## Assignment one

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| Description/Focus:  | Developing personal and social capabilities in our school using the Australian Curriculum |
| Value: | 50 %  |
| Due Date: | Monday, Week 6, by midnight |
| Length: | No set word limit – at the student’s discretion  |
| Relates Learning Outcomes | 1 & 2 |

## Task

### Creating greater access in our school: how we are supporting our most able learners including those who are considered to be ‘twice exceptional’

Background: (Fiction) Your school has decided to focus on Gifted Education this semester as a number of students have been identified as Gifted, a couple have also been identified as having a learning disability (Dyslexia) and one within the high functioning Autistic Spectrum. You will want to focus on how the national curriculum focuses on student diversity in relation to Giftedness this year to help all members of staff in the school across all settings. You will be working as a group of up to five people (the choice of roles is up to you) to create a paper for the school to help the staff in developing suitable programs to support these students. As a part of this task your group will need to discuss the legal and ethical context (policies and declarations applicable to all Australian educational settings) the national curriculum (ACARA) as well as other documents your group thinks is relevant that is grounded in good theory and practice.

You will need to follow these steps:

1. **Week One:**
2. **Week One:**

3. **Weeks One, Two & Three:** as a part your school committee you will need to do some background reading before you write this policy it will need to include Parts 1,2 &4 of your text as well as United Nations Declarations on the Rights of the Child, Declarations on the Rights of People with Disabilities; Declarations on the Rights of Indigenous People, some Australian legislation, The Disability Discrimination Act and the Standards for Education under that act, state/territory and school policies related to giftedness, ESL, students with special needs (or disabilities) and gender issues (you may decide to divide some of this reading between yourselves and report back on the group’s discussion board what you have found out although all of you will need to show evidence of having read your text). This list is not an exclusive one as some of you may have other readings, such as the Salamanca Statement, the American (IDEA), British or another country’s legislation in regard to inclusion and supports that you would like to discuss too. You will all need to look at the ACARA documents (Australian Curriculum, version 5.2) so that you can report back to the group on what, from your role, you feel is important.

4. **Week Four:** discuss in your group, from your chosen role’s perspective, what you have learned from the reading and research you have done and what you think needs to go into your policy.

5. **Week Five:** finalise your paper making sure to discuss it within your group ready to be uploaded on Monday of Week Six.

6. **Week Six:** upload yourpaper (all members of the group to upload as your assessment in Grade Centre) and include your own research on the topic

To help you in organising your paper, please look at the following information as well as policies and legislation (international, national, federal and state/territory)

<http://www.australiancurriculum.edu.au>. Do the guided tour video as it will help you in developing your paper and understanding where tools are. You will also need to be sure you look at the sections on diversity and disability. Particularly those related to disability and giftedness. <http://www.acara.edu.au/curriculum/student_diversity/student_diversity.html> as well as other state and territory sites that you feel will help your school in understanding issues related to inclusiveness in all aspects of school-life.

You may want to look at information from different states as well. You may wish to collaborate in an environment other than Learnline. If you do you will need to upload what you have done to your group’s page in Learnline for me to see as well.<http://www.acara.edu.au/curriculum/student_diversity/student_diversity_resources.html>

Your lecturer/tutor will be visiting your school (group page) from time to time to help facilitate this policy if needed.

### Your assessment will be based on:

a. Your collaboration within your group. Did you begin on time, did you contribute regularly, were you helpful to others, did you perform in the spirit of your role?

b. Your knowledge of your text and international, national, state/territory legislation and policies related to inclusion of all students and supports

c. Your group’s assignment– the ideas, the quality of the writing and its use of the data you all gathered. \*You may wish to base your paper on an existing paper at a school you know. This is fine but it and other resources you access will need to be acknowledged in your reference list for this assignment (**APA** referencing). If all the above is covered in a satisfactory manner you will receive a Pass Ungraded (this is the *only grade available* in this unit). Please remember to check how to do APA referencing on the CDU library site ***before*** beginning the assignment as we will be checking it ourselves before we begin to look at your papers as it is updated regularly. Remember too that it is expected you will use inclusive language (person first) even if examples you have seen may not have.