

# Inclusive Education Study Options



Using effective pedagogies and creating supportive environments to support the learning needs of all students has become a very important factor in the field of Education. At Murdoch University, we acknowledge this necessity and have created dedicated offerings for both pre-service and practising teachers who would like to develop their skillset as an inclusive educator. These offerings present students with extensive practical immersion underlined by rigorous theory.

## Inclusive Education offerings

The following minor, co-major and major are dedicated study options for pre-service teachers and qualified teachers who want to enhance their knowledge of Inclusive Education.

- **MN-INC-ED: Inclusive Education** - Undergraduate, B.Ed Primary Teaching (B1404) Minor
- **CJ-SES: Secondary Education Support** - Undergraduate, B.Ed Secondary Teaching (B1368) Co-Major
- **MJ-ISNE: Inclusive and Special Needs Education** - Postgraduate, Master of Education (M1367, M1313) & Graduate Certificate in Education (C1153) Major



These offerings will be further explained in this booklet.

# Inclusive Education (Minor)

Undergraduate

|                         |  |
|-------------------------|--|
| Code                    | MN-INC-ED  |
| Available in the Course | Bachelor of Education (Primary Teaching) - B1404 |
| Credit points           | 12   |
| Study mode              | Part time or full time                           |

## Overview

The Inclusive Education minor equips students with the skills and knowledge to teach children with diverse abilities in inclusive settings, and in Special Education Schools and Centres. Students will be given opportunities to plan, implement and evaluate interventions and evidence-based practices. Application of this minor is integrated into existing professional experiences in the 3rd and 4th years of the primary teaching course. Professional experience provides opportunities to keep developing effective teaching, observation and critical reflection, peer observations, and school-based protocols, specifically in the area of special education, and the offering allows students to gain specific experience in a special education context.

Completion of this minor will provide the formal qualifications required by the WA Department of Education for accreditation and employment in Special Education Schools and Centres.

## Required units in this minor

- EDN309 - Education Support in Schools (Primary) (3pts)
- EDN330 - Teaching Students with High Incidence Disabilities (3pts)
- EDN328 - Teaching English and Literacy to Students with Learning Difficulties and Disabilities (3pts)
- EDN329 - Teaching Mathematics and Numeracy to Students with Learning Difficulties (3pts)

## Required units at a glance

### **EDN309 - Education Support in Schools (Primary)**

The focus of this unit is on children in education support schools or centres. This unit will also aim to provide students with knowledge of key issues, evidence-based practices and teaching strategies addressing the needs of children in education support settings. Students have the opportunity to experience a learning environment within an education support centre or school.

### **EDN330 - Teaching Students with High Incidence Disabilities**

The focus of this unit is on children with high-incidence disabilities. The unit presents students with an overview of the nature and characteristics of children with mild disabilities, including children with autism (ASD), mild intellectual disabilities, learning disabilities, attention-deficit-hyperactivity disorders (ADHD), and children with emotional or behavioural disorders. This unit will also aim to provide students with knowledge of key issues, evidence-based practices and teaching strategies addressing the needs of children with high incidence disabilities in education settings.

### **EDN328 - Teaching English and Literacy to Students with Learning Difficulties and Disabilities.**

This unit examines issues related to students with learning difficulties and disabilities and the impact it has on the development of English and literacy skills. The focus will be on early intervention and ongoing support for children who have not made expected progress. Students will explore and evaluate a range of evidence-based instruction, assessment, and intervention approaches in relation to literacy in order to promote an effective educational experience for students with a range of learning difficulties and disabilities.

### **EDN329 - Teaching Mathematics and Numeracy to Students with Learning Difficulties**

This unit will consider the needs of children with mathematical learning difficulties and mathematics disabilities with regard to learning, teaching and assessment strategies. Students critically examine key issues, research and approaches in mathematics instruction for such students and plan intervention approaches that cater for their educational needs.



**Learn more about  
studying Primary  
Inclusive Education**

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# Secondary Education Support (Co-Major)

Undergraduate

|                         |   |
|-------------------------|---|
| Code                    | CJ-SES  |
| Available in the Course | <u>Bachelor of Education (Secondary Teaching) – B1368</u> |
| Credit points           | 21  |
| Study mode              | Part time or full time                                    |

## Overview

The Secondary Education Support co-major equips students with the skills and knowledge needed to teach adolescent children with diverse abilities and needs in both mainstream classes and inclusive settings (for example, Education Support Schools and Education Support Centres). Students will be given the opportunities to plan, implement and evaluate interventions and evidence-based practices. Application of this co-major (by way of work-integrated learning) occurs in the 3rd and 4th years of the Bachelor of Education (Secondary) program. This professional experience provides opportunities to develop and reinforce effective teaching, observation and critical reflection, peer observations and school-based protocols, specifically in the area of education support.

