

Subject Title:	Supporting the Special Needs of Learners		
Subject Code:	EDU3SNL	Credit Points:	15
Teaching Period:	Semester 2	Mode:	Face-to-Face
Prerequisite:	NA	Level:	3
Subject Description:			
<p>In this subject pre-service teachers explore the notion that every child, regardless of their challenges, has the ability to learn and that every learner has the opportunity to be successful in learning. Pre-service teachers develop an understanding of educational institutions' responsibilities for positively building on student diversity. As pre-service teachers, pre-service teachers become familiar with the varied resources that pre-service teachers bring with them and the specific challenges that different individuals and groups confront in educational settings. A range of adaptive teaching and learning strategies will be explored to maximize the educational experience and achievements of a range of diverse learners including: students with learning difficulties and disabilities; high performing and under-achieving students and students with rich multilingual, limited literacy, diverse cultural and socio-economic backgrounds. Pre-service teachers learn how to engage with the school community, including parents, to identify and respond to the needs of all students. Pre-service teachers undertake 20 days of practicum in an educational setting as part of this subject.</p>			
Intended Learning Outcomes (ILOs) & Australian Professional Standards for Teachers (APST)			
Upon successful completion of this subject, you will be able to:			APST
1	Understand the need to cater for diversity, the major issues and legislative requirements involved in teaching in diverse classrooms.	1.3, 1.5, 1.6, 7.2	
2	Explore research and methodologies for supporting diverse learners through collaborative partnerships involving schools, families and caring learning communities.	1.5, 3.7, 7.3	
3	Access research and pedagogies based on the understanding that learning is cognitive, affective and behavioural.	1.2, 1.3	
4	Demonstrate knowledge of responsive teaching strategies which optimize the strengths and needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds	1.5	
5	Develop differentiated learning opportunities utilising teaching strategies that maximize learning outcomes for students with special needs.	1.6	
6	Generate individualised learning programs for students with special needs in either mainstream or special education settings.	1.5, 1.6	

Assessment:				
Assessment Summary		Word Count Equivalence	%	APST
1	Collaborative Differentiated Inquiry Learning Unit and ILPs for nominated diverse learners (Teams of 3)	2250	50	1.2, 1.3, 1.5, 1.6, 3.6, 3.7, 7.2, 7.3
2	Individual Analytical Reflection (incorporating evidence of impact during Professional experience placement) Evidentiary Portfolio	2250	50	1.3, 1.5, 1.6, 3.6, 3.7, 6.3, 7.2, 7.3
3	20 days Professional experience placement	N/A	0	1.3, 1.5, 1.6
Assessment Details (including Assessment Criteria)				
1	<p>Develop a collaborative unit of work that incorporates a range of differentiated pedagogical strategies to engage a range of nominated diverse learners.</p> <p>The unit will demonstrate your collective teaching philosophy and theoretical understandings gained during the course. You will need to develop instructional and assessment practices that support differentiated curriculum, cater for individual differences and optimise student learning outcomes. The final unit should be in a consistent format with internal consistency of all content. Although you will design the unit collaboratively, in addition to the specified collective responsibilities, each team member will be responsible and accountable for specified components. It is each partner's responsibility to ensure that his/her submission includes all unit components with clear identification of authorship of each component.</p> <p>In developing this unit you will need to collaboratively:</p> <ul style="list-style-type: none"> • Create the profile of your class of 23 students which includes at least 6 different types of learners with specific needs, including the Year level and general class profile (eg. co-ed, more boys than girls, multi-cultural, refugees, Indigenous students etc.) • Provide the individual learning profiles (ILPs) of 6 diverse learners for whom your differentiated strategies will cater (Each partner is responsible for creating 2 ILPs) • Give an overview of the type of school and its general demographic • Explain why this unit suits the particular needs of your class (Unit Rationale) • provide a weekly overview/schematic outline of the unit so your developed lessons have a context <p>You will need to briefly describe specific aspects of the learning context:</p> <ul style="list-style-type: none"> • Classroom climate and teacher expectations • Classroom management and organisation protocols and expectations • Rituals and routines for small group collaborative learning/whole group instruction/personal learning • Cognitive and metacognitive approaches and expectations • Computer-assisted instruction and technological supports where appropriate • Diagnostic and formative assessment approaches • Differentiated instructional and communicative activities that establish a critical thinking, problem-solving and diversity-respectful classroom culture • How and why each learning/assessment activity will be differentiated for each of your nominated diverse learners <p>Your collaborative inquiry unit must include the following individually designed components:</p> <ul style="list-style-type: none"> • 3 fully developed lesson plans that could be effectively taught by another teacher (differentiated 6 ways to cater for each specified learner's needs) Each partner creates 1 fully developed lesson plan which is differentiated 6 ways to cater for each specified learner's needs • 3 learning activities (differentiated 6 ways to cater for each specified learner's needs) Each partner creates 1 fully developed learning activity which is differentiated 6 ways to cater for each specified learner's needs • 3 assessment tasks: 1 diagnostic, 1 formative, 1 summative (differentiated 6 ways to cater for each specified learner's needs) Each partner creates a different 1 of these 3 assessment tasks which is differentiated 6 ways to cater for each specified learner's needs <p>***Do not copy and paste interventions/adjustments for specified learners from one task to another</p>			

