

TEAC 2032 INCLUSIVE EDUCATION PRACTICES

Credit Points 10

Legacy Code 102130

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

Description The subject is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Teacher education students develop understanding and skills that enable them to understand and assess the intellectual, emotional, social and physical needs of all children in the classroom. This subject assists teacher education students to develop appropriate skills, attitudes and methodologies to enable them to plan, implement and evaluate programs which meet the educational needs of individual children with disabilities, learning difficulties and/or behaviour disorders as well as those who are gifted and talented. This subject also explores strategies and theoretical approaches which promote and enable inclusion and effective learning within the context of National and State policy and legislation.

School Education

Discipline Teacher Education: Primary

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 Undergraduate Level 2 subject

Equivalent Subjects EDUC 2011 - Inclusive Education Practices - AREP

Restrictions

Students must be enrolled in 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

Learning Outcomes

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

1. Apply theoretical understandings in special education and behaviour management to the construction of supportive and inclusive learning environments.
2. Design and implement individualised programs for learning and intervention based on sound understanding of theory and research-based strategies.
3. Apply theories of development, learning and behaviour to construct educational programs that meet the diverse needs of students with disabilities, learning difficulties and those who are gifted and talented.
4. Plan effectively for a diverse range of learners and use a variety of learning and teaching strategies to engage learners and maximise their potential.
5. Demonstrate appropriate and sensitive attitudes and practices in interactions with students with special education needs.
6. Plan programs and approaches which, whilst meeting the student's learning needs also acknowledge their culture and background.

7. Utilise practical approaches for promoting positive behaviour and supporting student engagement whilst maintaining effective both ways dialogues with parents and caregivers.

Subject Content

1. Policy and legislation to support inclusion, such as the Disability Standards for Education (2005) and the Disability Discrimination Act.
2. Systems and services to effectively support students with diverse learning needs.
3. Theory, research and practice in relation to the establishment and maintenance of inclusive classrooms to meet the diverse psychological, emotional and cognitive needs of learners.
4. Identification and documentation of individual behaviour and academic needs incorporating curriculumbased assessment for learning.
5. Design and implementation of individualised educational and behaviour management programs to meet specific individual and special needs.
6. Working in collaboration with families and multidisciplinary teams.
7. Diversity within and between families respecting family values and beliefs; and structured behaviour management strategies and processes for inclusion.

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.

Type	Length	Percent	Threshold	Individual/Group Task
Essay	1 500 words	50	N	Individual
Professional Task	1 500 words	50	N	Individual

Prescribed Texts

- Foreman, P, & Arthur Kelly, M, (5th Ed.) (2017). Inclusion in action. South Melbourne, Vic. Cengage Learning Australia ISBN 9780170376174;
- Ebook: <http://www.cengagebrain.com.au/>

Teaching Periods

2nd Half (2022)

Bankstown

Day

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

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2032_22-2H_BA_D#subjects)

Spring (2023)

Bankstown City

On-site

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

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC2032_23-SPR_BK_1#subjects)