

Course Outline

Code: EDU712

Title: Diversity and Inclusion

School:	Education
Teaching Session:	Session 5
Year:	2019
Course Coordinator:	Dr Sharon Louth
Course Moderator:	Dr Kenneth Young

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

Every learner in your class is diverse and has particular needs based on gender, ethnicity, language, culture, religion and/or socio-economic backgrounds. You will apply specialised knowledge to develop advanced and integrated understanding of socio-cultural theories and professional skills to respond to, and support, students in your care, to foster a strong sense of personal wellbeing. You will research socially just and equitable practices that support learners, investigate theories and policies, and interrogate resources and current issues pertinent to your future professional role.

1.2 Course topics

- Student diversity in classrooms – gender, language, cultural, religious and socio-economic differences including Aboriginal and Torres Strait Islander students
- Inclusivity and equity
- Education for peace – wellbeing, respect, tolerance, community cohesion including domestic violence awareness
- Differentiation of the curriculum, teaching and learning strategies and assessment practices for students from diverse backgrounds

2. What level is this course?

700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Apply knowledge and understanding of ethical and inclusive practices to adjust your existing teaching and learning activities to support diverse learner needs, giving consideration to students' physical, social and intellectual development. Create practical applications to demonstrate inclusive learning experiences.	Task 1: Online Quizzes	Creative and critical thinkers.
Demonstrate deep knowledge of how students learn (physically, socially and intellectually) and the implications for teaching through undertaking research into inclusive teaching and learning practices.	Task 2: Scripted dialogue	Knowledgeable.
Design and create teaching resources that incorporate and promote inclusive practices and diversity.	Task 1: Online quizzes Task 2: Scripted dialogue	Empowered.
Justify your professional decisions to effectively engage diverse learners.	Task 2: Scripted dialogue Task 3: Assignment – Scenario response	Empowered.

Students may attend combined lectures with ED315, EDU304, AE304 and SE303 undergraduate students. These parallel course deliveries are designed to give students access to expert lecturers. However, postgraduate courses may have additional or separate assessment tasks with appropriate Criteria: that acknowledge the different expectations, learning outcomes, prior knowledge and life experience of a student undertaking an AQF Level 9 program.

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

This course is only available to students enrolled in ED508, ED705, ED706 or ED707

5.2 Pre-requisites

N/A

5.3 Co-requisites

N/A

5.4 Anti-requisites

N/A

5.5 Specific assumed prior knowledge and skills (where applicable)

N/A.

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

During workshops throughout the intensive students will be given feedback on their progress through group and individual discussion activities.

6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	Duration / length	When should I submit?	Where should I submit it?
1	Online Quizzes	Individual	30%	2 x 30 mins	End of Week 1 & 2: Prior to 8/7/2019	Blackboard
2	Diversity Teaching Script	Group	30%	2000 words	Monday 15/7/2019	Blackboard (SafeAssign)
3	Assignment: Scenario Response	Individual	40%	2000 words	Monday 5/8/2019)	Blackboard SafeAssign
			100%			

Assessment Task 1: Online Quizzes

Goal:	You will demonstrate your knowledge and understanding of the course topics .
Product:	2 x 30 minute online quizzes
Format:	You will undertake two quizzes in order to determine your depth of knowledge and understanding of classroom diversity and inclusion practices.
Criteria:	<ol style="list-style-type: none"> 1. Demonstrate knowledge of inclusive and ethical pedagogical practices to promote diversity, respect, and community cohesion amongst school students. 2. Demonstrate analysis of diversity and inclusion issues and practices within the classroom environment. 3. Demonstrate an understanding of strategies for promoting diverse and inclusive teaching practices.

Assessment Task 2: Diversity Teaching Script: Making connections for Inclusive Teaching

Goal:	The goal of this task is to apply your knowledge and understanding of sociocultural determinants contributing to student diversity to analyse and critically evaluate differentiation and inclusion in education.
Product:	Scripted Dialogue – 2000 words – submitted through Blackboard via SafeAssign
Format:	<p>You will work in self-selected pairs or individually, to demonstrate your analysis of a situation through critical discussion within a scripted dialogue. Your dialogue should demonstrate research into how students learn and implications for teaching, as well as showcase teaching and learning adjustment strategies that are responsive to diverse learners.</p> <p>You will need to consider adjustment strategies at various stages: planning, teaching and assessment, as well as adjustments made for the environment and potential resources that can be implemented to promote diversity, respect and community cohesion amongst school students in Australia.</p> <p>You must consider differences in gender, ethnicity, language, culture (including Aboriginal and Torres Strait Islander cultures), religion and/or socio-economic backgrounds.</p> <p>You must consider the physical, social and intellectual development of students.</p> <p>You must consider strategies and resources (including ICTs)</p> <p>You will need to justify your choice of strategies with reference to relevant research and their suitability for the beginning classroom teacher in Australia.</p>
Criteria:	<ol style="list-style-type: none"> 1. Knowledge of influence of socio-cultural determinants on learning needs of students 2. Critical analysis of arguments 3. Knowledge and understanding of inclusive and ethical practices and teaching strategies to support diversity and promote inclusion

	4. Written communication skills and academic literacies including English expression, grammar, spelling, punctuation and APA referencing conventions
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Assessment Task 3: Assignment: Scenario Response

