USC

Course Outline

Code: EDU713
Title: Individual Learner Needs

Faculty of: Science, Health, Education and Engineering
School of: Education
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Tracey Sempowicz Email: tsempowi@usc.edu.au
Course Moderator: 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
You will develop specialised knowledge about supporting learners who have a range of abilities (physical, sensory, cognitive, language and/or social) through the conceptualisation of the differentiated curriculum. You will investigate and interpret policies, legislation and research that influence classroom practices for particular individual learning needs. You will develop a deep understanding of pedagogies of equity and inclusivity. You will analyse and interrogate concepts of gifted and talented, at risk, high support needs, disabilities, impairments, learning difficulties.

1.2 Course topics
- Theories, practices, concepts, contexts and issues of equity and inclusive education
- Identification, teaching and classroom accommodation of students with disabilities
- Assessment of students with special needs; accessing educational support services
- Collaborative inter-professional practice, including the identification of key stakeholders
- Social and interpersonal development
- Working ethically, sensitively and confidentially with students and parents/carers
- Personal, social/familial, community, legal, and education system influences on development and learning with regard to a diverse range of learners
- Policies, legislation and research pertaining to student learning needs

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:
Critically reflect on your beliefs, values and understanding as a teacher working with a wide range of individual learner needs and how this relates to your interactions with students, and your teaching design, planning, assessment and pedagogy.	Task 1, 2, 3	Knowledgeable. Ethical.
Know and discuss the broad range of ethical and inclusive practices that support participation of all students in schools, including knowledge of legislation, policies and procedures.	Task 1, 2,3	Empowered. Ethical.
Apply your knowledge, understanding and skills as a professional educator to interpret, implement, integrate and adapt learning for individual needs.	Task 1, 2, 3	Empowered. Ethical.
Identify and promote the importance of professional collaborations with colleagues, parents/carers and the community to facilitate productive relationships with all stake-holders to achieve positive educational outcomes for individual students.	Task 2, 3	Engaged. Ethical.

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 ED706 Master of Teaching (Secondary) and ED707 Master of Teaching (Primary).

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)

Nil

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

In week 3 of this course a draft copy of your assessment will be peer reviewed in your tutorial/workshop.

6.3   Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Reflective Essay: Scan of Individual Learner Needs in the Classroom	Individual	35%	3000 words	Friday 5pm Week 5	BlackBoard (SafeAssign)
2	Short Answer Responses to Scenario	Individual	35%	Quiz plus 800-1000 words for scenario responses	In tutorial Week 7	In tutorial]
3	Professional Conversation: Student Learning Needs	Group	30%	15-20 minute presentation In groups of 2-3 1500 words+ documentation	By tutorial Week 9]	Blackboard (SafeAssign)
			100%			

Assessment Task 1: Reflective Essay: Review of Individual Learner Needs in the Classroom

Goal:	The goal of this task is to submit a reflective essay. You will review the literature relating to individual learner needs in the classroom and reflect on how your growing knowledge will inform your professional practice.
Product:	A Reflective Essay: Review of Individual Learner Needs in the Classroom
Format:	This Reflective Essay will research current legislation, policy, and inclusive practices as these pertain to a broad range of individual learner needs in the classroom. References will include academic texts and relevant government websites. The final essay will be presented with a well-structured introduction, body and conclusion, with attention given to accurate academic writing and referencing. **Part One (approx. 1000-1100):** Identify and reference current legislation, policies and practices that influence the support of a broad range of students with individual learning needs in Australian schools. Discuss the ways in which Australian policy and practices are enacted and the implications for teachers when implementing socially just, supportive and inclusive practices in classrooms for children with a diverse range of learning needs. (As a minimum, you must include key concepts articulated by the APSTs, relevant anti-discrimination legislation and the Disability Standards for Education). **Part Two (approx. 1000-1100 words)** Use academic literature beyond legislation/policies/practices (ie texts and journal articles) to apply a "strengths-based" model of inclusion rather than a "deficit" model to address the Physical, social and/or intellectual strengths and characteristics of the broad range of student needs. Discuss the implications, obstacles and opportunities inherent in using one or more models for differentiated instruction (eg UDL and/or DI) to meet the specific learning needs of students across the full range of abilities, as well as strategies to support full participation of students with disability. Address specifically two of the learner needs identified in the broad range of needs outlined in Part One.

	Part Three (approx. 700-800 words): This section is a personal reflection and is to be written in first person. Knowing what you do about anti-discrimination legislation and inclusive policies and practices, critically reflect on your attitudes, values and beliefs about your role as a teacher in responding ethically to this mandate to support all students equitably in your classes. (You must include key concepts articulated by the Code of Conduct and Code of Ethics for the teaching profession.) You may wish (optional) to conclude this section by articulating your personal philosophy for inclusion. NOTE: *Your essay must not exceed 3000 words (+ or – 10%). This does not include the reference list but does include in-text references.*
Criteria	1. Applied knowledge of the relevant legislative, administrative and organisational policies and practices to inclusively and ethically cater for the broad range of individual learner needs. 2. Identification and analysis of individual learner needs in the classroom. 3. Critical reflection on your beliefs, values and role as a teacher working with a wide range of individual learner needs; how this relates to ethical interactions with students, and your teaching design, planning and pedagogy. 4. Written communication and academic literacies including grammar, English expression, APA6 referencing conventions, and technical accuracy.

