



School of Education

EDST5129
Transitions in Lives of Students with
Disabilities

Term 2 2021

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.4	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.	2, 3
1.2.3	Expand understanding of how students learn using research and workplace knowledge	1, 2, 3
1.6.2	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirement	2, 3
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	3
2.3.2	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	3
3.1.2	Set explicit, challenging and achievable learning goals for all students.	3
4.1.4	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.	2, 3
5.1.3	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to -0 0 9.923	

6. COURSE CONTENT AND STRUCTURE

Module Seminars	Seminar Topics
Week 1	<i>What is transition planning and why do people with disabilities need support?</i>
Week 2	Building a transition team: Collaboration with family, school personnel, allied health professionals, and other stakeholders to create a wraparound service (Iris Peabody: online module)
Week 3	<i>Transition planning and support: A legal or moral imperative?</i>

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
Assessment 1 Pre-census reading-based Moodle quiz	10 items	0%	4	1, 3	1.2.3	Wednesday 23 rd of June 2021, by 5pm

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Student name:

Student number:

Assessment task 2: **Essay**

SPECIFIC CRITERIA	(-) ————— (+)				
Understanding of transition- issues and the key concepts involved <ul style="list-style-type: none"> • Understanding of the task and its relationship to relevant areas of theory, research and practice • Clarity and accuracy in use of key terms and concepts in relation to transition and disability 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of understanding of key transition principles, concepts and issues explicitly raised during the course and in your follow up prescribed and additional readings. • Depth of analysis of specific strengths and weakness of transition theories and practices, and reasons for the inclusion of each resource 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Range of research and professional literature on special education/disability and transition • Resources are current and relevant 					
Structure and organization of response <ul style="list-style-type: none"> • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of headings, referencing 					

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