

TEAC 3013 INCLUSIVE PRACTICES

Credit Points 10

Legacy Code 102654

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Description Effective and inclusive teaching requires knowledge of how students learn as well as proficiency in applying appropriately tailored teaching strategies to cater to needs of all students. The unit provides a foundation of knowledge and practice that facilitates development of appropriate and inclusive attitudes and skills for teaching learners with diverse needs in the regular classroom. It will address professional skills, approaches and relevant legislation in the implementation of the principles of inclusive education practices in primary school settings. In particular, the capacity to structure individualised education programs will be developed drawing on practical experiences and a broad familiarity with the field.

School Education

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 3 subject

Restrictions Students must be enrolled in and have successfully completed 240 credit points in the Bachelor of Education (Primary).

Learning Outcomes

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

1. Apply theoretical, policy and legislative understandings to the construction of supportive and inclusive learning environments;
2. Develop an appropriate attitude towards diversity and the approaches to inclusion within schooling systems;
3. Design individualised programs for learning and intervention based on sound understanding of theory and evidence-based strategies;
4. Apply development, learning and behaviour theories to construct educational programs that meet the diverse needs of learners;
5. Plan effectively for a diverse range of learners and use a variety of learning and teaching strategies and assistive technologies to engage learners to maximise their potential;
6. Apply appropriate and sensitive attitudes and practices in interactions with students with differing education needs;
7. Utilise practical approaches for promoting positive behaviour and supporting learner engagement;
8. Discuss theories of collaboration and the role of families, educators, colleagues, and professionals in supporting students with disabilities.

Subject Content

- Legislation and policy frameworks governing inclusion
- appropriate and sensitive attitudes towards diversity and inclusion
- theoretical understandings to The construction of supportive and inclusive learning environments
- identification and documentation of individual needs incorporating curriculum-based planning and assessment for learning

- design of individualised educational programs to meet The needs of learners with diverse needs
- structured Teaching 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.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz: Terms of Inclusion concept test	1 hour	10	N	Individual
Professional Task: Universal Design for Learning	2,000 words	50	N	Individual
Final Exam: Short Answers	2 hours	40	N	Individual

Prescribed Texts

- Graham, L, (2020). Inclusive Education for the 21st Century. Theory, Policy and Practice Sydney: Allen & Unwin

Teaching Periods