

**LAIDLAW COLLEGE**  
*Te Wananga Amorangi*

BACHELOR OF TEACHING (PRIMARY) & WORLDVIEW STUDIES

**855.515 Inclusive Pedagogies**

**Course Assessment and Delivery Outline**

**Campus:** Auckland

Semester 1, 2015

**Lecturer:** Yael Klangwisan

NQF Level: 5, 15 credits

**CONTENT OVERVIEW**

- a. Understanding *ako*—the flow of teaching and learning
- b. Understanding *taha wairua*—nurturing the whole child
- c. Understanding *whaiwāhitanga*—inclusion for all
- d. Bicultural teaching competencies: *ako, whanaungatanga, wananga, manaakitanga, tangata whenuatanga*
- e. Learner diversity: special learning needs, Montessori
- f. Learner diversity: Multiple Intelligences (Gardner); Individual learning preference;
- g. Learner diversity: IEPs (individualised instruction)
- h. Relational Pedagogies
- i. Inclusive Practices: microteaching, technology rich assisted learning, reciprocal teaching; peer teaching/multi-level classrooms; cooperative learning
- j. Inclusive management strategies (a)
- k. Inclusive management strategies (b)
- l. Creating Inclusive environments
- m. Experiencing an inclusive school

**ASSESSMENT TASKS AND DUE DATES**

**ASSIGNMENT ONE**

Students will participate in a forum in response to a selection of readings and/or clips on inclusive pedagogies and practices in the mainstream classroom.

**Assignment One Criteria**

Students will:

- develop an emerging personal philosophy of individualised, inclusive education;
- *collaboration*, planning, sorting, information technology, reflective, creative and lateral thinking
- professional knowledge and application of current learning and theories for the inclusive classroom
- evidence of overall growth in professional knowledge of special learning needs
- a high standard of referencing and presentation skills

% Final Grade	50%
Learning Outcomes	a, b, c
Due Date:	12 June 2015

## **ASSIGNMENT TWO**

In the final week of the semester students will experience an inclusive school for a period of 4 days. Students will complete a child study (learning & development) and a series of reflections on the school/classroom experience including:

- a) *Ako*—the flow of teaching and learning in the school
- b) *Taha wairua*—the way in which the school nurtures the whole child
- c) *Whaiwāhitanga*—the school ethos and approach to inclusion

### **Assignment Two Criteria**

Students will demonstrate:

- insightful reflective writing
- efficient collation of knowledge and resource
- high standard of organization and presentation
- creative use of e-portfolio

% Final Grade	50%
Learning Outcomes	a, d
Due Date:	28 June 2015

### **EXPECTED ALLOCATION OF STUDY HOURS**

Classroom observation four days.

Lectures	40 hours
Practicum experience	30 hours
Self-directed learning	80 hours
<b>TOTAL</b>	<b>150 hours</b>

### **TEXTBOOK**

Gibbs, Colin. (2006). *To be a teacher: Journeys into authenticity*. Auckland: Pearson.

### **BIBLIOGRAPHY**

Adams, K. (2009). *Behaviour for learning in the primary school*. Exeter: Learning Matters Ltd.

Ballenger, C. (2009). *Puzzling moments, teachable moments : practicing teacher research in urban classrooms*. New York: Teachers College Press.

Bevan-Brown, J. (2003). *The cultural self-review; Providing culturally effective, inclusive, education for Maori learners*. Wellington: NZCER.

Chinn, S. (2010). *Addressing the unproductive classroom behaviours of students with special needs*. London: Jessica Kingsley

Diller, D. (2007). *Making the most of small groups. : Differentiation for all*. Portland, Me.; Markham, Ont. : Stenhouse Publishers; Pembroke Publishers.

Ellis, S. (2009). *Behaviour for learning : proactive approaches to behaviour management*. Abingdon, Oxford: Routledge

Frey, N. (2009). *Productive group work: how to engage students, build teamwork, and promote*

*understanding*. Alexandria, VA: ASCD

Gibbs, C. (2006). *To be a teacher: journeys towards authenticity*. Auckland, NZ: Pearson Education New Zealand.

Gutteridge, D & Smith, V. (2010) *Creating an emotionally healthy classroom : practical and creative literacy and art resources for key stage 2*. London: Routledge.

Jensen, E. (2010). *Different brains, different learners : how to reach the hard to reach*. Thousand Oaks, CA: Corwin Press

Kozol, J. (2009). *On being a teacher* (2<sup>nd</sup> Ed). Oxford: Oneworld Publications.

Le Messurier, M. (2010). *Teaching tough kids: simple and proven strategies for student success*. Abingdon, UK: Routledge,

Sax, L. (2009). *Boys adrift : the five factors driving the growing epidemic of unmotivated boys and underachieving young men*. New York: Basic Books

Sterne, A. (2010). *Domestic violence and children : a handbook for schools and early years settings*. Abingdon, UK: Routledge.

Smith, J. (2009). *Autism at school*. Auckland, N.Z: Southern Moon Productions

Zambo, D. (2009). *Bright beginnings for boys: engaging young boys in active literacy*. Newark, DE: International Reading Association.