



COURSE OUTLINE

EDU412 Diversity and Inclusion

Course Coordinator: Sharon Louth (slouth@usc.edu.au) School: School of Education and Tertiary Access

2021 | Semester 1

USC Sunshine Coast
USC Caboolture
USC Fraser Coast
USC Gympie

ON CAMPUS

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

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 background. 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
ON CAMPUS			
Lecture – You are required to engage with an online lecture as well as online materials accessed through Blackboard.	2hrs	Week 1	10 times
Tutorial/Workshop – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times

1.3. Course Topics

Student diversity in classrooms – gender, linguistic, cultural, religious and socio-economic backgrounds, 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?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

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
<p>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.</p>	<p>Ethical Engaged</p>	<p>1 - Know students and how they learn 1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander 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 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 3 - Plan for and implement effective teaching and learning 3.1 - Establish challenging learning goals 3.3 - Use teaching strategies 3.4 - Select and use resources 3.6 - Evaluate and improve teaching programs 4 - Create and maintain supportive and safe learning environments 4.1 - Support student participation 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements</p>

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
<p>2 Demonstrate knowledge of how students learn (physically, socially and intellectually) and the implication for teaching through undertaking research into inclusive teaching and learning practices</p>	<p>Knowledgeable Empowered</p>	<p>1 - Know students and how they learn 1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander 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 - Plan for and implement effective teaching and learning 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.7 - Engage parents / carers in the educative process 4 - Create and maintain supportive and safe learning environments 6.1 - Identify and plan professional learning needs 6.4 - Apply professional learning and improve student learning 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements</p>

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
<p>3 Design and create teaching resources that incorporate and promote inclusive practices and diversity</p>	Empowered	<p>1 - Know students and how they learn 1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander 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 - Plan for and implement effective teaching and learning 3.1 - Establish challenging learning goals 3.4 - Select and use resources 4 - Create and maintain supportive and safe learning environments 4.1 - Support student participation 6.4 - Apply professional learning and improve student learning 7 - Engage professionally with colleagues, parents/carers and the community 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements</p>

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
<p>4 Justify your professional decisions to effectively engage diverse learners. Including strategies to support student well-being and safety, legislative requirements and policy.</p>	Empowered	<p>1.1 - Physical, social and intellectual development and characteristics of students</p> <p>1.2 - Understand how students learn</p> <p>1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students</p> <p>1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>1.6 - Strategies to support full participation of students with disability</p> <p>3 - Plan for and implement effective teaching and learning</p> <p>3.1 - Establish challenging learning goals</p> <p>3.3 - Use teaching strategies</p> <p>3.4 - Select and use resources</p> <p>4 - Create and maintain supportive and safe learning environments</p> <p>4.1 - Support student participation</p> <p>6.3 - Engage with colleagues and improve practice</p> <p>6.4 - Apply professional learning and improve student learning</p> <p>7 - Engage professionally with colleagues, parents/carers and the community</p> <p>7.1 - Meet professional ethics and responsibilities</p> <p>7.2 - Comply with legislative, administrative and organisational requirements</p>

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. Pre-requisites

Enrolled in Program ED304, ED306, ED305, AE304, SE303, ED315

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	2	Essay	Group	40%	1500 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Case Study	Individual	50%	2000 words	Week 11	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Multimedia Presentation: Inclusive pedagogies for 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 and inclusion practices. Semester 1 offering - due week 3; Session 5 offering - due week 2		
CRITERIA:	No.		Learning Outcome assessed
	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.	
	4	Assessment criteria are mapped to the course learning outcomes.	1 2 3 4

All - 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 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:	Essay	
FORMAT:	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 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. Semester offering due Friday week 6; Session 5 offering due week 4	
CRITERIA:	No.	Learning Outcome assessed
	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, genre conventions and APA referencing conventions

All - 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:	Case Study
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 specialisation/teaching areas and draw on 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 in catering for a diverse class of students). You will also evaluate whether your approach has the potential to contribute to wellbeing, respect, tolerance, community cohesion and world peace. Semester offering due Monday week 11; Session 5 offering due Monday week 7

CRITERIA:	No.	Learning Outcome assessed
	1	Seeing: Identifying diverse backgrounds
	2	Listening: Interpret the effect on learning
	3	Responding: Pedagogical approach
	4	Justifying: Justification of strategies
	5	Big picture: Implications for teaching practice
	6	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, genre conventions and APA referencing conventions.

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. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1: Seeing our diverse learners	Legislation and requirements 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: Listening to the role of teachers in inclusion	Theoretical frameworks relating to diversity and inclusion Impact on teaching philosophies and resulting practices Collaborating and connecting to walk the talk
Module 3: Responding to promote diversity and inclusion	<ul style="list-style-type: none"> • Creating positive learning environments • Differentiating curriculum, teaching, learning and assessment • Motivation and engagement • Education for peace – well-being, respect, tolerance and community cohesion

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 Blackboard 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	PUBLISHER
Recommended	Whitton, D	2017	Teaching and Learning Strategies	Cambridge University Press

8.2. Specific requirements

Nil

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 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:

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. 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.

10.5. 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.

10.6. 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.

10.7. 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>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - 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