



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5138
Inclusive Education: Policy, Planning,
and Pedagogy

Summer Semester 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

Arts and Social Sciences
School of Education

EDST 5138 Inclusive Education: Policy, Planning, and Pedagogy (6 units of credit)
Summer Semester, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Sue O'Neill
Office Location: Rm 133 John Goodsell Building
Email: sue.oneill@unsw.edu.au
Phone: 9385 2909
Availability: email to make an appointment at a mutually suitable time

3. COURSE DETAILS

Course Name	Inclusive education: policy, planning and pedagogy
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	January Tuesday 3 rd , Wednesday 4 th , Thursday 5 th and Friday 6 th 9am-4pm Morven Brown G3

Summary of Course

This course will provide an overview of inclusion principles, policies and philosophies underpinning inclusion. A variety of models of schooling for students with a disability will be discussed, as well as approaches to teaching these students in mainstream schools' setting. The focus will be on effective teaching practice, adapting curriculum, and resources to support inclusion. The role of teachers in successful inclusion will be highlighted.

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

- More differentiated curriculum to account for where students are up to in their special education program.

Aims of the Course

This course aims to:

Provide teachers with the theoretical knowledge about inclusive education and its principles.

Provide teachers with practical tools to assist in designing educational context that value and celebrate diversity.

Important Information

Assessment: Students must pass **ALL** assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes 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	Students will be able to critically engage with the theories underlying the prevailing attitudes towards people with disabilities.	1
2	Students will be ready to apply knowledge and understanding of legislation and government policies related to the education and life of people with disabilities in their professional judgments and decisions.	1, 2
3	Students will demonstrate understanding of key terms related to disabilities and inclusion. They will also be able to articulate the current issues and trends in regards to inclusion during lectures and through written assignments.	1, 2, 3
4	Students will develop understanding of curriculum adjustments, which they will be able to perform in order to assist students with disabilities to meet educational outcomes.	2, 3

Program Learning Outcomes

Standard		Assessment/s
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2, 3
2	Enquiry-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education	2, 3
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	1, 3
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2, 3
5	Global outlook Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
6	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2, 3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Today's classrooms present a diversity of students, including students who are gifted and those who have learning difficulties and disabilities. Thus, teachers must accommodate for diverse needs in their classrooms. This course aims to provide not just an overview of inclusion principles and policies, but will also provide students with the knowledge of how to make relevant curriculum adjustments and adaptations, along with a range of teaching strategies to facilitate students' access to the general education curriculum.

5. TEACHING STRATEGIES

- explicit teaching including intensive day-long seminars using a range of teaching strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- extensive opportunities for small group work, dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, to question and to problem solve
- online modules to permit flexible delivery

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

6. COURSE CONTENT AND STRUCTURE

Seminar	Seminar Topics
1 6 hour face-to-face seminar Tuesday 3 rd January	What is inclusion? Principles, legislation, and policies Team or co-teaching in inclusive schools
2 6 hour face-to-face seminar Wednesday 4 th January	An introduction to Universal Design for Learning Assessing learner needs: Who needs what?
3 online modules – see Moodle Thursday 5 th January	Including students from diverse backgrounds Identification and misidentification of diverse students' needs and social participation Behavioural support: policy, assessment, and intervention
4 6 hour face-to-face seminar Friday 6 th January	Adapting instruction to meet the needs of a diverse class: UDL in practice Designing and building inclusive lessons and units of work

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Task 1 Narrative	1,000 words	20%	1, 2, 3, 4	1, 3, 4, 5, 6	3 rd January, 2017
Task 2 Essay	2,000 - 2500 words	40%	1, 3	1, 2, 4, 5, 6	13 th January, 2017
Task 3 Adapted Unit of Work	2,000 – 2500 words	40%	1, 2, 3, 4	1, 2, 3, 4, 6	27 th January, 2017

Assessment Details

All tasks are due **by 5pm** on the due date and must be submitted to the assigned Turnitin space in Moodle.

As final grades must be submitted by the 15th of February, all assessment tasks must be completed at least 2 weeks ahead of this date to permit grading. Intensive courses are by nature intensive and this includes assessment timing.

Assessment 1: Narrative. Briefly recount the inclusion of a student with a disability to a mainstream school where you currently teach/have taught. What supports were in place to aid the successful inclusion of this student into the mainstream environment, and were they successful? What impediments existed or arose that hampered the successful inclusion of this student? Your response should make reference to and be informed by the prescribed readings for Day 1 of this course.

Note: Late enrolments will complete an alternate task. Contact Sue for details.

Assessment 2: Essay.

Students with diverse learning needs in inclusive classrooms require teachers to employ evidence-based teaching methods to ensure the required content is effectively delivered and received by all students. Using recently published literature on evidence-based inclusive teaching strategies/practices, write an essay where you describe five (5) different evidence-based **teaching** strategies (see list in Moodle) that you believe suit a subject area you are familiar with (e.g., mathematics).