Assessment Task 2: Quiz and Response to Scenario Test

Goal:	The goal of this task is to demonstrate your knowledge of individual learner needs and your developing capacity to support and encourage all students to learn optimally within the classes you will teach. You will do this via a quiz and a response to scenario test.
Product:	Quiz and Response to Scenario
Format:	**During the Week 7 Tutorial**, you will be provided with a quiz and a scenario in your tutorial class.. You will write a response based on your developing knowledge of individual learner needs and appropriate ways to support these as a classroom teacher. You will have 1 hour and 45 minutes to complete your responses. The questions and scenario will require you to respond with reference to the knowledge you have gained from the course to date, including: • Current legislation, policies and practices that influence the support of students with individual learning needs in Australian schools. • Your understanding of individual learner needs • Approaches to designing curriculum to support all learners • Collaborative and co-operative strategies for working effectively, sensitively and confidently with school support teams, parents and carers. The quiz will contain a mixture of multiple choice and true/false questions. The scenario response will be approximately **800-1000 words (+ or – 10%)**. It will demonstrate your broad and deepening knowledge of specific individual learner needs that you may encounter in the classroom, as well as your ability to critically analyse interventions used to support these students. Collaborative and community-centred approaches should also be considered in your responses.
Criteria	1. Identification of a broad range of inclusive and ethical practices that support participation of all students in schools. 2. Applied knowledge and critical analysis of individual learner needs in response to complex issues in the given scenario. 3. Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.

Assessment Task 3: Professional Conversation: Student Learning Needs

Goal:	The goal of this task is to work collaboratively with colleagues to discuss, negotiate and formulate appropriate plans for action to support students with individual learning needs through provided scenarios.
Product:	Professional Conversation: Student Learning Needs
Format:	You are provided with a choice of student scenarios from which to select **one student** whose case you will present to the school's Student Support Team for consultation and negotiation of future support plans. You will work collaboratively with **one or two** other pre-service teachers to: - complete the documentation provided by the Support Team Leader (your tutor) - analyse your student's learning needs, - document and evaluate strategies you have previously trialled with your student - make recommendations for appropriate interventions, adjustments and support with teaching strategies and assessment - propose strategies for differentiation of the curriculum - present your student to the Student Support Team in a **15-20 minute** meeting. - Include in-text references in both your documentation and your script to support your suggestions and recommendations. Include a reference list at the end of your script.. **The presentation:** You and your partner/s will present *(15-20 minutes including discussion)* your student's case in either Week 9 or 10tutorial (to be negotiated with your tutor)to your class (the Student Support Team) for feedback and suggestions on future action plans. **You are required to demonstrate the following in your presentation:** - Your understanding of the individual student's background and learning needs - Interventions that you propose will be necessary to support your student (eg. in literacy, numeracy, behaviour, ICTs), and how these will be trialled and evaluated. - The key stakeholders you believe should be involved in specific interventions (including internal personnel and Advisory Visiting Teachers). - Your communication strategy with all stakeholders including parents. - Proposed adjustments to possible assessment and how these might be moderated. - Strategies for transitioning your student into the next phase of schooling (next primary year level, secondary or tertiary) or work (if needed). - Guidelines for future staff who will be working with your student and suggestions for future professional development that may be required to effectively cater to perceived needs. **Immediately following your presentation:** You are required to **individually**, **write a brief reflection (200 words max)** in your documentation booklet. Reflect on the process you have undertaken, including your growing understanding of your student's needs, the process of documenting your previous actions and interventions, collaborating with others, and preparing for the Support Team meeting. What key understandings will inform your future teaching practice? You and your partner will each upload the following as one document (to Blackboard SafeAssign) using the template provided: 1. word processed documents 2. Individual reflection 3. presentation script 4. reference list
Criteria	1. **Knowledge and understanding:** inclusive and ethical practices support individual and community needs (including documentation and research). 2. **Application of skills**: interprets, integrates, adapts learning and assessment for individual needs in a given scenario.

	3.	**Collaborative skills:** engages with parents, support team and other internal and external parties (listening, responding, questioning, engaging with feedback).
	4.	**Oral communication skills:** presents key ideas in a synthesised manner using inclusive language and effective time management.
	5.	**Reflection on process:** reflects on the referral process and identifies successes and opportunities for future growth.

7.   What are the course activities?
7.1   Directed study hours

This course requires an overall time commitment of an average 12 hours of study per week. A blended learning approach is used to deliver this course. This course is delivered as a 2-hour lecture and a 2-hour tutorial equivalent each week.

