

# LTCS 6225 - Diversity: Teaching the Unique Child

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**BACHELOR OF EDUCATION (Teaching)  
Primary**

<b>COURSE TITLE:</b>	<b>LTCS 6225 DIVERSITY: TEACHING THE UNIQUE CHILD</b>
<b>CREDITS:</b>	<b>15 CREDITS</b>
<b>PRE-REQUISITES:</b>	<b>NIL</b>

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**PROGRAMME RATIONALE:**

The BTI Bachelor of Education (Teaching) Primary programme prepares teachers who are learners, leaders and professionals committed to students learning in New Entrant to Year Eight classrooms and with the NZ Curriculum. The programme's foundational Conceptual Framework provides the basis for coherence across courses within the programme and seeks the development of wise educators who are gracious, secure and teachable and whose teaching is relational, transformative and responsive. Inherent within this is a commitment to critical reflection, consistent with a biblical worldview and the aspirations stated within NZ Teachers Council 'Graduating Teachers Standards: Aotearoa, New Zealand'.

**COURSE DESCRIPTION:**

This course focuses on the uniqueness of children and their diversity of need which necessitates the provision of differentiated learning experiences. Equipping student teachers to competently and confidently provide a 'responsive' and 'inclusive' classroom environment and programme that genuinely addresses the needs of all children is the overarching aim. The course includes a closer look at gifted children as a case study.

**LEARNING INTENTIONS:**

In keeping with the above rationale the learning intentions are for students to:

1. develop a Christian philosophy and approach to the holistic education of students with 'special' needs and identify and practice strategies which promote and create a responsive and inclusive classroom environment and community spirit.
2. develop knowledge and understanding of the historical development of NZ Special Education and existing policies and systems in New Zealand to support special education.
3. critique selected curriculum models and teaching strategies which allow differentiated programmes to be delivered. Use the planning, assessment and evaluation cycle fully, to inform, differentiate & refine practice in relation to the individual learner.

## COURSE SCHEDULE:

This schedule may change as teaching and learning needs emerge.

Week	Sess	Topic	Readings/Tasks
10 Feb	1	Introduction to our learning community Orientation to course – exploring engagement, discussion surrounding initial knowledge, personal experiences, concerns, Christian foundations	Assignment 1 explained and topics considered CERIE (2013, Ch. 2) Barriers to Inclusive Education
	2	Tutorial re Learning Centres	Van Brummelen (2009, pp 205-226)
17 Feb	3	Medical, Behavioural, Developmental, Humanistic, Cognitive & Ecological Models	Assignment 1 topics finalised
	4	Historical trends and Treaty of Waitangi principles Inclusion philosophy – Delivery options	
24 Feb	5	Current policy SE 2000 and NAGS	Guest lecturer – Special Education
	6	Learning Centre Preparation	
3 Mar	7	Learning Centres	<b>Assignment 1 due: 3-12 March</b>
	8	Learning Centres	
10 Mar	9	Learning Centres	
	10	Learning Centres	
17 Mar	<b>STUDENT-DIRECTED STUDY WEEK</b>		
24 Mar	11	Gifted Education Definitions of giftedness, myths and realities Characteristics of giftedness Māori perspectives of giftedness	Fraser, Moltzen & Ryba (2005)
	12	Gifted teaching /learning models Bloom & Krathwahl Bett's Autonomous Learner Model (ALM)	CERIE (2013, Ch. 11) Including gifted and talented students
31 Mar	13	Gifted teaching/learning models Renzulli Enrichment Triad	
	14	Gifted Education Delivery options	
7 Apr	15	Language Acquisition/Cultural Differences	Berger (2011, pp. 13-14; 170-175; 243-244; 331-334)
	16	Maori and Pasifika perspectives of inclusion	<b>Assignment 2 due: 11 April</b>
14 Apr	17 & 18	Identifying children needing special support Preparing IEPs/IDPs	
21 Apr - 2 May	<b>SEMESTER ONE STUDY BREAK</b>		
5 May - 2 Jun	<b>PRACTICUM TWO</b>		
9 Jun	19	Parental experience & expectation Parental perspectives	Guest speakers: Parents & Teachers
	20	The realities of the classroom A real journey	
16 Jun	21	The responsive centre/classroom The effective teacher Evaluation	

