



## COURSE OUTLINE

# EDU713 Individual Learner Needs

**Course Coordinator:** Tracey Sempowicz (tsempowi@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 2

USC Sunshine Coast

**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

In this course 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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b> – 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
<b>Lecture</b> – You are required to engage with an online lecture, associated activities and required/recommended course reading materials accessed through Blackboard and using the required text. Weekly lecture notes will be available to support your learning.	2hrs	Week 1	10 times

### 1.3. Course Topics

- Theories, practices, concepts, contexts and issues of equity and inclusive education, F-12
- Identification, teaching strategies and classroom accommodation of students with disabilities
- Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
- Assessment of students with special needs and disabilities; accessing educational support services
- Understand strategies for involving and working effectively with parents/carers, colleagues and community representatives to meet student needs/disabilities.
- 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 and strategies that support student well-being and safety, regarding a diverse range of learners
- Policies, legislation and research pertaining to a range of student learning needs and disabilities, F-12

## 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
<p>1 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.</p>	<p>Knowledgeable Ethical</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 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 - Use teaching strategies 3.5 - Use effective classroom communication 3.7 - Engage parents / carers in the educative process 4 - Create and maintain supportive and safe learning environments 4.1 - Support student participation 4.2 - Manage classroom activities 4.3 - Manage challenging behaviour 4.4 - Maintain student safety 4.5 - Use ICT safely, responsibly and ethically 6.3 - Engage with colleagues and improve practice 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 7.3 - Engage with the parents/carers 7.4 - Engage with professional teaching networks and broader communities</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 Know and discuss the broad range of ethical and inclusive practices, legislation, policies and procedures for students with special needs and disabilities that support participation in schools and strategies that support student well-being and safety. Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p>	<p>Empowered Ethical</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students  1.2 - Understand how students learn  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 - Use teaching strategies  3.5 - Use effective classroom communication  3.7 - Engage parents / carers in the educative process  4 - Create and maintain supportive and safe learning environments  4.1 - Support student participation  4.2 - Manage classroom activities  4.3 - Manage challenging behaviour  4.4 - Maintain student safety  4.5 - Use ICT safely, responsibly and ethically  6.3 - Engage with colleagues and improve practice  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  7.3 - Engage with the parents/carers  7.4 - Engage with professional teaching networks and broader communities</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 Apply your knowledge, understanding and skills as a professional educator to interpret, implement, integrate and adapt learning for individual needs and disabilities.</p>	<p>Empowered Ethical</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students  1.2 - Understand how students learn  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 - Use teaching strategies  3.5 - Use effective classroom communication  3.7 - Engage parents / carers in the educative process  4 - Create and maintain supportive and safe learning environments  4.1 - Support student participation  4.2 - Manage classroom activities  4.3 - Manage challenging behaviour  4.4 - Maintain student safety  4.5 - Use ICT safely, responsibly and ethically  6.3 - Engage with colleagues and improve practice  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  7.3 - Engage with the parents/carers  7.4 - Engage with professional teaching networks and broader communities</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 Identify and promote the importance of involving and working effectively, sensitively and confidentially with colleagues, parents/carers and community representatives to assist in developing teacher professional knowledge and to facilitate productive relationships that achieve positive educational outcomes for individual students.</p>	<p>Ethical Engaged</p>	<p>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 3.5 - Use effective classroom communication 3.7 - Engage parents / carers in the educative process 4 - Create and maintain supportive and safe learning environments 4.1 - Support student participation 4.2 - Manage classroom activities 4.3 - Manage challenging behaviour 4.4 - Maintain student safety 4.5 - Use ICT safely, responsibly and ethically 6.3 - Engage with colleagues and improve practice 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 7.3 - Engage with the parents/carers 7.4 - Engage with professional teaching networks and broader communities</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 ED706

### 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

Immediate feedback will be given following the week 2 and 4 quiz.

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	Essay	Individual	35%	1500-1800 words	Week 5	Online Assignment Submission with plagiarism check
All	2	Quiz/zes	Individual	35%	80-100 mins	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	3	Oral and Written Piece	Group	30%	15-20 minute presentation In groups (3-4), plus Fact Sheet and reference list (3 pages).	Week 8	Online Assignment Submission