	<p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Unit overview clearly defines what will be achieved and clearly identifies the purpose/function of each lesson in the unit 2. An articulate and informed unit rationale has been included 3. Background information regarding the school and the class climate has been provided 4. ILPs are comprehensively and accurately detailed for the specified students 5. Major learning purposes, skills and strategies are explicitly stated for each of the 3 developed lessons and utilise Victorian Curriculum documents effectively 6. Lessons are very well developed and clearly show a sequence of developmentally appropriate activities to meet specific student learning needs. 7. Differentiated tasks are well developed and demonstrate explicit scaffolding for the specified students 8. Shared and independent teaching and learning strategies incorporate effective differentiation and varied student groupings. 9. Differentiated assessment strategies are appropriate to the learning purposes and needs of the specified students. 10. At least 3 authentic, task based differentiated assessment examples have been developed (1 diagnostic, 1 formative, 1 summative) 11. Each unit component is clearly identified with the full name of the partner/s who created it <p>*Satisfactory participation and performance to defined exit standards in the coursework are required to pass this subject as well as analytical reflections as shown in your Evidentiary Portfolio.</p>
2	<p>This task requires you to reflect deeply and analytically on the experiential learning you gained throughout your Professional experience placement through the lens of the theoretical learning you have gained in this subject. You are encouraged to experiment with a variety of differentiated learning/assessment tasks during your Professional experience placement and collect artefacts which you can interpret to support your demonstrated ability to achieve the APSTs addressed in this subject.</p> <p>For this assessment task you will collect artefacts and documents (during your Professional experience placement) to demonstrate how your teaching practice and development meets the requirements of selected Australian Professional Standards for Graduating Teachers which relate to this subject. The relevant Standard components you need to address are 1.3, 1.5 and 1.6. For each of the selected components of Standard 1, you are to explain how you met each component, clearly linking your statement to the evidence you provide. Your statement will include a critical analysis of theory relating to supporting the needs of all learners and justify connections made between theory and practice.</p> <ul style="list-style-type: none"> ○ The documentation that you can draw from to provide evidence that you are meeting the selected standards includes your mid-placement diagnostic self-evaluation and the following: <p>The Task is structured in alignment with the Australian Professional Teaching Standards (APSTs) and the La Trobe Professional experience placement Report. Your submission should contain the following information:</p> <p>Graduate Teacher Standards 1 - Know Students and how they learn 2 - Know the content and how to teach it</p> <ol style="list-style-type: none"> a. Supervising teacher feedback from three lessons taught during PExp referring specifically to your knowledge of differentiating content, delivery of that content, assessment and feedback to address the needs of all learners. b. Attach a copy of the original lesson plans that you designed, taught from and evaluated c. Annotations on the lesson plan indicating how you have demonstrated your knowledge of differentiated content, delivery of that content, assessment and feedback and how your pedagogical knowledge could be further developed d. Annotations describing how you improved your subsequent teaching in light of your reflections of these lessons. <p>Graduate Teacher Standards 1 - Know Students and how they learn</p>

