



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5134
Addressing Learner Diversity

Semester 2, 2017

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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, 2017

19th-21st July A 3-day Intensive Indigenous Program (see appendix 1)
Matraville Sports High School (Please see Moodle for staff, location and overview of instruction details)

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Chris Grima-Farrell
Office Location: John Goodsell building, Room 133
Email: c.grima-farrell@unsw.edu.au
Phone: 9385 1785
Availability: Please email to arrange an appointment

3. COURSE DETAILS

The main ways in which the course has changed since last time as a result of student feedback are:

The structure of the unit has been reverted to running the course over 8 weeks during semester. Please note the three-day Indigenous Program scheduled from 19th-21st July is a mandatory part of this unit.

Summary of Course

Survey of the characteristics, training, and educational needs of students with disabilities, gifts and talents and indigeneity, emphasizing the accommodation of students with diverse needs through differentiation in inclusive settings. This unit also reviews the legal mandates and regulations, characteristics and educational needs of students with diverse needs, and related practical, research-based instructional techniques which can be used with these students in the general education classroom.

Course Name	Addressing Learner Diversity	
Credit Points	6 units of credit (uoc)	
Workload	Includes 150 hours including class contact hours, readings, class preparation,	
Schedule	Lecture: Wednesday 12pm-2pm, Old Main Building 149	Weeks 1-8
	Tutorials:	Weeks 1-8
	Wednesday 2pm, Red Centre 4034	
	Wednesday 3pm, Red Centre 4034	
	Wednesday 4pm, Mathews 309	

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

(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	1

National Priority Area Elaborations

Priority area	Presented in Lecture/Tutorials	Assessment/s
Aboriginal and Torres Strait Islander Education	Wednesday, Thursday & Friday (19 th to 21 st July)	1, 2
Information and Communication Technologies	Weeks 3 and 8	2
Differentiating literacy and numeracy and other KLA's when teaching students with diverse learning needs.	Weeks 1-8	1, 2
Students with Special Educational Needs	Weeks 1-8	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 Topics	Readings
24 th July Week 1 Face to face lecture and tutorial	<p>Introduction to course, assessments and expectations</p> <p>Special and inclusive education: legislation, policies, principles, definitions</p> <p><i>Disability Standards for Education</i></p>	<p>Chapter 1 & 2 in <i>Diversity, Inclusion and Engagement</i>.</p> <p><i>See Moodle for Additional Readings</i></p>

<p>31st July Week 2</p> <p>Online lecture and tutorial week</p>	<p>Supporting students with specific learning difficulties: Differentiating using grouping structures. Differentiated Instruction/Layered Instruction</p> <p>This week we will explore the concept of differentiation. PLEASE NOTE THAT you will complete your lecture requirements online by going through the Iris training module.</p> <p>The Iris training module that you will complete is: Differentiated Instruction: Maximizing the Learning of All Students http://iris.peabody.vanderbilt.edu/module/di/#content</p> <p>Your lecture attendance will be counted based on submission of completed Differentiated Instruction tasks from Iris online training module: http://iris.peabody.vanderbilt.edu/module/di/cr_assess/#content</p> <p>Please make sure you bring your notes to our week 4 tutorial.</p>	<p>Chapter 6 & 7 in <i>Diversity, Inclusion and Engagement</i>.</p> <p>Readings and supplemental materials to be provided on Moodle</p>
<p>7th August Week 3</p> <p>Face to face lecture and tutorial</p> <p>Assignment 1 due</p>	<p>Supporting students with diverse learning needs: Assessing and responding to individual student needs. Guest lecturer Sensory - Hearing and vision impairments</p> <p>Characteristics, learning needs, teaching and classroom accommodations</p>	<p>Chapters 11 & 12 in <i>Diversity, Inclusion and Engagement</i>.</p>
<p>14th August Week 4</p> <p>Face to face lecture and tutorial</p>	<p>Students with high incidence disabilities - Intellectual disability and autism</p> <p>Characteristics, learning needs, instructional strategies, interventions</p>	<p>Chapter 10 in <i>Diversity, Inclusion and Engagement</i>.</p>

