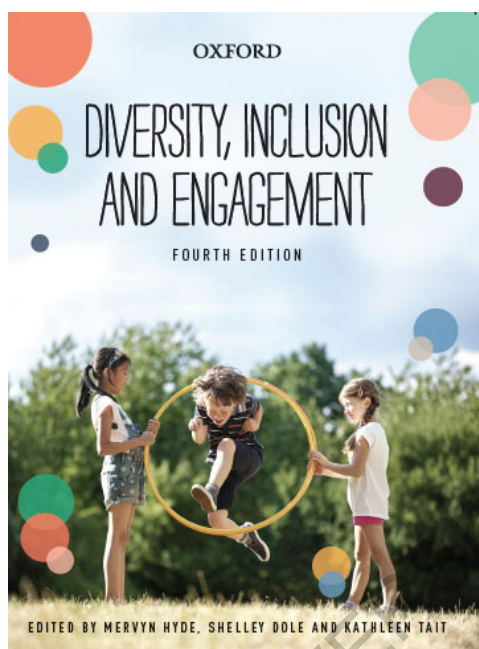


Instructor's Resource Manual



Diversity, Inclusion and Engagement

Fourth Edition

Edited by Mervyn Hyde, Shelley Dole and Kathleen Tait

IRM material updated by Grace Emanuele, based on content from *Diversity, Inclusion and Engagement*, fourth edition

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PREFACE

This book has been a successful one since its first edition in 2010. The fourth edition presents important updates reflecting changes in legislation, policy, regulation, curriculum, research and practice since the third edition in 2017.

Over the past decade, we have witnessed major changes in Australian and international perspectives and imperatives towards inclusive education. We have seen much of the Australian Curriculum implemented, ratification of the UN Convention on the Rights of Persons with Disabilities and a greater understanding, and expectation, of inclusion in the policies and practices of school systems authorities nationally, and by general communities across Australia. In addition, new dimensions of disadvantage or limitation of the potential for children to fully participate in education are emerging. These include greater numbers of children from immigrant families, many of whom are refugees, the increasing impact of poverty in Australia, the greater influence of technology on education and an increasing divide between rich and poor.

Even during our earliest discussions with Oxford University Press, our objectives were clear and have remained relevant over the time it has taken to write the fourth edition of this book. These objectives are to take a fresh look at what constitutes inclusion and to locate the principles of inclusion within our international and national obligations; in legislation, policy and curriculum; in the attitudes and informed practices of educators; and, importantly, the aspirations and outcomes for students. Political views and the actions of politicians change and we live in a time of increasing uniformity and regulation in education. This presents clear challenges to the implementation of some of the core principles of effective inclusive education. These challenges are worthy of our attention and critical reflection by teachers and teacher education students because such increasing uniformity in state and national regulation occurs at a time when our schools have a rapidly increasing range of diversity among the students they serve.

We also decided that some groups who have been restricted in their school participation, such as students with Indigenous heritage and students with English as a second language, needed more extensive coverage than had been evident in other books of this type. We also set about reconceptualising the issues around children who present challenging behaviours for their schools, families and communities, whether these behaviours are a discrete concern caused by environmental or social factors or associated with a primary disability such as Autism Spectrum Disorder.

We have in this edition retained a focus on the process of student engagement. This process considers the outcomes of increased access and participation and reflects an increasing level of accountability evident in Australian public, economic and political institutions. More than ever before, schools and teachers are asked to respond to standards that should reflect positive outcomes for the students that they educate, but these standards can at times be regarded as limitations to the aspirations and potentials among our communities unless they are subject to ongoing scrutiny. Teaching is a mixture of both the science of effective pedagogy and also 'art' as good teachers adapt, adopt and modify the current dictates of education systems, curriculum guidelines and assessment protocols in their everyday attempts to engage with their students in meaningful, relevant and successful ways.

The book is primarily designed for undergraduate students and presents a clear, socially oriented approach to understanding and developing inclusion in education. It is not a text that encourages a disability or a deficit focus. Rather, it attempts to convey positive dimensions for promoting the implementation of inclusive education policy in practice. At the same time it focuses on the areas we

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know are currently providing challenges for many teachers in engaging all students in inclusive learning environments.

Note: Oxford is pleased to provide resources and learning activities including ice breakers, group discussion questions/activities, research activities and case study analyses. These can be used in an online format.

