



CHRISTIAN HERITAGE COLLEGE

ES360

STUDIES IN INCLUSIVE PHILOSOPHY AND PRACTICE

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	ES360
Unit name	Studies in Inclusive Philosophy and Practice
Associated higher education awards	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
Duration	One semester
Level	Advanced
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320 Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320
Delivery mode	Face-to-face on site
Student workload	<i>Face-to-face on site</i> Contact hours 30 hours Reading, study and assignment preparation 120 hours TOTAL 150 hours Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/co-requisites/restrictions	Nil
Rationale	<p><u>Enduring Understanding:</u> Inclusive educational practice acknowledges and works with the diversity of learning needs of students with disability to support their learning.</p> <p>All education systems within Australia have acknowledged and legislated for equality of opportunity for all students to learn and reach their potential. This unit builds on pre-service teachers' knowledge and understanding of inclusive education with a focus on a diverse range of learning needs of students with disability. Pre-service teachers will be exposed to the legislative requirements and educational policies and practices that support the inclusion of students with learning needs and disabilities in education contexts. They will consider positive niche construction for learning to meet student strengths and needs, consider technologies for learners with complex behaviour challenges, legal implications, risk assessment and management processes, and the various supports (including parents/carers) and networks which assist teachers and schools in providing quality education for all students.</p>
Prescribed text(s)	Foreman, P., & Arthur-Kelly, M. (Eds.). (2014). <i>Inclusion in action</i> (4th ed.). South Melbourne, VIC: Cengage. Armstrong, T. (2012). <i>Neurodiversity in the classroom</i> . Alexandria, VA: ASCD. Selected readings will be available via the Moodle™ site for this unit.
Recommended readings	Books Allen, K.E., & Cowdrey, G.E. (2015). <i>The exceptional child: Inclusion in early childhood education</i> (8th ed.). Stamford, CT: Cengage. Ashman, A. (Ed.). (2015). <i>Education for inclusion and diversity</i> (5th ed.). Melbourne, VIC: Pearson Australia.

	<p>Carrington, S., & MacArthur, J. (2013). <i>Teaching in inclusive school communities</i>. Milton, QLD: John Wiley & Sons.</p> <p>Friend, M., & Bursuck, W.D. (2015). <i>Including students with special needs: A practical guide for classroom teachers</i> (Enhanced Pearson eText, 7th ed.). Upper Saddle River, NJ: Pearson.</p> <p>Giannola-Casale, D., & Green, L.S. (2012). <i>41 active learning strategies for the inclusive classroom, grades 6-12</i>. Thousand Oaks, CA: Corwin.</p> <p>Hall, L.J. (2013). <i>Autism spectrum disorder: From theory to practice</i> (2nd ed.). Sydney, NSW: Pearson.</p> <p>Hyde, M., Carpenter, L., & Conway, R. (Eds.). (2013). <i>Diversity, inclusion and engagement</i> (2nd ed.). South Melbourne, VIC: Oxford University Press.</p> <p>Roffman, L., & Wanerman, T. (2011). <i>Including one, including all: A guide to relationship based early childhood inclusion</i>. St. Paul, MN: Redleaf Press.</p> <p>Journals</p> <p><i>Australasian Journal of Special Education</i></p> <p><i>Exceptional Children</i></p> <p><i>International Journal of Disability, Development and Education</i></p> <p><i>International Journal of Inclusive Education</i></p> <p>Websites</p> <p>Attention Deficit Hyperactivity Disorder www.adhd.com.au</p> <p>Autism Awareness www.autismawareness.com.au</p> <p>Supporting People Experiencing Learning Difficulties www.speld.org.au</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
Specialist resource requirements	Nil
Content	<ol style="list-style-type: none"> 1. Inclusive education philosophy and evidence-based practice, including Christian worldview perspectives of inclusion and social justice 2. Neurodiversity: The strengths of being different 3. Differentiating the curriculum to meet the learning needs of students with special needs or disabilities, including conditions such as Autism Spectrum Disorders, ADHD/ADD, Dyslexia, intellectual disabilities 4. Differentiating teaching strategies to meet the learning needs of a diverse range of learners; using ICTs to enhance learning opportunities 5. Assessment and reporting in the inclusive classroom: Considering IEPs and IAPs 6. Networks and professional supports to promote learning for students with special needs or disabilities, including working with parents, learning support and teacher aides 7. Positive behaviour supports: Responding to complex and challenging behaviour 8. Legislation and policy that inform responses to inclusion and diversity; considering risk assessment

Learning outcomes	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. explained the developmental strengths, needs and characteristics of a diverse range of learners; 2. described legislative requirements that support engagement of students with disability in inclusive learning environments; 3. described and applied a range of inclusive educational practices for students with special needs or disabilities, including ICTs; 4. applied and justified strategies to engage with networks and professional supports in inclusive education contexts; 5. created and justified a personal professional philosophy and principles to guide the promotion of inclusive education practice considering Christian worldview perspectives; and 6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation. 										
Assessment tasks	<p>Task 1: Investigation</p> <p>Case Study – responding to a student with special needs or a learning disability</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1, 3-6</p> <p>Assessed: Week 7</p> <p>Task 2: Exposition/Demonstration</p> <p>Examination</p> <p>Word Length/Duration: 3 hours</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 16</p>										
Australian Professional Standards for Teachers (APST)	<p>The learning opportunities provided in this unit contribute to the development of practice, knowledge and values of the following <i>Australian Professional Standards for Teachers</i>:</p> <ol style="list-style-type: none"> 1.1 Physical, social and intellectual development and characteristics of students 2.6 Information and Communication Technology 3.1 Establish challenging learning goals 3.7 Engage parents/carers in the educative process 7.1 Meet professional ethics and responsibilities 7.3 Engage with the parents/carers 7.4 Engage with professional teaching networks and broader communities <p>Successful completion of this unit will provide significant evidence about the following <i>Australian Professional Standards for Teachers</i>:</p> <table border="1"> <thead> <tr> <th colspan="2">Graduate Teacher Standards</th><th>Learning Outcomes</th><th>Assessment Tasks</th></tr> </thead> <tbody> <tr> <td>1.1</td><td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</td><td>1, 3, 5</td><td>1</td></tr> </tbody> </table>			Graduate Teacher Standards		Learning Outcomes	Assessment Tasks	1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 3, 5	1
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1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 3, 5	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, 2
	1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	2, 3	2
	4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	3, 4	1, 2
	4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour.	4	2
	4.4	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	2-4	2
	7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	2	2
Unit summary	This unit equips pre-service teachers to demonstrate a knowledge and understanding of inclusive education approaches and teaching strategies to meet the diverse range of students' learning needs and disabilities in the inclusive classroom.			