<p>21st August Week 5</p> <p>Face to face lecture and tutorial</p>	<p>Students with high incidence disabilities – Communication disorders and assistive technology Terry Cumming</p> <p>Assessment for AAC devices and Assistive Technology, Behaviour and Communication Disabilities, Teaching strategies, Response to Intervention</p>	<p>Chapter 9 in <i>Diversity, Inclusion and Engagement</i>.</p>
<p>28th August Week 6</p> <p>Face to face lecture and tutorial</p>	<p>Supporting students with dual exceptionalities, understanding and overcoming underachievement: Differentiating for students in whole class contexts.</p> <p>Complex Health Issues, Multiple Impairments Twice-exceptional students</p>	<p>Chapter 14 in in <i>Diversity, Inclusion and Engagement</i>.</p> <p>Smith, S. R. (2009). A dynamic ecological framework for differentiating curriculum. <i>Gifted and Talented International</i>, 24(2), 9-20.</p>
<p>4th September Week 7</p> <p>Face to face lecture and tutorial</p>	<p>Supporting students with social and emotional disorders:</p> <p>Strategies and support for students who have experienced trauma, displacement and loss.</p> <p>Wellbeing and resilience</p>	<p>Chapter 8 in <i>Diversity, Inclusion and Engagement</i>.</p> <p><i>See Moodle for Additional Readings</i></p>

11 th September Week 8	<p>Universal Design for Learning, Multiple stakeholder relationships, Transitions</p> <p>Supporting students with Students with a diverse range of disabilities</p> <p>ADHD, physical impairment, epilepsy</p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p>You may also like to look at the UDL Iris training module: Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students http://iris.peabody.vanderbilt.edu/module/udl/#content</p> <p><i>This will be available to you throughout the semester</i></p>	Chapters 13 & 15 in <i>Diversity, Inclusion and Engagement</i> .
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**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	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Evaluative Annotated Bibliography	1000-1500 words	40%	1, 2, 3, 4	1.5, 3.1, 3.2, 3.3, 4.1	A, B, D, E, F	7 th August by 5pm
Assessment 2: Differentiated Lesson Plan	2500 words	60%	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	22 nd September by 5pm

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, submit assessment tasks, attend all lectures and attend all tutorials.

All assignments are to be submitted through Turnitin in the course's Moodle website. All marking will be through Turnitin. No hard copies required.

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.

Assessment 1: Evaluative Annotated Bibliography: 40%

Choose **four sources of literature** that address a) key legislative requirements relevant to the sample classroom, and b) **recommended pedagogical approaches and/or strategies** that can be implemented to enhance engagement and success for students within the sample class.

Please ensure the following 4 points are addressed in your annotated bibliography: (approx. 1500 words).

- a) Select four sources of literature that specifically link to the diverse needs of the students within the sample classroom provided.
- b) Provide an introductory paragraph outlining and justifying your selected four sources of literature.
- c) Create an Evaluative Annotated Bibliography of sources to support professional learning for yourself or other teachers for the sample classroom (please note conflicting or overlapping findings if they exist)
- d) Summarise your sources by analysing and evaluating them in terms of their value or relevance for the sample classroom.

Assessment 2: Differentiated Lesson Plan: 60%

Identify one lesson plan taught during PE1

Based on the lectures, tutorials and literature/readings, identify how your lesson plan can be enhanced to respond and cater for the needs of the students in the sample class provided. Revise your selected PE1 lesson plan and rewrite it to respond to the students in the sample class. Ensure you include evidence based practices as identified in the lectures, tutorials and literature/readings.

Your sample 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), and 1 student who has Autism (with no intellectual impairment). Four of your students are from non-English speaking backgrounds, and 2 students identify as indigenous students.

The assessment should include the following and be uploaded to Moodle in a single document please:

- a) Your original lesson plan from PE1 (clearly labelled).
- b) An overview of how this lesson could be enhanced to address the needs of the students within the sample class.
- c) The revised lesson plan including ways you have differentiated approaches based on the sample classroom.
- d) A summary outlining how the changes made to your revised lesson plan could enhance student engagement and potential growth of the students in the sample classroom.