23 Jun - 21 Jul	<b>MISSIONS AND END OF SEMESTER STUDY BREAK</b>		
28 Jul	21	Overview of remedial literacy needs Knowing the child Developing a profile Task/Folder expectations	Select one research article/reading, annotate and respond
4 Aug	22	10 Principles of effective literacy practice Planning your lessons in Prac 3	Come to class prepared to share your research article. Hand the response in for formative feedback. <b>Reading Response (RR) 1 due: 6 August</b>
11 Aug	23	Assessment tools for literacy Looking wide and digging deep	<b>RR 2 due: 13 August</b>
18 Aug	24	Assessment tools for literacy Running records	Come to class prepared to share a research article. <b>RR 3 due: 20 August</b> Practicum folder checkpoint re tasks/peer accountability
25 Aug	<b>STUDENT-DIRECTED STUDY WEEK</b>		
1 Sep	25	Analyses of a writing sample Writing/Language experience approach followed by small group discussions with Hazel	Come to class prepared to share one strategy, activity or resource etc that worked really well with your child/children. <b>RR 4 and 5 due: 3 September</b>
8 Sep	26	Oral language Oral language activities	Come to class prepared to share a research article. <b>RR 6 due: 10 September</b>
15 Sep	27	Reading to, reading with, reading by Guided reading approaches	Practicum folder checkpoint re tasks/accountability. <b>RR 7 due: 17 September</b>
22 Sep	28	Writing Spelling and grammar History in NZ Current approaches	<b>RR 8 due: 24 September</b>
29 Sep – 6 Oct	<b>SEMESTER TWO STUDY BREAK</b>		
13 Oct	29	Phonics Exploring the debate Exploring the basics	Come to class prepared to share a research article. Practicum folder checkpoint re tasks/peer accountability. <b>RR 9: 15 October</b>

20 Oct	30	Small group discussions with Hazel	Roster to be allocated Come to class prepared to share one strategy, activity or resource etc that worked really well with your child/children <b>Final RR 10 and full portfolio (Assignment 3) due: 24 October 2014</b>
27 Oct	31	Integrative approaches An holistic approach to literacy	
3 Nov	32	Symposium, key insights remedial literacy	

**PLEASE NOTE:**

There is an expectation that all set work will be completed, whether this be for lecture preparation or assignment submission.

For satisfactory completion of this course, **all** assignment tasks must be completed. In the case of a failed assignment, you may, at the teacher educator's discretion, be permitted to resubmit the work. However, the resubmitted work may not earn more than a conceded pass (CP).

In academic and professional presentations, plagiarism is considered to be a serious ethical offence. It offends such Christian principles as honesty, integrity and respect for others. Plagiarism occurs when another person's published or unpublished work is used as if it were one's own. It involves (without clear acknowledgment) direct copying, quoting, paraphrasing of material or downloading from the internet, another person ideas. Plagiarism includes copying from another student's assignments. Cases of plagiarism will be handled according to the guidelines outlined in the Student Policy on Plagiarism.

Attendance at all lecture sessions is expected. Students are directed to familiarise themselves with the Student Policy on Attendance, which will be applied to this course.

**ASSIGNMENT TASK 1: Learning Centre Construction**

Prepare and present a learning centre designed to introduce your fellow classmates to a particular area of special education. Provide each class member with a “take away” containing your key teaching points.

This learning centre should be interactive and include material related to:

- the general nature of the special learning need(s) / definition / symptoms,
- theory(ies) on the condition / possible causes or etymology,
- research on the condition,
- controversies or issues (if applicable),
- implications for teaching  
(e.g. Successful teaching strategies; resources and teaching aids; anything special pertaining to the Christian teacher; the roles and rights of parents / caregivers; recommendations regarding inclusion and withdrawal; existing policies and systems in NZ that support education for this condition; attached classroom or separate facility approaches; assessment and evaluation),
- the future: How well are schools doing? What more needs to be done? Visions? Hopes? Possible problem areas?

**DUE DATE:** As scheduled between **3 - 12 March, 2014**

**WEIGHTING:** 50%

**LEARNING INTENTIONS:** 1, 2 & 3

**STUDENT NAME:**

**GRADE:**

<b>ASSESSMENT STANDARDS:</b>			
<b>A category</b>	<b>B category</b>	<b>C category</b>	<b>Fail</b>
Meets criteria (outstanding, insightful, profound) Articulation (masterful, polished, sophisticated). Organisation (focussed, tightly organised). Develops many aspects (significantly, in depth)	Meets criteria (consistently – often) and develops (some, key, or a number of) aspects	Meets criteria adequately at beginning level	Criteria not met
<b>ASSESSMENT CRITERIA:</b>		<b>FEEDBACK:</b>	
Grading is based on the extent to which there is evidence of:  <b>Content:</b> <ul style="list-style-type: none"> <li>• A clear definition of the specific learning need</li> <li>• Theory(ies) on the condition explained</li> <li>• Some key research on the condition investigated and applied to the teaching situation</li> <li>• The implications of the condition for</li> </ul>			

teaching (and especially the classroom or centre context) are explored

- Practical examples of learning programmes for a child with this specific need provided, including a lesson plan/learning experience outline that acknowledges differentiation
- Application to NZ context
- Consideration of Christian response throughout
- An evaluation of how well schools and centres are doing, clearly articulated
- An informed hypothesis about possible future directions
- A personal reflection on transformation of knowledge, attitude and skill in relation to special needs