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Part 1 Setting the Scene

Chapter 1 Understanding Diversity, Inclusion and Engagement

Textbook pages 3–16

Learning Objectives

- To begin to develop an understanding of the principles behind inclusion, particularly in educational contexts
- To begin to develop an understanding of the factors – international, national, humanitarian and social – that contribute to the formation and implementation of legislation, policy and practice towards educational inclusion and engagement
- To be able to reflect these understandings in initial discussion and analysis of cases and situations where the inclusion of students from diverse backgrounds or with specific needs is considered

Activities

- 1, 2, 3
- 4, 5, 6, 7, 8, case study analysis
- 4, 9, 10, 11, case study analysis

Ice breakers

- Understanding inclusion: This activity is designed to establish the ideas students have about inclusion. Create a page on Mentimeter (www.mentimeter.com) or Padlet (www.padlet.com). Add the stem conversation: *What do you think inclusion is or represents in an educational context?* Students can access this page using a range of devices – smartphones, desktop computers and mobile devices – to give their responses. They do not have to use their real name when signing in; in fact, it is useful to encourage them to use a pseudonym. This allows the less vocal students to have a voice.

Note: Mentimeter is an interactive presentation tool that allows users to engage their audiences in real time. Teachers sign up and audiences join from the app or via www.menti.com to see and respond to the questions. Padlet is an online tool for collaboratively developing and editing documents. It is free and permits up to 15 members to collaborate on a single document. It works with most smart devices.

Students often cite more obvious sources of diversity (e.g. culture, ethnicity and religion) but not sources such as hearing impairment, Indigenous background, gender, sexual preference and so on. Using Mentimeter or Padlet, capture all student responses as a transcript. Depending on the software you are using, copy and paste these responses into a Word document, removing unnecessary data such as time stamps, names and dates. Paste this data into a word cloud generator such as Wordle (www.edwordle.net), which will show the most common responses in a larger font. Doing this final step reveals the group's thinking.

Note: The information from the word cloud can set the scene for an informed tutorial about what is missing from students' understandings of inclusion.

- 2 What is diversity? In groups of three, ask students to create a Y-chart for the word ‘diversity’, describing what diversity looks, sounds and feels like. The purpose of this task is to engage with the emotive aspects of diversity.

To conclude, in groups of four, ask students to develop a brief report to share orally with the class.

Note: A Y-chart asks participants to describe what a topic looks, sounds and feels like. It involves students in deep thinking, enabling them to move from concrete descriptions to abstract descriptors. For more information on how to use Y-charts, do an internet search.

- 3 Brainstorming: Ask students to brainstorm ideas about all of the points listed below in groups. (An alternative – if there is time – is to write the questions on separate pieces of paper and pass them around to the groups to record their answers on.)

Then give each group one question as well as answers to that question from all groups and ask them to find a suitable way to present the answers (graph, images, mind map, etc.).

- List as many specific forms of special needs/diversity as you can.
- List all of the agencies, support services, personnel, programs and community groups you are aware of that support individuals with special needs/diversity.
- What have you seen in your experience as a teacher so far that effectively includes students with special needs/diversity?
- Describe your feelings about educating children with special/diverse needs. On a scale of 1 (limited confidence) to 5 (extremely confident), rate your confidence in supporting children with special/diverse needs in mainstream classrooms.
- What would you like to find out about in the area of diversity/special needs?

Group discussion questions/activities

- 4 In groups of three, ask students to undertake internet-based research on the phrases ‘inclusion in education’ and ‘inclusive education’. What is similar? What is different? What did they find surprising? Use the Padlet environment to collate their thinking.
- 5 Imagine that the government has created a new position, a Minister for Social Inclusion. In groups of four, students discuss the possible reasons for creating such a position and the range of responsibilities this minister might have. Ask them to write a brief for the minister, outlining key responsibilities and priorities, remembering that the government may only have a three-year term. They should consider the ideal qualities and skills the minister should have and present their ideas to the class to allow an open discussion.
- 6 Differentiation is often used to create a classroom that caters for diversity and equity. The phrases listed below describe aspects of differentiation: what differentiated programming is and what differentiated programming is not. Unfortunately, the phrases have been mixed up. Tell students that their task, working in groups of four, is to sort them into two categories in the table. They should be prepared to defend their group’s viewpoint to the class.

Differentiated programming is	Differentiated programming isn't

- having high expectations for all students
- assigning more work at the same level to high-achieving students
- permitting students to demonstrate mastery of material they already know and to progress through new material at their own pace
- giving a normal assignment to most students and a different one to advanced learners
- providing different avenues for acquiring content, processing or making sense of ideas and developing products
- providing multiple assignments within each unit, tailored for students with differing levels of achievement
- limited to subject acceleration – teachers are encouraged to use a variety of strategies
- using only the differences in student responses to the same class assignment to provide differentiation
- [possible] all the time – often it is important for students to work as a whole class
- allowing students to choose, with the teacher's guidance, ways to learn and how to demonstrate what they have learnt
- individualised instruction – it is not a different lesson plan for each student each day
- flexible – teachers move students in and out of groups, based on students' instructional needs

Source: Tomlinson, C. A. & Allan, S. D. (2000). *Leadership for differentiating schools and classrooms*. ASCD.

