

TEAC 7153 INCLUSIVE EDUCATION: PRINCIPLES AND PRACTICES

Credit Points 10

Legacy Code 102746

Coordinator Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

Description This unit examines the theoretical, legislative, ethical and policy frameworks that inform inclusive practices in early childhood and school settings. Inclusive principles and evidence-based practices will be critically analysed to identify best practice for assessment for learning, effective planning, teaching, monitoring, and evaluating learning when working with children and young people with a range of abilities and disabilities. The importance of establishing collaborative partnerships with families, educational professionals and community support services will be examined and the role of such partnerships in promoting social inclusion and enhanced learning outcomes, health and wellbeing for all children and young people determined.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7052 - Inclusive Practices TEAC 7053 - Inclusive Teaching for Effective Learning TEAC 7049 - Inclusive Education –Theory Policy and Practice

Restrictions

Students must be enrolled in one of the three following programs: 1714 Master of Teaching (Secondary) 1781 Master of Teaching (Primary) 1783 Master of Teaching (Birth-5 Years/Birth-12 Years) 1848 Master of Teaching (Secondary) STEM

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse theoretical, ethical, philosophical, legislative and policy frameworks underpinning inclusive practices.
2. Reflect on how community and personal assumptions, values and attitudes influence interactions, pedagogies and the provision of high-quality inclusive environments.
3. Critically assess the enablers and barriers to play and learning which facilitate access, meaningful participation, and social inclusion.
4. Apply knowledge of development, learning and dispositions to identify and refer children/students who would benefit from educational and community support services.
5. Design inclusion plans, personalised learning programs/ lessons, and differentiated curriculum, in partnership with families and other stakeholders, that promote authentic learning experiences, coordinated transitions and continuity of learning.

6. Create responsive physical and social environments, incorporating technology and resources that facilitate health, wellbeing and inclusion.

Subject Content

1. Children/students with disability and diverse learning needs in the context of their family, community and learning environment.
2. Theoretical, ethical, philosophical, legislative and policy frameworks for inclusive practices.
3. Personal and community assumptions, values and attitudes and the impact on the provision of high-quality inclusive practices for children and learners.
4. Enablers and barriers to learning and development: identification, assessment, and referral.
5. Design, implement, monitor and evaluate, personalised education, inclusion and transition plans, lessons, and programs.
6. Inclusive learning environments for diverse children and learners.
7. Teaching strategies and adjustment for inclusive play and learning.
8. Collaboration and partnership with families/caregivers and community support services and other stakeholders using family-centred/caregiver-centred and/or child/young people-centred approaches.
9. Incorporating technology and resources to enhance inclusive education and learning.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	600 words	10	N	Individual
Essay	1,500 words	40	N	Individual
Applied Project	2,000 words	50	N	Individual

Prescribed Texts

- Primary and Secondary Text: Foreman, P, & Arthur-Kelly, M, (2017). Inclusion in action (5th edition). South Melbourne, Vic: Cengage Learning Australia.
- Birth ? Five Years/Birth ? 12 Years Text: Cologon, K. (Ed.). (2014). Inclusive education in the early years: Right from the start. South Melbourne, Victoria: Oxford University Press.
- Primary and Secondary Text: Graham, L, (2020). Inclusive Education for the 21st Century. Theory, Policy and Practice. Sydney: Allen & Unwin.

Teaching Periods

Summer A

Bankstown

Day

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7153_22-SUA_BA_D#subjects)

Autumn

Bankstown

Composite

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Penrith (Kingswood)

Composite

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Spring

Bankstown

Composite

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Penrith (Kingswood)

Composite

Subject Contact William Nketsia ([https://directory.westernsydney.edu.au/search/name/William Nketsia/](https://directory.westernsydney.edu.au/search/name/William%20Nketsia/))

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