Location: Specific Campus(es) or online:	Directed study hours for location:
USC Sunshine Coast	Lecture: 2 hours per week Tutorial: 2 hours per week

7.2   Course content

Week	What key concepts/content will I learn?
Weeks 1 - 2	**Current legislation, policies and practices** that influence the support of students with individual learning needs in Australian schools. **Embracing inclusion: An examination of teacher attitudes, values and beliefs** • Examine your attitude. • What should teachers know? • The philosophy of inclusion • A whole-person approach • A strengths-based framework. **Understanding individual learner needs:** For example, learners with: • Intellectual Disability (ID) • Learning Disability (LD) • Speech and language impairments • Attention Deficit Hyperactivity Disorder (ADHD).
Weeks 3 - 4	**Embracing inclusion: Understanding diversity** • Diverse learners and the Australian Curriculum • Planning for diverse learners (introduction). **Understanding individual learner needs:** For example, learners who are: • deaf or hard of hearing • blind or with a vision impairment. For example, learners who have: • physical disabilities • health problems

	• gifts and talents • diverse cultural and linguistic backgrounds • adverse family circumstances. **Approaches to designing curriculum to support all learners:** • Examining models which address ways to plan and cater for the successful learning of all students, Eg Universal Design for Learning(UDL) and Differentiated Instruction (DI) models • Understanding key terminology, Eg accommodations, modifications and adjustments • Using technology in the inclusive classroom • Individual student plans (introduction).
Weeks 5 - 6	**Understanding individual learner needs:** • Students on the Autism Spectrum: Understanding strengths, challenges and opportunities for inclusion. **Encouraging positive interactions: Collaboration and co-teaching:** • Identify internal and external supports for teachers of children with additional learning needs • A whole-of-school approach to developing a Professional Learning Community (Eg working with a Student Support Team and external professionals) • Successful co-operative planning and models for co-teaching.
Weeks 7-8	**Planning for individual support needs:** • Developing individual support plans, including assessment and moderation • Identify literacy and numeracy difficulties and how to plan for individual needs • Identify the needs of students with challenging and very challenging behaviours • Identify positive classroom strategies which minimise disruption and engage all students, including those with additional needs • Identify specific ways to foster behavioural engagement of children with additional needs **Understanding individual learner needs:** • Learners with mental health disorders
Applicable to Group B: Students on PEX	**Note:** Students who will be undertaking their Professional Experience from week 8 until week 13 are expected to view recorded lectures and complete support activities available on Blackboard. They will complete their final assessment presentations in Weeks 14 and 15 during allocated tutorial times on campus.
Weeks 9 – 10	**Planning for Effective Transitions:** • Working ethically, sensitively and confidentially with parents and carers • Kindy to Foundation year • Primary to Secondary • Secondary to Tertiary study/the workforce **Group A: Assessment 3** Students not completing Professional Experience will complete their final assessment presentations in Weeks 9 and 10 tutorials during normal tutorial times.
Week 14-15	**Group B: Assessment 3** Students returning from Professional Experience will complete their presentations in tutorial sessions on campus across two weeks, as negotiated with their tutor.

Please note - content is subject to change.

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)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
Hyde, M., Carpenter, L. , & Dole, S.	2017	Diversity, Inclusion and Engagement (Third Edition)	Oxford Press

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
d)

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: Reflective Essay: Scan of Individual Learner Needs in the Classroom	1.1 Physical, social and intellectual development and characteristics of students 1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 Strategies to support full participation of students with disability 3.3 Include a range of teaching strategies. 3.7 Describe a broad range of strategies for involving parents/carers in the educative process. 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.

	7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers. 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.
Task 2: Quiz and Response to Scenario	1.1 Physical, social and intellectual development and characteristics of students 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 Strategies to support full participation of students with disability3.7 Describe a broad range of strategies for involving parents/carers in the educative process. 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour. 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers. 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.
Task 3: Professional Conversation: Student Learning Needs	1.1 Physical, social and intellectual development and characteristics of students 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 Strategies to support full participation of students with disability 3.7 Describe a broad range of strategies for involving parents/carers in the educative process. 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour. 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. 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. 6.3 Engage with colleagues and improve practice 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers. 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

Overview of the Master of Teaching (Secondary) Program

Phase 1 - Orientation to the profession:

EDU764 Quality Teaching and Learning
EDU765 Professional Experience: Orientation to the Profession
First two curriculum courses

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

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

Overview of the Master of Teaching (Primary) Program	
Orientation to the profession: EDU764 Quality Teaching and Learning EDU765 Professional Experience: Orientation to the Profession	
Developing professional knowledge and skills: EDU712 Diversity and Inclusion 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	**Developing curriculum and pedagogy knowledge and skills:** EDU777 Teaching Arts in the Primary School EDU778 Teaching HASS in the Primary School EDU769 Teaching Science in Primary Schools EDU767 Teaching English: Curriculum and Pedagogy EDU768 Teaching Mathematics in the Early Years EDU774 Teaching Primary School Mathematics EDU776 Teaching Reading and Writing EDU779 Teaching Health and Physical Education in Primary School EDU780 Teaching Technologies: Curriculum and Pedagogy
Synthesis of professional knowledge in practice and research: EDU718 Teacher as Researcher EDU720 Professional Experience: The Professional Teacher	