- 7 Watch the video *Inclusive Learning: Everyone's In – Overview* (<https://youtu.be/aTXtT05782Y>) with the class. They may find it an interesting starting point when thinking about inclusive education. While this is not an Australian example, it demonstrates that inclusion is a worldwide field.

Ask students these key questions:

- a What is your belief around what is right for children's education?
- b What do you understand inclusion to mean? Describe some inclusive practices you have seen in your professional experience placements. On what basis can you argue for inclusion in terms of educational settings?

Students can respond in digital format or use Popplet (www.popplet.com) to create a mind map.

Refer to this resource on how to create a group Popplet:

<https://ep.unisa.edu.au/view/view.php?id=86660>.

- 8 In groups of four, and using a 1:2:4 cooperative strategy, ask students to discuss the implications of the definition of human rights below for them as teachers and to report their consensus view to the class.

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

Source: UN Office of the High Commissioner for Human Rights (n.d.). *What are human rights?*

Note: The 1:2:4 strategy works as follows: Each student works independently on a particular activity (e.g. writing down their response to the task) for 3 minutes. Students then find a partner and create a combined list of their responses (3 minutes). Next the pairs join together to form groups of four and, using their collective knowledge about the issue, develop a consensus, which is presented as a final report. (Time is required in class to do this, or reports could be posted to an electronic forum.)

Research activities

- 9 In small groups, ask students to conduct research on the UN Convention on the Rights of Persons with a Disability. They should discuss the concepts of 'uniformity' and 'differentiation' at national level in relation to education systems. Ask them to write a letter to the editor expressing their views on the effectiveness of the convention given the potential loophole of 'differentiation' at national level.
- 10 Give students 10 minutes to complete the questionnaire below and ask them to ensure they are able to discuss their answers. Next, ask them to find a partner and discuss their responses. Then, they should form groups of four and build a consensus view to share with the class (1:2:4 strategy).

Which of the following terms are likely to cause offence?		
coloured	Yes	No
wheelchair bound	Yes	No
blackboard	Yes	No
blind	Yes	No
gay	Yes	No
ladies	Yes	No
disabled parking	Yes	No
visual impairment	Yes	No
brainstorm	Yes	No
lads	Yes	No
equal opportunities	Yes	No
disabled learner	Yes	No

- 11 Students complete the survey below to develop a self-profile. For each response in the 'not very' and 'not at all' columns, ask them to undertake internet research to build their understanding.

How confidently could you:	Very	Not very	Not at all
... describe the difference between equality and diversity?			
... challenge a colleague who is using racist terminology?			
... recognise sexist language?			
... say when Ramadan is?			
... describe what Ramadan is?			
... describe what Haj is?			
... say when Hari Raya is?			
... describe what Hari Raya is?			
... say when Hanukkah is?			
... describe what Hanukkah is?			

... say when Christmas is?			
... describe what Christmas is to a person from another religion?			
... describe the difference between the Islamic calendar and the Gregorian calendar?			
... describe what Diwali is?			

Source: adapted from Smith, M. & Armstrong, A. (2005). *Beyond prejudice: Inclusive learning in practice*. UK: Learning and Skills Development Agency.

Case study analysis

Stories from the classroom: Inclusion and the law (pages 4–5)

- 12 Ask students: If inclusion is ‘the process of responding to the uniqueness of individuals’ rather than a ‘group thing’, how would you as a teacher with a strong commitment to human rights respond to the consequence of the Supreme Court rulings outlined in this chapter – that is, the suggestion that Auslan should be available to deaf students in regular schools? Students complete this activity in small groups, and then share their thoughts with the class.
- 13 In small groups, students should discuss some of the practical obstacles they might face as teachers trying to honour the court rulings and how they might overcome these obstacles when planning for a truly inclusive classroom.
- 14 The following abstract is taken from the Australian Government’s *Disability Standards for Education 2005*. In groups of three, students should discuss how the information provided here might be used to interpret the case study ‘Inclusion and the law’.

3.4 Reasonable adjustments

- (1) For these Standards, an adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected.

Note: Judgements about what is reasonable for a particular student, or a group of students, with a particular disability may change over time.

- (2) In assessing whether a particular adjustment for a student is reasonable, regard should be had to all the relevant circumstances and interests, including the following:
 - (a) the student's disability;
 - (b) the views of the student or the student's associate, given under section 3.5;
 - (c) the effect of the adjustment on the student, including the effect on the student's:
 - (i) ability to achieve learning outcomes; and
 - (ii) ability to participate in courses or programs; and