Goal:	The goal of this task is to respond to a scenario evidencing knowledge and understanding about a range of diverse learners. Write a thoughtful response to a given scenario whilst professionally justifying your approaches and decisions to optimise learning for all students. Justify your personal pedagogy for diversity and your proposed interventions for the benefit of a diverse student cohort.
Product:	Assignment: Response to a Scenario 2500 word limit
Format:	You will be given a scenario that includes the details of a class of diverse learners of a specific year level in the school. The learners will have different learning needs based on gender, ethnicity, language, culture, religion and/or socio-economic backgrounds including Aboriginal and Torres Strait Islander backgrounds. You will respond to the scenario by applying it to one of your own teaching areas and draw upon your own personal pedagogy for diversity. Your response to this scenario will require you to apply knowledge and understanding of: child development, effective ways to identify diverse learning needs; strategies that can be used to improve student learning and participation; learning engagement to promote respectful behaviour; ways of enhancing student wellbeing and safety; strategies for working effectively, sensitively and confidentially with parents/carers and relevant communities; and your professional responsibility. You will also evaluate whether your approach has the potential to contribute to wellbeing, respect, tolerance, community cohesion and world peace.
Criteria:	<ol style="list-style-type: none"> 1. Understanding of the diverse and complex backgrounds of students and their effect on student learning outcomes 2. Knowledge and understanding of pedagogies for inclusive and ethical practices. 3. Application of theoretical knowledge to a practical scenario for inclusive teaching in a learning area. 4. Justification of professional decisions and recommended strategies regarding effective teaching for engagement, inclusivity and diversity. 5. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.

7. What are the course activities?

7.1 Directed study hours

A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.2 Course content

Week # / Module #	What key concepts/content will I learn?
Module 1	Understanding Sociocultural determinants impacting on the learning and teaching environment for learners: <ul style="list-style-type: none"> · Aboriginal and Torres Strait Islander cultural diversity · Multicultural, religious and linguistic diversity · Socio-economic diversity · Gender and familial diversity including domestic violence awareness School and teacher responsibility regarding equity, inclusivity and learning engagement for all students from a diverse range of backgrounds throughout their schooling.

Module 2	Theoretical frameworks relating to diversity and inclusion
Module 3	Practical implications for equity and inclusion: <ul style="list-style-type: none">• Creating positive learning environments• Differentiating curriculum, teaching, learning and assessment• Motivation and engagement• Education for peace – wellbeing, respect, tolerance and community cohesion

Please note that the course activities may be subject to variation.

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s)

There is no set text for this course Readings and online activities will be found on the course Blackboard site.

8.2 Specific requirements

N/A

9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

10.7 Education Specific Information

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following Australian Professional Standards for Teachers (Graduate):

Assessment Task	Australian Professional Standards for Teachers (Graduate)
Task 1: Multimedia Presentation	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

	<p>1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p> <p>1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</p> <p>1.5 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</p> <p>2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p> <p>4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</p> <p>7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</p> <p>7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</p> <p>7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.</p>
Task 2: Scripted Dialogue	<p>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</p> <p>1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</p> <p>1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p> <p>1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</p> <p>1.5 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</p> <p>2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p> <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p> <p>4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.</p> <p>4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</p> <p>4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</p> <p>7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</p> <p>7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</p> <p>7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers</p> <p>7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p>
Task 3: Examination:	<p>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</p>

Response to a Scenario	<p>1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p> <p>1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</p> <p>1.5 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</p> <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> <p>3.7 Describe a broad range of strategies for involving parents/carers in the educative process.</p> <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p> <p>4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.</p> <p>4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</p> <p>7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</p> <p>7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</p> <p>7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers</p> <p>7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p>
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Overview of the Master of Teaching (Secondary) Program

<p>Phase 1 - Orientation to the profession: EDU764 Quality Teaching and Learning EDU765 Professional Experience: Orientation to the Profession First two curriculum courses</p> <p>Phase 2 - Enhancing professional knowledge and skills: EDU712 Diversity and Inclusion EDU713 Individual Learner Needs EDU715 Literacy and Numeracy across the Curriculum EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning EDU766 Assessing Learning EDU714 Professional Experience: Managing Learning Environments Second two curriculum courses</p> <p>Phase 3 - Synthesis of professional knowledge in practice and research: EDU717 Using Data for Learning EDU718 Teacher as Researcher EDU719 Teacher as Global Practitioner EDU720 Professional Experience: The Professional Teacher</p>
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Overview of the Master of Teaching (Primary) Program

<p>Orientation to the profession: EDU764 Quality Teaching and Learning EDU765 Professional Experience: Orientation to the Profession</p>	
<p>Developing professional knowledge and skills: EDU712 Diversity and Inclusion</p>	<p>Developing curriculum and pedagogy knowledge and skills: EDU7XX Teaching Arts in the Primary School</p>

EDU713 Individual Learner Needs EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning EDU717 Using Data for Learning EDU714 Professional Experience: Managing Learning Environments	EDU7XX Teaching History and Geography in the Primary School EDU7XX Teaching Science in Primary Schools EDU7XX Teaching English: Curriculum and Pedagogy EDU7XX Teaching Mathematics in the Early Years EDU7XX Teaching Primary School Mathematics EDU7XX Teaching Reading and Writing EDU7XX Teaching Health and Physical Education in Primary School EDU7XX Technologies and ICT: Curriculum and Pedagogy
Synthesis of professional knowledge in practice and research: EDU718 Teacher as Researcher EDU720 Professional Experience: The Professional Teacher	