	<p>2 - Know the content and how to teach it</p> <p>a. Three work samples of students with Learning Difficulties/Disabilities that reflect a range of achievement based on 3 differentiated lessons that you planned and taught</p> <p>b. Annotations analysing evidence of what the students' work samples indicate they know, can do and still need to know, in relation to the indicators from the lesson plans. Explain what you will need to plan and develop for the students in the next lessons in order to address the 3 targeted students' learning needs.</p> <p>Graduate Teacher Standards</p> <p>1 - Know Students and how they learn</p> <p>3 - Plan for and implement effective teaching and learning</p> <p>5 - Assess, provide feedback and report on student learning</p> <p>a. A program detailing the planning of 4 sequential, differentiated lessons (these need not be on the same day)</p> <p>b. Assessment instruments used to record each student's achievement for both formative and summative assessment tasks</p> <p>c. Annotations explaining the evidence that demonstrates your capacity to plan and assess for effective learning for all students and how this could be improved.</p> <p>Graduate Teacher Standards</p> <p>3 - Plan for and implement effective teaching and learning</p> <p>6 – Engage in professional learning</p> <p>a. Feedback from your supervising teacher outlining your capacity to engage students in effective learning</p> <p>b. Annotations reflecting on the feedback and explaining how you demonstrated your capacity to communicate effectively with students. Include recommendations for areas that you might need to develop.</p> <p>Graduate Teacher Standards</p> <p>4 – Create and maintain supportive and safe learning environments</p> <p>a. A critical reflection of three classroom management strategies trialled and how they improved the organization of classroom activities and the flow of the lesson</p> <p>b. Annotations providing further explanation for your classroom management plan and how you could create safer and more challenging environments in the future.</p> <p>c. Annotations providing further explanation for your classroom management plan and how you managed challenging behaviour.</p> <p>*Satisfactory participation and performance to defined exit standards in the coursework are required to pass this subject.</p>
3	<p>Satisfactory performance of 20 days Professional experience placement in a suitable educational setting.</p> <p>*Satisfactory participation and performance to defined exit standards in the Professional experience placement component are required to pass this subject.</p>

Learning Resources	
Required Texts	
1	Foreman, Phil. ed. (2011). <i>Inclusion in Action</i> . Australia: Cengage
Recommended Reading	
1	Berney, T. (2006). Overview of learning disability in children. <i>Psychiatry</i> , 5(10), 346-350.
2	Carol A. Tomlinson. (2014). <i>The differentiated classroom : responding to the needs of all learners</i> ASCD (ebook access via La Trobe library)
3	Dempsey, I. & Arthur-Kelly, M. (2007). <i>Maximising Learning Outcomes In Diverse Classrooms</i> . Australia: Thomson
4	Forbes, F. (2007). Towards inclusion; an Australian perspective. <i>Support for Learning</i> , 22(2), 66-71
5	Gregory, G.H. & Chapman, C. (2013). <i>Differentiated Instructional Strategies: One Size Doesn't Fit All</i> . Corwin Press, Inc.
6	Jennifer Pei-Ling Tan & Erica McWilliam (2009) From Literacy to Multiliteracies: Diverse Learners and Pedagogical Practice, <i>Pedagogies: The International Journal</i> , 4:3, 213-225, DOI: 10.1080/15544800903076119
7	Lindsay, K. (2004). 'Asking for the moon'? A critical assessment of Australian disability discrimination laws in promoting inclusion for students with disabilities. <i>International Journal of Inclusive Education</i> , 8(4), 373-390
8	Shaddock, A.J. (2007). <u>"Improving learning outcomes for all students: Strategies for teachers who don't claim to be super heroes"</u> . URL
9	Tanner, K.D. (2013). <u>Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity</u> . <i>CBE--Life Sciences Education</i> 12(3): 322–331.
10	Yeager, D.S. & Dweck, C.S. (2012). <u>Mindsets that Promote Resilience: When Students Believe that Personal Characteristics can be Developed</u> . <i>Educational Psychologist</i> , 47(4), 302–314.

Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1	Inclusive Classrooms - Celebrating Learner Diversity Identifying and understanding diverse learner needs	Celebrating Diversity How can I know and respect the learners in my classroom? Learning difficulty/disability simulation activity Mini-case studies analysis activity Readings: Inclusion in Action (3rd edition) edited by Phil Foreman Part A - Inclusive Environments Ch 3 "Practising successful inclusion", pp69-111 School and Classroom Practices in Inclusive Education in Australia (2007) A practical view of what teachers can do to create inclusive classrooms Lindsay, K. (2004). 'Asking for the moon'? A critical assessment of Australian disability discrimination laws in promoting inclusion for students with disabilities. <i>International Journal of Inclusive Education</i> , 8(4), 373-390 Creating a culturally inclusive classroom https://www.griffith.edu.au/_data/assets/pdf_file/0011/184853/Creating-a-Culturally-Inclusive-Classroom-Environment-mcb2.pdf
2	The difference between Learning Disabilities and learning Difficulties	Legislative Requirements: Duty of Care Why is relational wellbeing so important? "Doug's Rights" Case Study and activities Learning Disabilities and Difficulties article By Graham and Bailey (2007) Article by Graham and Bailey (2007) Learning Disabilities and Difficulties: An Australian Conspectus Berney, T. (2006). Overview of learning disability in children. <i>Psychiatry</i> , 5(10), 346-350. Students with Disabilities Guidelines 2014 URL Article by Kirby, Davis and Bryant (2005) Do teachers know the difference more than practitioners? Foreman, P., & Arthur-Kelly, M. (2008). Social Justice Principles, the Law and Research, as Bases for Inclusion. <i>Australasian Journal of Special Education</i> , 32(1), 109-124. doi: 10.1080/10300110701839964
3	Catering for everyone: Underachievers Advanced Learners (Giftedness) Mental Health and other Issues	Planning inclusively What do different learners need? Online module: Some of your students will be challenged by... Forbes, F. (2007). Towards inclusion; an Australian perspective. <i>Support for Learning</i> , 22(2), 66-71 Delmolino and Harris, (2012) Matching children on the Autism Spectrum to classrooms http://www.crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies
4	Literacy as a Social Practice: Developing literacy competence in diverse classrooms	Language awareness and adaptive teaching and learning activities How can language be adapted in inclusive classrooms? Inclusion in Action (2011), edited by Phil Foreman Part C: Strategies to Support Inclusive Teaching Ch 7 Developing Communication Skills (pp268-307), especially pp283-307 "Supporting oral language needs among students with diverse needs". Ch 8 "Understanding and supporting literacy competence" (pp314-334) Jennifer Pei-Ling Tan & Erica McWilliam (2009) From Literacy to Multiliteracies: Diverse Learners and Pedagogical Practice, <i>Pedagogies: The International Journal</i> , 4:3, 213-225, DOI: 10.1080/15544800903076119

5	The Differentiated Classroom: Adapting curriculum, teaching and learning strategies	<p>Responsive teaching, learning and assessment strategies: differentiated lesson planning templates</p> <p>Activity: Differentiating a core learning activity</p> <p>Tomlinson (2001) The How To's of Planning Lessons Differentiated by Learning Profile (Go to the web address below for an online version of this chapter.</p> <p>Everybody's Special (The Whole Child Series) URL</p> <p>This video focusses on younger children with special needs and includes strategies for teaching gifted and slow learners. If you're short on time, students who expect to teach younger children will find this video more relevant to their interests. However, we can all benefit from increasing our understanding about how talented teachers deal with challenges in a diverse range of classrooms. The best teachers believe they can learn something from everyone (including their students.)</p> <p>School and Classroom Practices in Inclusive Education in Australia (2007) van Kraayenoord, Christina E. Childhood Education 83.6 (2007): 390-394. http://www.ascd.org/publications/books/101043/chapters/The-How-To%27s-of-Planning-Lessons-Differentiated-by-Learning-Profile.aspx</p>
6	Whole School & Community Partnerships: Creating inclusive cultures	<p>Working with Parents and Carers</p> <p>Why is Respectful Communication so important?</p> <p>“Eddie” Case Study</p> <p>Talking to parents and carers</p> <p>“International perspectives on families, schools, and communities: Educational implications for family–school–community partnerships” The International Journal of Educational Research 41 (2004)</p> <p>Yarning space: Leading literacy learning through family–school partnerships by Beverley Flückiger Will Jones Pat Diamond, Australasian Journal of Early Childhood, 37:3 September 2004</p>
7	What is an Individual Learning Plan (ILP) and how to write one	<p>What is an ILP and who and what is it for?</p> <p>ILP activities</p> <p>Selected ILP templates</p> <p>RCH ILP http://blogs.rch.org.au/education/2013/10/03/it-all-starts-with-an-individual-learning-plan/</p>
8	Impact of a Virtual World and Digital Technologies on Diverse Learners	<p>Using digital technologies to support learning</p> <p>How can technology be used to differentiate content, process and product?</p> <p>Differentiating with Technology By Pokey Stanford, Margie W. Crowe Hollie Flice This easy-to-read article considers strategies for using technology to simplify and enhance differentiation to meet the ever increasing diversity of learners in today’s classrooms.</p> <p>Technology Integration Research Review (including suggested educational programs/resources.) http://www.edutopia.org/technology-integration-research-learning-outcomes</p> <p>Using technology to differentiate... http://www.learnnc.org/lp/multimedia/19119</p> <p>Using technology to differentiate learning URL</p> <p>An array of links to resources suited to different dominant intelligence types</p>
9	Re-framing Inclusive Practice	<p>How inclusive practitioners do it</p> <p>What are the key differences between Inclusive Classrooms and a one-size-fits-all approach?</p>