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

<b>GOAL:</b>	The goal of this task is to submit a reflective essay. You will review the literature relating to individual learner needs/disabilities in the classroom and reflect on how your knowledge will inform your professional practice.	
<b>PRODUCT:</b>	Essay	
<b>FORMAT:</b>	<p>You are required to refer to current legislation, policy and practices, and to use academic literature relating to inclusive practices and individual learner needs/disabilities in the classroom, to write and submit a reflective essay that addresses the following:</p> <p>(i) Current legislation, policies and practices in relation to a broad range of individual needs and disabilities in classrooms today. Discuss the ways in which Australian policy and practices are enacted to support student well-being and safety and the implications for teachers.</p> <p>ii) Apply a “strengths-based” social model of inclusion rather than a “deficit” medical model to address both the strengths and needs of one specific learner need/disability of your choice.</p> <p>lii) Critically reflect on the range of inclusive practices that aim to support participation of all students in schools. Also, reflect on your own attitudes, values and beliefs and how these will shape your future role as a teacher.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Knowledge of the relevant legislative, administrative and organisational policies and practices to support students and create safe environments that inclusively and ethically cater for the broad range of individual learner needs and disabilities. <b>2</b>
	2	Identification and analysis of individual learner needs and disabilities in the classroom. <b>2 3</b>
	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. <b>1</b>
	4	Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy. <b>2</b>

### All - Assessment Task 2: Quiz/zes

<b>GOAL:</b>	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 series of quizzes given throughout the course. The goal of this task is to draw together your understanding of the course topics as the semester progresses.	
<b>PRODUCT:</b>	Quiz/zes	
<b>FORMAT:</b>	You will undertake quizzes in weeks 2, 4, 6 and 7 or 8 (dependent on SPE) in order to determine your knowledge and understanding of legislation, policy and inclusive practices required to cater for the individual needs of all students in the classroom. Following each quiz, you will be provided with feedback to reflect on your current understanding of the course topics which in turn may be used to enhance the outcomes of subsequent quizzes and shape your final assessment item, the professional conversation.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Knowledge of a broad range of inclusive and ethical practices that support participation and safety/well-being of all students in schools. <b>1 2</b>
	2	Knowledge of strategies for involving and working effectively with carers and for collaboration with internal and external support staff. <b>4</b>
	3	Applied knowledge of practices which support individual learners in given scenarios. <b>3</b>

### All - Assessment Task 3: Professional Conversation: Student Learning Needs

<b>GOAL:</b>	The goal of this task is to work collaboratively with colleagues to select one student from provided scenarios, and to discuss, negotiate and formulate appropriate plans for action to support this student with individual learning needs/disabilities. You will also participate as a member of the Learning Support Team, to provide feedback and make recommendations to your colleagues in support of their student.
<b>PRODUCT:</b>	Oral and Written Piece
<b>FORMAT:</b>	<p>You are provided with several student scenarios from which to select one student whose case you will present to your school's Learning Support Team for consultation and negotiation of future support plans. You are to access sources in addition to the course text. You will work collaboratively with your group to:</p> <ul style="list-style-type: none"> <li>• Prepare a presentation about your child for the Support Team meeting</li> <li>• prepare a two-page fact sheet and reference list to share with your peers</li> <li>• Upload fact sheet and reference list to Blackboard prior to the commencement of the week 8 presentations and provide a copy to your tutor before your presentation.</li> </ul> <p>Preparing for your professional conversation:</p> <ul style="list-style-type: none"> <li>• analyse your student's learning needs</li> <li>• document and evaluate strategies you have previously trialled with your student</li> <li>• make recommendations for appropriate interventions, adjustments and support with teaching strategies and assessment (e.g. literacy, numeracy, behaviour), including the use of ICTs.</li> <li>• discuss communication strategies with key stakeholders (internal and external personnel) and community representatives.</li> <li>• propose strategies for differentiation of the curriculum</li> <li>• suggest guidelines for future staff who may work with your student, including recommendations for professional development.</li> </ul> <p>The presentation: 10-week program group: Your group will: present your student's case in either Week 8, 9 or 10 tutorial (to be negotiated with your tutor) to the Learning Support Team (your peers) for feedback and suggestions on future action plans. You will participate in a professional conversation and provide feedback to other groups on their presentations.</p> <p>7-week program group (SPE students only): Your group will: present your student's case via a narrated PowerPoint OR recorded team conversation, and upload this to Blackboard, together with your fact sheet and reference list, for review and feedback.</p>

**CRITERIA:**

No.		Learning Outcome assessed
1	Knowledge and understanding: inclusive and ethical practices to provide a safe environment that supports individual needs/disabilities and community needs (including documentation and research).	2
2	Application of skills: interprets, integrates, adapts learning and assessment for individual needs in a given scenario.	3
3	Collaborative skills: engages sensitively and confidently with parents, support team and other internal and external representatives through effective strategies (listening, responding, questioning, engaging with feedback).	1 4
4	Oral communication skills: presents key ideas in a synthesised manner using inclusive language and effective time management.	2

## 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.

## 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
Required	Hyde, M., Carpenter, L. , & Dole, S.	2017	Diversity, Inclusion and Engagement (Third Edition)	Oxford Press

### 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 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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)