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

UNSW School of
Education
FEEDBACK SHEET
EDST5134 ADDRESSING STUDENT DIVERSITY

Student Name:

Student No.:

Assessment Task 1: Evaluative Annotated Bibliography

SPECIFIC CRITERIA	(-) —————> (+)
<p>Understanding of the question or issue and the key concepts involved</p> <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. 	
<p>Depth of analysis and/or critique in response to the task</p> <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 	
<p>Familiarity with relevant professional and/or research literature used to support response</p> <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. 	
<p>Presentation, structure and organisation of response</p> <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). 	
<p>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</p>	

Lecturer:

Date:

Recommended:

/20

(FL PS CR DN HD)

Weighting:

40%

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
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FEEDBACK SHEET
EDST5134 ADDRESSING STUDENT DIVERSITY

Student Name:
Assessment Task 2: Lesson Plan

Student No.:

SPECIFIC CRITERIA	(-) —————> (+)
<p>Understanding of the question or issue and the key concepts involved</p> <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) 	
<p>Depth of analysis and/or critique in response to the task</p> <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 	
<p>Planning of teaching & learning tasks</p> <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. 	
<p>Familiarity with relevant professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • range of research and professional literature on behaviour/classroom management; • resources are current and relevant • Detailed and appropriate references used. • Used APA (6th ed.) referencing conventions and formatting. • Used research-based sources that are the most relevant. 	
<p>Presentation, structure and organisation of response</p> <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: 60%

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.**

Appendix 1 EDST 5134 Master of Teaching Indigenous Program Schedule 2017

Wednesday, 19 July	Thursday, 20 July	Friday, 21 July
10:00am – 10:10am Welcome to Country - Aunty Barbara Simms-Keeley	10:00am – 11:00am How Policy Impacts You as Teachers - Jane Stanley, Deputy Principal, MSHS	10:00am – 12:20pm Kinship Presentation - Dr Lynette Riley, University of Sydney
10:10am – 10:30am Welcome to MSHS - Nerida Walker, Principal General Housekeeping & EDST5134 info - Katherine Thompson & Chris Grima-Farrell	11:00am – 12:20pm Reflect, Direct: Knowing and embedding ‘perspectives’ – Michelle Bishop, UNSW	12:20pm – 1:30pm Student/Parent/Carer Panel Discussion ¹ and barbeque lunch
10:30am – 11:20am Working with Aboriginal Communities - Julie Welsh and Michelle Lester	12:20pm – 12:50pm Lunch	
11:20am – 12:20pm Language and Aboriginal English: - Laura Doig, Sydney Children’s Hospital Calita Murray and Pauline Beller, AECG	12:50pm – 2:20pm Tutorial – working with Community in your classroom - Teachers and community members involved in the Culture, Community and Curriculum Project	1:30pm – 2:30pm Tutorial – reflection on the week
12:20pm – 12:50pm Lunch		2:30pm – 3:00pm Break + Transit time for Group C
12:50pm – 2:20pm Respect, Connect: Perspectives of Knowledge – Michelle Bishop, UNSW		
2:20pm – 3:00pm Break + Transit time for Group A ²	2:20pm - 3:00pm Break + Transit time for Group B	3:00pm – 5:00pm Group C: Cultural Walk; Group A: <i>Brave New Clan</i> viewing and discussion; Group B: Tutorial
3:00pm – 5:00pm Group A: Cultural Walk ³ ; Group B: <i>Brave New Clan</i> viewing and discussion; Group C: Tutorial	3:00pm – 5:00pm Group B: Cultural Walk; Group C: <i>Brave New Clan</i> viewing and discussion; Group A: Tutorial	

¹ Panel to comprise a selection of Koori students, parents and family members, to be moderated by a UNSW staff member or AECG member. M Teach students may submit questions to the panel in advance.

² Carpooling is encouraged. If taking public transport, the L94 bus stops at Anzac Parade and Austral St. at 2:47pm. Later buses will get you to La Perouse after 3:00pm. Please plan accordingly on your walk day.

³ Cultural walks in Kamay Botany Bay National Park will be led by Dean Kelly, National Parks Liaison Officer and Tim Ella, Kadoo Tours. Self-drive or carpool to La Perouse or take 394/L94 bus. You will need to catch the bus back toward the city from La Perouse at the end of the tour.