Completion of this co-major will provide formal qualifications required by the Department of Education WA for accreditation and employment in Education Support Schools (ESCs) and Education Support Centres (ECCs)

## Required units in this co-major

- KAC102 – Wandju Boodja (Welcome to Country) (3pts)
- EDN323 – Education Support in Schools (Secondary) (6pts)
- PSY172 – Introduction to Psychological Health and Wellbeing (3pts)
- EDN330 – Teaching Students with High Incidence Disabilities (3pts)
- EDN328 – Teaching English and Literacy to Students with Learning Difficulties and Disabilities (3pts)
- EDN329 – Teaching Mathematics and Numeracy to Students with Learning Difficulties (3pts)

## Required units at a glance

### **KAC102 – Wandju Boodja (Welcome to Country)**

This Aboriginal-led unit offers students from all disciplines an immersive understanding of Australian Aboriginal culture, history and experience through the lens of the local Noongar people – the traditional custodians of the land upon which Murdoch University's main campus is situated. Additionally, it develops cross-cultural sensitivity and intercultural communication skills, which are highly regarded career competencies. The unit is highly experiential, including field trips to culturally significant sites and workshops led by local Noongar community representatives and organisations.

### **EDN323 – Education Support in Schools (Secondary)**

This unit focuses on adolescents in Education Support Schools or Centres. The unit will also aim to provide students with knowledge of key issues, evidence-based practices and teaching strategies addressing the needs of adolescents in education support settings.

### **PSY172 – Introduction to Psychological Health and Wellbeing**

Psychology has an important role in designing systems that make people happy, healthy and productive. This unit will critically examine the concepts of 'health', 'wellbeing' and 'happiness'. It will demonstrate how to add quality to people's lives, through research-guided practice and the application of behaviour change principles. Topic areas include coping with and overcoming psychological pain and stress, addictions and disabilities, in addition to promoting healthier behaviour in the community.

### **EDN330 – Teaching Students with High Incidence Disabilities**

The focus of this unit is on children with high-incidence disabilities. The unit presents students with an overview of the nature and characteristics of children with mild disabilities, including children with autism (ASD), mild intellectual disabilities, learning disabilities, attention-deficit-hyperactivity disorders (ADHD), and children with emotional or behavioural disorders. This unit will also aim to provide students with knowledge of key issues, evidence-based practices and teaching strategies addressing the needs of children with high incidence disabilities in education settings.

### **EDN328 – Teaching English and Literacy to Students with Learning Difficulties and Disabilities.**

This unit examines issues related to students with learning difficulties and disabilities and the impact it has on the development of English and literacy skills. The focus will be on early intervention and ongoing support for children who have not made expected progress. Students will explore and evaluate a range of evidence-based instruction, assessment, and intervention approaches in relation to literacy in order to promote an effective educational experience for students with a range of learning difficulties and disabilities.

### **EDN329 – Teaching Mathematics and Numeracy to Students with Learning Difficulties**

This unit will consider the needs of children with mathematical learning difficulties and mathematics disabilities with regard to learning, teaching and assessment strategies. Students critically examine key issues, research and approaches in mathematics instruction for such students and plan intervention approaches that cater for their educational needs.



Learn more about studying Secondary Education Support

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# Inclusive and Special Needs Education (Major)

Postgraduate

|                            |  |
|----------------------------|--|
| Code                       | MJ-ISNE  |
| Available in these Courses | <u>Master of Education – M1367</u><br><u>Master of Education – M1313</u><br><u>Graduate Certificate in Education – C1153</u> |
| Credit points              | 12   |
| Study mode                 | Part time or full time   |

## Overview

The Inclusive and Special Needs Education major is offered in the Graduate Certificate of Education, in the Master of Education (M1313) and in the Master of Education (Australian and Comparative Education) (M1367) for a broad range of educators to upskill in regard to inclusive education in order to support learners with diverse abilities. The offering will provide knowledge about diverse learning needs, as well as how to develop and implement strategies to enhance learning outcomes relevant to diverse abilities. The focus will be on inclusion and diversity.

## Required units in this major

- EDN612 – Diversity and Inclusion (3pts)
- EDN517 – Learning Multiple Perspectives, Policies and Practices (6pts)
- EDN630 – Methods for Teaching Learners with High Incidence Disabilities (3pts)



## Required units at a glance

### EDN612 – Diversity and Inclusion

Those interested in the learning of others have a responsibility to understand diversity and be inclusive of all learners, regardless of cultural background, social class, gender and sexuality, or dis/ability. Therefore, in order to assist in negotiating the complexity of inclusive education and to promote equity, the unit will:

- Introduce aspects of diversity likely to be encountered in education, work and community contexts.
- Explore ways in which diversity can be accommodated in a range of settings.

### EDN517 – Learning Multiple Perspectives, Policies and Practices

This is the capstone unit for Graduate Certificate in Education (Majors) – MJ-ISNE Inclusive and Special Needs Education, MJ-IL Instructional Leadership, MJ-IE International Education band MJ-EL E-Learning.

### EDN630 – Methods for Teaching Learners with High Incidence Disabilities

The diversity of learners today presents a number of challenges. You will engage with current knowledge about cognitive, perceptual, language, academic learning, and social-emotional characteristics of learners with disabilities. You will also learn about issues arising in assessment and learning, as well as the use of evidence-based practices in an inclusive setting for learners with disabilities. You will become acquainted with instructional strategies and interventions, with a focus on developing literacy and numeracy skills.



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