



School of Education

EDST5134  
Addressing Special Needs

Term 2 2020



## **1. LOCATION**

Faculty of Arts and Social Sciences  
School of Education  
EDST5134 Addressing Special Needs (6 units of credit)  
Term 2 2020

## **2. STAFF CONTACT DETAILS**

Course Coordinator: Dr Joanne Danker  
Office Location: Morven Brown G42  
Email: [j.danker@unsw.edu.au](mailto:j.danker@unsw.edu.au)  
Phone: 9385 1785  
Availability: Via email

## **3.**

STUDENT LEARNING OUTCOMES

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

In line with the UNSW Guidelines on Learning that Inform Teaching at UNSW, the learning and teaching philosophy behind this course is that students will emulate strategies that they will be expected to use in their own teaching to enhance the learning of students with diverse needs. Course material is designed to be relevant to students' experience and assessment is intended as part of learning. Students will be actively engaged in a variety of groupings, using a variety of strategies as they discuss current beliefs on educational diversity and differentiation. Strategies will be modelled, practiced and evaluated as preludes to the students applying strategies for diverse student populations in their teaching. As it is important to develop choice, autonomy and independent learning opportunities for students with diverse learning needs, students will be guided through the course content and learning processes, taught new skills and are required to take responsibility for their own learning.

#### **5. TEACHING STRATEGIES**

Reflect the needs of the diverse student population

Flexible grouping, with individual, paired and small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address varying teaching and learning goals;

Explicit teaching including lectures and a range of teaching strategies to foster interest, engagement and support learning;

Structured occasions for reviewing prior knowledge and understandings;

Practicing new skills and strategies;

Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, analyse and evaluate content and strategies;

Reflection on learning to allow students to critically analyse and evaluate practices and issues discussed.

These activities will occur in a climate that is supportive and inclusive of all learners.



6 Wednesday 17 <sup>th</sup> June, 1pm – 4pm	<p><b>Assessment 1 Preparation:</b> Evidence-based teaching strategies to engage students with intellectual disability, autism spectrum disorder, specific learning disabilities, ADHD, and communication disorders</p> <p>Pre-lecture preparation (1.5hrs)</p>	What really works in Special and Inclusive Education, 3 <sup>rd</sup> Edition
7 Wednesday 24 <sup>th</sup> June, <i>Asynchronous</i>	<p><b>Supporting Students with a diverse range of disabilities</b> Physical impairment, Epilepsy, Complex Health Issues, Multiple Impairments</p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p><b>IRIS Module: Universal Design for Learning (3hrs)</b></p>	<p>Chapters 15 in Diversity, Inclusion and Engagement.</p> <p>See Moodle for Additional Readings</p>
8 Wednesday 24 <sup>th</sup> June, 1pm – 4pm	<p><b>Students with sensory impairments</b></p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p><b>Supporting students with mental health issues</b></p> <p>Strategies and support for students who have experienced trauma, displacement and loss, including refugee students. Wellbeing and resilience</p>	<p>Chapters 11, 12, &amp; 16 in Diversity, Inclusion and Engagement.</p> <p>See Moodle for Additional Readings</p>
9 Wednesday 1 <sup>st</sup> July, 9am – 12pm	<p><b>Effective home-school collaboration: Multiple stakeholder relationships</b></p> <p><b>School Transitions for students with disabilities</b></p>	<p>Chapter 18 in Diversity, Inclusion and Engagement.</p> <p>See Moodle for Additional Readings</p>
10 Wednesday 1 <sup>st</sup> July, 1pm – 4pm	<p><b>Assessment 2 Preparation:</b> Differentiating lesson plan</p> <p>Pre-lecture preparation (1.5hrs)</p>	See Moodle for Additional Readings

## 7. RESOURCES

### **Required Readings**

Hyde, M., Carpenter, L., & Dole, S. (Eds.). (2017). *Diversity, inclusion and engagement* (3rd ed.). South Melbourne, VIC: Oxford University Press.

See Moodle for additional readings

## 8. ASSESSMENT

### **Submission of assessments**

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm.



For each article, you must:

1. Use the scaffold provided in Moodle.
2. Provide the full reference for the article that you have located at the start of each review using APA style (7th ed.).
3. You need to analyse and evaluate them in terms of their value and relevance in enhancing the engagement (e.g., academic, social etc.) of students listed above.
4. Explain how the evidence-based teaching strategy link to/relate/meet the legislative requirements relevant to



