

EDU712 Diversity and Inclusion

School: School of Education and Tertiary Access

2024 | Semester 1

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus.

Please go to usc.edu.au 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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – There will be a scheduled weekly on-campus tutorial. Tutorial notes will be available to accompany all tutorials to support your learning.	2hrs	Week 1	10 times
ONLINE			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – There will be a scheduled weekly Zoom tutorial. Tutorial notes will be available to accompany all tutorials to support your learning.	2hrs	Week 1	10 times

1.3. 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
- 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?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 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.	Ethical Engaged	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.4, 3, 3.1, 3.3, 3.4, 3.6, 4, 4.1, 7.1, 7.2
2 Demonstrate deep knowledge of how students learn (physically, socially and intellectually) and the implications for teaching across the full range of abilities including gifted and talented through undertaking research into inclusive teaching and learning practices.	Knowledgeable Empowered	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3, 3.1, 3.2, 3.3, 3.7, 4, 6.1, 6.4, 7.1, 7.2
3 Design and create teaching resources that incorporate and promote inclusive practices and diversity.	Empowered	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3, 3.1, 3.4, 4, 4.1, 6.4, 7, 7.1, 7.2
4 Justify your professional decisions to effectively engage diverse learners. Include strategies to support student well-being and safety, legislative requirements and policy	Empowered	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3, 3.1, 3.3, 3.4, 4, 4.1, 6.3, 6.4, 7, 7.1, 7.2

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.

CODE	COMPETENCY
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students: 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.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating 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: Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
3	PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
4	PROFESSIONAL PRACTICE: Create and maintain supportive and safe learning environments
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
6.1	Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
7	PROFESSIONAL ENGAGEMENT: Engage professionally with colleagues, parents/carers and the community
7.1	Meet professional ethics and responsibilities: Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2	Comply with legislative, administrative and organisational requirements: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

5. Am I eligible to enrol in this course?

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

5.1. Pre-requisites

Enrolled in Program ED508, ED705, ED706 or ED707

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

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

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	10%	1 x 30 mins	Week 3	Online Test (Quiz)
All	2a	Written Piece	Individual	30%	3000 words	Week 5	Online Assignment Submission with plagiarism check
All	2b	Artefact - Creative	Individual	30%	12 mins multimedia presentation	Week 7	Online Assignment Submission with plagiarism check
All	3	Creative Performance, and Written Piece	Group	30%	3000 words/12 mins	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Presentation: Today's Diverse Learners

GOAL:	You will demonstrate your knowledge and understanding of the course topics .		
PRODUCT:	Quiz/zes		
FORMAT:	You will undertake one quiz in order to determine your depth of knowledge and understanding of classroom diversity		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate knowledge of inclusive and ethical pedagogical practices to promote diversity, respect, and community cohesion amongst school students.	1
	2	Demonstrate analysis of diversity and inclusion issues and practices within the classroom environment.	1
	3	Demonstrate an understanding of strategies for promoting diverse and inclusive teaching practices.	1
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 2a: 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 across the full range of abilities including gifted and talented. Justify your personal pedagogy for diversity and your proposed interventions for the benefit of a diverse student cohort.					
PRODUCT:	Written Piece					
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 well-being 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 well-being, respect, tolerance, community cohesion and world peace.					
CRITERIA:	No.	Learning Outcome assessed				
	1	Seeing: Identifying diverse backgrounds	1	2		
	2	Listening: Interpret the effect on learning	1	2		
	3	Responding: Pedagogical approach	1	2	3	
	4	Justifying: Justification of strategies	1	2	3	4
	5	Written communication skills and academic literacies including grammar, English expression, genre conventions, APA referencing conventions, and technical accuracy.	1	2	3	4
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy					

All - Assessment Task 2b: Teaching Strategy Scenario

GOAL:	The goal of this task is to create a multimedia presentation of a specific teaching and learning experience showcasing a chosen strategy to demonstrate how you will differentiate for your chosen learner in your chosen context and key learning area. Evaluate your approach by identifying the benefits and limitations of your strategy in terms of inclusive classroom practices.		
PRODUCT:	Artefact - Creative		
FORMAT:	The multi-media presentation will showcase a specific strategy for teaching and learning to support your chosen learner in your chosen context and key learning area.		
CRITERIA:	No.	Learning Outcome assessed	
	1	Responding: Pedagogical Approach	1 2 3
	2	Alignment of Teaching Strategy	1 2 3 4
	3	Implications for teaching practice	3 4
	4	IT communication and presentation skills	1 2 3 4
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 3: Diversity Teaching Script

GOAL:	The goal of this task is to apply your knowledge and understanding of socio-cultural determinants contributing to student diversity to analyse and critically evaluate differentiation and inclusion in education. In the scripted dialogue scenario the role of the graduate teacher is to gain a greater understanding through the use of questioning to demonstrate understanding of theoretical theories and frameworks to support inclusive teaching and learning practices. This is demonstrated through a professional dialogue scenario and must adhere to professional language.		
PRODUCT:	Creative Performance, and Written Piece		
FORMAT:	You will work in small groups to demonstrate your analysis of a situation through critical discussion within a scripted dialogue. Your dialogue should demonstrate research into factors which impact on student learning and the implications for teachers in terms of promoting diversity, respect and community cohesion amongst school students in Australia (noted in legislative requirements). You must consider differences in gender, ethnicity, language, culture (including Aboriginal and Torres Strait Islander cultures), religion and/or socio-economic backgrounds. You must consider the physical, social and intellectual development of students and their well-being and safety.		
CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge of influence of socio-cultural determinants on learning needs of students	1 2
	2	Critical analysis of arguments	1 3 4
	3	Knowledge and understanding of inclusive and ethical practices and teaching strategies to support diversity and promote inclusion	1 4
	4	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, genre conventions and APA referencing conventions	1 2 3 4
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

7. 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. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1: Seeing and Listening to Learner Diversity	Legislation requirements Understanding Sociocultural determinants impacting on the learning and teaching environment for learners: Aboriginal and Torres Strait Islander cultural diversity Multicultural, religious and linguistic diversity Socio-economic diversity Gender and familial diversity including domestic violence awareness
Module 2: Responding through Pedagogy to Promote Inclusion	Creating positive learning environments Differentiating curriculum, teaching, learning and assessment Motivation and engagement Education for peace – well-being, respect, tolerance and community cohesion
Module 3: Thinking about the Need for Equity in Education	School and teacher responsibility regarding equity, inclusivity and learning engagement for all students from a diverse range of backgrounds throughout their schooling. Theoretical frameworks relating to diversity and inclusion Impact on teaching philosophies and resulting practices Collaborating and connecting to walk the talk

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

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

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Eric H. Frangenheim	2018	Reflections on Classroom Thinking Strategies	11	Rodin Educational Consultancy

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

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

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may 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 to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10.General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au