TEAC 7153 CREATING INCLUSIVE CLASSROOMS: PERSPECTIVES ON THEORY, POLICY, AND PRACTICE

Credit Points 10

Legacy Code 102746

Coordinator William Nketsia (https://directory.westernsydney.edu.au/search/name/William Nketsia/)

Description This subject examines the theoretical, legislative, ethical, international and local policy perspectives that inform inclusive practices for diverse learning needs in school settings. It critically analyses disability, special needs, inclusive principles, and evidence-based practice. Students will develop skills in using best practice to assess, plan, monitor, and evaluate learning for students with diverse abilities. The importance of establishing collaborative partnerships with families, educational professionals, and community support services will be examined. This subject focuses on the promotion of educational and social inclusion to enhance learning outcomes, health, and wellbeing for all young people in school contexts. This subject is included in the Development Phase of the Master of Teaching program.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Check your fees 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 following programs: 1714 Master of Teaching (Secondary), 1781 Master of Teaching (Primary) or 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, beliefs, and attitudes towards diversity, disability, and inclusive education influence interactions, pedagogies, and the provision of high-quality inclusive environments.
3. Critically assess the enablers and barriers to learning that facilitate access, meaningful participation, and social inclusion.
4. Apply knowledge of disability, special educational needs, theories of development and learning dispositions to identify individual learning needs and refer students who would benefit from educational, community and appropriate specialist support services.
5. Apply effective inclusive behaviour plans, personalised learning programs, and differentiated instruction, in partnership with families and other stakeholders.
6. Design responsive physical and social environments, incorporating technology and resources to facilitate health, wellbeing, and inclusion.
7. Implement family/people-centred and other evidence-based strategies to collaborate and partner with families/caregivers, other professionals, government and community support services, and other stakeholders to effectively support students with disability and special needs.
8. Apply evidenced-based classroom assessment approaches to make instructional decisions for students with disability and special educational needs.

Subject Content

1. Students with disability and diverse intellectual, emotional, social and physical learning needs.
2. Theoretical, ethical, philosophical, legislative, and international and local educational policy frameworks and their implications on the responsibilities of teachers for inclusive practices.
3. Personal and community assumptions, values, beliefs and attitudes towards disability, diversity and inclusion and their impact on interactions, pedagogies, and the provision of high-quality inclusive practices for all learners.
4. Evidence-based assessment approaches to determine special educational needs for instructional decisions
5. Personalised education, transition plans, and specialist support programs to address identified individual learning needs in school environments.
6. Learner-centred, responsive, and inclusive teaching strategies and adjustments to create inclusive learning environments for diverse learners.
7. Collaboration and partnership with families/caregivers, other professionals, government and community support services, and other stakeholders using family-centred and/or people-centred approaches.
8. Technological supports and resources to enhance inclusive education and learning outcomes for students with disabilities and special educational needs.

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	Mandatory
Essay	1,000 words	30	N	Individual	Y
Presentation	1,500 words/15 minutes	30	N	Individual	Y
Applied Project	2,000 words	40	N	Individual	Y

WSU Online Trimester 2

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	Mandatory
Reflection	600 words	10	N	Individual	Y
Case Study	1,500 words	40	N	Individual	Y
Applied Project	2,000 words	50	N	Individual	Y

Prescribed Texts

- Graham, L.J. (Ed.). (2024). Inclusive Education for the 21st Century: Theory, Policy and Practice (2nd ed.). Routledge. https://doi.org/10.4324/9781003350897 (https://doi.org/10.4324/9781003350897/)

Teaching Periods

Spring (2024)
Bankstown City
Hybrid
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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7153_24-SPR_BK_3#subjects)

Penrith (Kingswood)
Hybrid
Subject Contact William Nketsia (https://directory.westernsydney.edu.au/search/name/William Nketsia/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7153_24-SPR_KW_3#subjects)

Summer (2024)
Penrith (Kingswood)
On-site
Subject Contact William Nketsia (https://directory.westernsydney.edu.au/search/name/William Nketsia/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7153_24-SUM_KW_1#subjects)

WSU Online TRI-1 (2025)
Wsu Online
Online
Subject Contact William Nketsia (https://directory.westernsydney.edu.au/search/name/William Nketsia/)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7153_25-OT1_OW_2#subjects)

Autumn (2025)
Bankstown City
Hybrid
Subject Contact William Nketsia (https://directory.westernsydney.edu.au/search/name/William Nketsia/)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7153_25-AUT_BK_3#subjects)

Penrith (Kingswood)
Hybrid
Subject Contact William Nketsia (https://directory.westernsydney.edu.au/search/name/William Nketsia/)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7153_25-AUT_KW_3#subjects)

Spring (2025)
Bankstown City
Hybrid
Subject Contact William Nketsia (https://directory.westernsydney.edu.au/search/name/William Nketsia/)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7153_25-SPR_BK_3#subjects)

Penrith (Kingswood)
Hybrid
Subject Contact William Nketsia (https://directory.westernsydney.edu.au/search/name/William Nketsia/)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7153_25-SPR_KW_3#subjects)

WSU Online TRI-3 (2025)
Wsu Online
Online
Subject Contact William Nketsia (https://directory.westernsydney.edu.au/search/name/William Nketsia/)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7153_25-OT3_OW_2#subjects)

Summer (2025)
Bankstown City
On-site
Subject Contact William Nketsia (https://directory.westernsydney.edu.au/search/name/William Nketsia/)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7153_25-SUM_BK_1#subjects)

Penrith (Kingswood)
On-site
Subject Contact William Nketsia (https://directory.westernsydney.edu.au/search/name/William Nketsia/)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7153_25-SUM_KW_1#subjects)