Your response must provide a rationale for the strategies you choose to include (show how they support learners in your subject area). Your essay must attend to one strategy at a time when structuring your response. Students are encouraged to refer to the UNSW [essay how to guide](#) when developing their response.

Assessment 3: Adapted Unit of Work. Students will develop an adapted mini-unit of work (4 sequenced lessons) in one subject area (of your choice) for the class described in the scenario (see Moodle Assessment 3 folder) using the principles and guidelines of Universal Design for Learning and the new Australian Curriculum documents (if available for your subject area). Assessment methods must be included for each lesson outcome. Please see Moodle Assessment 3 folder for more information.

8. RESOURCES

Prescribed text

Gargiulo, R. M., & Metcalf, D. (2017). *Teaching in today's inclusive classrooms: A universal design for learning approach*. Boston, MA: Cengage.

(copies in HUC and hardcopies for sale in UNSW bookshop and online as e-book through Cengage – click [here](#))

Recommended texts

Carrington, S. & Macarthur, J. (eds.) (2012). *Teaching in inclusive school communities*. Milton, Australia: John Wiley & Sons. (copies in HUC)

Foreman, P., & Arthur-Kelly, M. (eds.) (2014). *Inclusion in Action* (4th ed.). South Melbourne, Australia: Cengage Learning.

Hyde, M., Carpenter, L., & Conway, R. (eds.) (2010). *Diversity, inclusion & engagement*. South Melbourne, Australia: Oxford University Press. (copies in HUC)

Mitchell, D. (2014). *What really works in inclusive education* (2nd ed.). Abingdon, UK: Routledge.

Disability Standards for Education (2005) see link in Moodle

Recommended websites

www.cast.org

<http://www.udlcenter.org>

<http://www.indexforinclusion.org>

See Moodle for daily reading schedule

*****All students are expected to access the course's Moodle site on a regular basis for course materials, information, and announcements.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5138 Inclusive Education

Student Name:

Student No.:

Assessment task 1: Narrative

SPECIFIC CRITERIA	(-)—————> (+)				
Understanding of the question 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 relation to inclusion and disability 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of understanding of key inclusion principles, concepts and issues explicitly raised in your Day 1 readings 					
Familiarity with and relevance of professional and/or research literature used to support the response <ul style="list-style-type: none"> • All sources demonstrate careful consideration of credibility, variety and perspectives. • Inclusion of recent literature (<10yrs old) beyond the prescribed readings to support response 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of overall structure of the narrative • Clarity and coherence of organisation including the use of referencing 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of writing conventions including sentence structure, vocabulary use, spelling, punctuation • Correct referencing according to APA 6th edition in text and in reference list • Word count is within 10% of the 1000 word limit 					
GENERAL COMMENTS					

Lecturer: Sue O'Neill

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 20%

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
 EDST5138 Inclusive Education

Student Name:

Student No.:

Assessment task 2: Essay

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question 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 relation to inclusion and disability 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of rationale to inclusion of the chosen strategy • Depth of connection to prescribed course readings 					
Familiarity with and relevance of professional and/or research literature used to support the response <ul style="list-style-type: none"> • Ability to locate relevant, recently published (<10yrs old) literature from high-quality, peer reviewed journals or edited books on evidence-based inclusive strategies (beyond those used in the course – check reading schedule) • Ability to synthesise and present research findings that supports your strategy choice 					
Structure and organisation of response <ul style="list-style-type: none"> • Includes an introduction, body, and conclusion to the essay as per UNSW essay writing guide • Clarity and coherence of organisation of ideas in essay 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of writing conventions including sentence structure, vocabulary use, spelling, punctuation • Adheres to word length, not in excess of 10% over • Correct referencing according to APA 6th edition in text and in reference list 					
GENERAL COMMENTS					

Lecturer: Sue O'Neill

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 EDUCATION
FEEDBACK SHEET
EDST5138 Inclusive Education

Student Name:

Student No.:

Assessment task 3: Adapted Mini-Unit of Work

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question 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 relation to inclusion and disability 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Depth of understanding of key differentiation and UDL principles, strategies, concepts and issues explicitly raised during the course and in your follow up readings Depth of analysis of specific inclusive strategies, and reasons for the inclusion of each suited to the described learners' strengths and needs 					
Familiarity with and relevance of professional and/or research literature used to support the response <ul style="list-style-type: none"> Range of relevant, research literature on differentiation, disability, and inclusion included in preamble References are current (<10yrs old) 					
Structure and organisation of unit <ul style="list-style-type: none"> Concise yet informative description of students provided (learning – academic, social and emotional strengths and challenges established) Logical sequence of lessons in mini-unit (syllabus outcomes included and assessment methods) 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Clarity, consistency and appropriateness of writing conventions Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation Adheres to word length, not in excess of 10% over 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Sue O'Neill

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.**