



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.
Please consult the web for updates that may occur during the year.

Description: Educating for Diversity

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
PRT	3201	91041	2, 2009	ONC	2.00	Springfield

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070117

STAFFING

Examiner: Stephen Hughes
Moderator: Nicole Todd

OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

RATIONALE

Modern schools are becoming increasingly complex social environments as the forces of change impact on families, economics, technology, culture, roles of government and workplace reform. Influences such as globalisation, information technology development, increased social and cultural diversity, shifting patterns of wealth and disadvantage, and the ongoing explosion of knowledge demand a response from educational institutions. Young people are being challenged to live with complexity, uncertainty and diversity more so in current times than ever before. Diversity in the student population comes in many forms and encompasses cultural and linguistic differences, varying abilities, aptitudes and interests, differences in social and economic resources, family structures, values and aspirations. Beginning career educators require engagement with learning contexts that promote diversity as a valuable resource for learning and that enable the development of process skills, attitudes and knowledge essential in the reflective and responsive practitioner.

SYNOPSIS

This course is designed to assist pre-service educators develop their pedagogical awareness and skills so that they are best placed to cater for the collective and individual educational needs of diverse learning communities. Students will participate in a broad range of learning contexts focusing on the exploration of best practice in quality teaching for diversity. The socio-cultural, legislative, policy and professional contexts that inform inclusive education will be explored along with their implications for teaching and learning. Students will be given the opportunity to access specialist knowledge and pedagogy associated with a range of issues in Diversity and Inclusivity.

Students will be provided with core instructional material dealing with key concepts in the field. Students in this course will participate in an associated 15 day professional experience during which they will be encouraged to apply their learning from the course and from which they should be able to bring fresh insights to the course work.

OBJECTIVES

On completion of this course students will be able to:

1. critically discuss the rationale for and implementation of inclusive education, with particular reference to children with a diverse range of learning needs (Text module)
2. define and critically discuss the nature of student diversity and the implications for teaching and learning in the classroom (Text module and Disability Awareness task)
3. develop, modify and implement inclusive curriculum to meet the specific needs of individuals and groups of students within the whole class (Professional experience task)
4. critically reflect on practice and evaluate instruction, based on analysis of appropriate data (Professional experience task)
5. demonstrate an understanding of the nature and importance of collaborative relationships in the process of planning, teaching, assessment and service delivery to students with special needs (Video Case Study and Professional Experience task)
6. demonstrate knowledge and skill in planning, teaching, assessing and managing experiences in school settings at levels appropriate to this course's placement in the sequence of professional experiences courses in the program (Professional Experience task)
7. demonstrate increased confidence employing a range of technologies to support and enhance inclusive education (Video Case Study and Professional Experience task)
8. demonstrate knowledge, understanding and application of course content using appropriate personal, professional and academic literacies (All tasks)
9. demonstrate knowledge of the socio-cultural, legislative, systemic and educational contexts that inform quality teaching for diversity (Text modules)
10. apply the principles of social justice and equity in diverse educational contexts (Professional Experience task and Disability Awareness task)
11. identify students at risk of underachievement and suggest appropriate action to take (Professional Experience task)
12. identify human and other resources required to support individual learners with diverse learning needs (Text modules and Professional Experience task)
13. demonstrate competency in managing learning environments to promote social and emotional wellbeing (Professional Experience task)
14. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (All assessment items).

TOPICS

	Description	Weighting (%)
1.	Key concepts in diversity and inclusivity	70.00
	1.1. exploration of the socio-cultural, legislative, policy and professional contexts that inform the educational responses to diversity and inclusive education	
	1.2. managing the educational context inclusively - the need for a contextual and systemic approach	
	1.3. planning for diversity - differentiation/universal design principles	
	1.4. reflective communication and collaboration for inclusive practice	
	1.5. exploring pedagogy for inclusive classroom management of learning and relating	
	1.6. educational adjustment program	
	1.7. response ability and mind matters - resources to support social and emotional wellbeing in schools	
	1.8. working with families	
2.	Text based modules and workshops to enhance student understanding of inclusive education	30.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Keeffe, M & Carrington, S 2006, *Schools and diversity*, Pearson Education Australia, Frenchs Forest.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/>. The gateway to education resources is here... <http://www.usq.edu.au/library/faculties/education/default.htm>

Ashman, A & Elkins, J (Eds) 2005, *Educating children with diverse abilities*, Pearson Educ. Australia, Frenchs forest, N.S.W.

Foreman, P (Eds) 2005, *Inclusion in action*, Thomson, Southbank, Victoria.

Turnbull, R, turnbull, a. Shank, M & Smith, S 2004, *Inclusive classrooms: video cases on CD-Rom*, Pearson Merrill Prentice Hall, Columbus, Ohio.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	140.00
Independent Study	140.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
PROFESSIONAL EXPERIENCE	1.00	1.00	21 Aug 2009 (see note 1)
INCLUSIVE CLASSROOM CASE STUDY	30.00	30.00	24 Aug 2009
PROFESSIONAL EXPERIENCE TASK	80.00	40.00	12 Oct 2009
TEXT BASED MODULE TASKS	60.00	30.00	30 Oct 2009 (see note 2)

NOTES

1. Professional Experience dates as per Professional Experience timetable. A mark of one (1) indicates you have passed the Professional Experience component. A mark of zero (0) indicates you have not passed the Professional Experience component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course.
2. Three (3) tasks weighted at 10% each.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration. Students must complete 15 days of scheduled professional experience as partial fulfilment of Board of Teacher Registration requirements.
- 2 Requirements for students to complete each assessment item satisfactorily:
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks for each assessment item. To complete the professional experience satisfactorily the student's performance must be deemed 'successful' by the mentor and course examiner.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply

- for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course and satisfactorily complete the sector-based Professional Experience.
 - 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
 - 6 Examination information:
There is no examination in this course.
 - 7 Examination period when Deferred/Supplementary examinations will be held:
As there are no examinations in this course, there will be no deferred or supplementary examinations.
 - 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
- 5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
- 6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

- 7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
- 10 In order to be eligible to commence the professional experience component, students must demonstrate satisfactory progress in all coursework assessment items prior to the professional experience.
- 11 All students must hold a current "blue card" issued by the Commission for Children and Young People indicating their suitability for working with children as a prerequisite for undertaking the professional experience component of this course. No student may commence any professional experience activity before they have presented the current card to Professional Experience Unit personnel. Information on the requirements and associated processes may be found at <http://www.usq.edu.au/education/profexp/default.htm>

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and Internet access to UConnect for this course.
 - 2 Students are to use the APA referencing system for all assessments related to this course.
 - 3 **IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information:**
<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.
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