 5 resources from the provided articles.*
- b) *Link the chosen topic/s with sample classroom provided.*
- c) *Provide an introductory paragraph outlining and justifying the sources*
- d) *Create an Evaluative Annotated Bibliography of sources/references to support professional learning for yourself or other teachers for the sample classroom (including where there are conflicting or overlapping findings)*
- e) *Summarise the source/reference analysing and evaluating the sources' value or relevance for the sample classroom, making clear links with your teaching and professional experience.*

**For part-time students ONLY who have not been out on PE 1 please reference other relevant teaching experience or your mentoring placement.

Assessment 1: Differentiated Lesson Plan: 75%

Identify one lesson plan taught during PE1

Based on the lectures, tutorials and literature/readings, identify 5 areas of weakness in your lesson plan. Revise your lesson plan from PE1 based on the sample class being sure to incorporate best practices identified in the lectures, tutorials and literature/readings.

(Refer once more to the sample classroom outlined on page 7)

The assessment should include (to be uploaded to Moodle):

- The original lesson plan from PE1
- An explanation of the decision making process regarding the differentiation strategies (i.e. pre-assessment data) (max 500 words)
- A summary outlining the 5 areas of weakness including references to the literature in APA format (maximum of 500 words)
- The revised lesson plan including differentiation made based on the sample classroom.

** If you are a part-time student and not completed PE1, a sample lesson plan will be provided.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
<i>Annotated Bibliography</i>	<i>Written Turn-it -In</i>	July 18, 2016
<i>Differentiated Lesson Plan</i>	<i>Written Turn-it-in</i>	August 26, 2016

UNSW School of
Education
FEEDBACK SHEET
EDST5134 ADDRESSING STUDENT DIVERSITY

Student Name: _____ Student No.: _____
Pre Course Assessment Task 1: Evaluative Annotated Bibliography

SPECIFIC CRITERIA	(-) (+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Appropriateness of the response. • Provided an introductory paragraph to the bibliography clearly outlining and justifying the chosen topic/s and student population. • Created an Annotated Bibliography of sources to use in own teaching and to support professional learning for self and other teachers. • Summarised sources, briefly describing the content, issues or key concepts in a few sentences. 	
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising). • Analysed, evaluated and synthesised the source's value and/or relevance for the topic and student population. • Made clear links with your teaching and professional experience (if PE1 has not been completed drawn on relevant experience) 	
Familiarity with relevant professional and/or research literature used to support response <ul style="list-style-type: none"> • Detailed and appropriate references used. • Used APA (6th ed.) referencing conventions and formatting. • Used research-based sources that are the most relevant. 	
Presentation, structure and organisation of response <ul style="list-style-type: none"> • Readability with logical sequencing/flow of ideas. • Appropriate academic and linguistic conventions. • Clarity of writing (e.g. sentence structure, paragraphing, vocabulary, spelling, punctuation, word length). 	
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME	

Lecturer: _____

Date: _____

Recommended: /20 (FL PS CR DN HD) Weighting: 25%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW School of
Education
FEEDBACK SHEET
EDST5134 ADDRESSING STUDENT DIVERSITY

Student Name:
Assessment Task 2: Lesson Plan

Student No.:

SPECIFIC CRITERIA	(-) (+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in disability studies • clear connection between learning outcomes and lesson activity(ies) 	
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of key differentiated instruction principles, concepts and issues explicitly raised during the course and in your follow up readings. • Appropriate use of differentiation so the full range of student abilities and needs are taken into account • Effective use of pre and post assessment to test student knowledge of objectives 	
Planning of teaching & learning tasks <ul style="list-style-type: none"> • Identified a grade/year level, subject and topic. • Teaching Strategies were appropriate for year/grade/subject area. • Appropriateness of strategies for differentiating teaching & learning. • Included an Appendix of sample worksheets, contracts, assessment criteria or other supporting materials. 	
Familiarity with relevant professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature on behaviour/classroom management; • resources are current and relevant 	
Presentation, structure and organisation of response <ul style="list-style-type: none"> • Readability, logical sequencing/flow of ideas. • All documents attached relate to presentation and add further explanation • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (use of APA 6th ed.) 	
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME	

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 75%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**