		<p>Shaddock, A.J. (2007). “Improving learning outcomes for all students: Strategies for teachers who don't claim to be super heroes”. URL</p> <p>Tanner, K.D. (2013). Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity. <i>CBE--Life Sciences Education</i> 12(3): 322–331.</p> <p>Yeager, D.S. & Dweck, C.S. (2012). Mindsets that Promote Resilience: When Students Believe that Personal Characteristics can be Developed. <i>Educational Psychologist</i>, 47(4), 302–314.</p>
10		<i>Professional experience placement</i>
11		<i>Professional experience placement</i>
12		<i>Professional experience placement</i>
13		<i>Professional experience placement</i>

Assessment	
Assessment Task No.	Description of task:
1	Collaborative Differentiated Inquiry Learning Unit and ILPs for nominated diverse leaders (Teams of 3)
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
1.3	Taught Weeks 1-9 Practiced Students will demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds through designing lessons and assessment tasks which are differentiated in relation to diverse learning needs. Assessed Task 1
1.5	Taught Weeks 1-9 Practiced Students will demonstrate knowledge and understanding of teaching strategies for differentiating to meet the specific learning of students across the full range of abilities through designing lessons and assessment tasks which are differentiated in relation to diverse learning needs. Assessed Task 1
1.6	Taught Weeks 1-9 Practiced Students will demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability through designing lessons and assessment tasks which are differentiated in relation to diverse learning needs. Assessed Task 1
Assessment Task No	Description of task:
2	Individual Analytical Reflection (incorporating evidence of impact during Professional experience placement)
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
1.3	Taught Weeks 1-9 Practiced Students will demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds through analytically reflecting on their Professional experience placement via the lens of theoretical knowledge gained throughout the semester. Assessed Task 2
1.5	Taught Weeks 1-9 Practiced Students will demonstrate knowledge and understanding of teaching strategies for differentiating to meet the specific learning of students across the full range of abilities through analytically reflecting on their Professional experience placement via the lens of theoretical knowledge gained throughout the semester. Assessed Task 2

1.6	Taught Weeks 1-9 Practiced Students will demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability through analytically reflecting on their Professional experience placement via the lens of theoretical knowledge gained throughout the semester. Assessed Task 2
Assessment Task No	Description of task:
3	Professional experience placement (20 days)
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
1.3	Taught Weeks 1-9 Practiced Students will demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds during their Professional experience placement. Assessed Task 3
1.5	Taught Weeks 1-9 Practiced Students will demonstrate knowledge and understanding of teaching strategies for differentiating to meet the specific learning of students across the full range of abilities during their Professional experience placement. Assessed Task 3
1.6	Taught Weeks 1-9 Practiced Students will demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability during their Professional experience placement. Assessed Task 3