**Presentation:**

- Aesthetic presentation of the learning centre
- A range of interactive activities provided, including but not limited to visual, oral, tactile, elements
- The activities encourage genuine learning for the participants
- A “take away” resource containing key teaching points is provided for each class member

**OVERALL COMMENT:**



**ASSIGNMENT TASK 2: Essay (1200 Words)**

- 1) Explore definitions of gifted learners and biblically critique views of gifted learners needs, recommended programmes, model strategies etc.... (500 words approx.)
- 2) Use your knowledge and understanding outlined in section 1 to explore how this affects either, planning for learning, assessment of learning progression or environment contributors. (700 words approx.).

**DUE DATE: 11 April, 2014**

**WEIGHTING: 25%**

**LEARNING INTENTIONS: 1, 2 & 3**

**STUDENT NAME:**

**GRADE:**

Criteria	A category	B category	C category	Fail
<b>Development of a definition of gifted learners (10%)</b>	Definition and description clear, and full	Definition and description brief but clearly stated	Definition and description remain at a surface level	Inadequate definition and description
<b>Analysis of a biblical foundation to understanding gifted learners' needs, and programmes (40 %)</b>	Insightful analysis of a biblical foundation with clear links to appropriate Scriptures fully explored	Description of biblical foundation with some links to Scripture	Adequate exploration of biblical foundation, with tenuous links to Scripture	Limited or no discussion of biblical foundation, with unrelated or no links to Scripture
<b>Exploration of how your understanding of gifted learners affects your view of either planning for learning; assessment of learning progression; or environmental contributors (40%)</b>	Well developed, focussed argument for outworking of your views re gifted education in respect to planning for learning; assessment of learning; or environmental contributors	Strong argument for outworking of your views re gifted education in respect to planning for learning; assessment of learning; or environmental contributors	Initial discussion of your views re gifted education in respect to planning for learning; assessment of learning; or environmental contributors	Little or no evidence of application of understanding re gifted education in respect to planning for learning; assessment of learning; or environmental contributors
<b>Scholarly writing and APA 6<sup>th</sup> ed referencing, including at least 5 sources (10%)</b>	Sources used in a sophisticated, tightly organised way to support reflections. Consistently correct use of academic conventions	Sources used throughout to support well-constructed reflections. Correct use of academic conventions	Sources used throughout, but lack coherency with reflection. Few errors in academic conventions	Little or no use of course material, including fewer than five sources. Incorrect referencing throughout
<b>OVERALL COMMENT</b>				

**ASSIGNMENT TASK 3: Reading and Response Portfolio (completed in Semester2)**

The purpose of this assignment is to help you build a strong foundation of understanding about why some children struggle to master literacy skills and what we as teachers can do to enhance their learning. It is designed to offer you support as you venture into Practicum 3.

Over the 10 week period, compile a portfolio of **10 readings** related to literacy development in primary school students, with particular reference to those who need support in this area. 5 of these readings will be determined by the lecturer and 5 you are responsible for selecting. The portfolio should consist of (but is not limited to) readings related to:

- the theories of literacy development and reasons why some children struggle in this area,
- programmes and models which have been developed to cater for children with special learning needs in literacy,
- strategies to assist such children's literacy learning,
- a biblical understanding of literacy – its importance, its acquisition and its nurture.

The readings chosen should be '**academic**' in nature and may consist of Journal articles, books, chapters of books or substantial and substantiated internet postings. The BTI library is full of such resources-PLEASE USE THEM!

Your portfolio will consist of these ten readings and your responses to them.

**Each response should include the following:**

- a.) the key learnings of the reading
- b.) noted consensus/disagreement between the readings or questions you may have
- c.) the implications for you as a teacher
- d.) possible application for your teaching in Prac 3 **AND**
- e.) the identification of which assessment criteria you met through this reading response

Each reading response (RR) may take any of the following forms:

- **legible annotations** on the reading itself as a **summary**
- artistic response to the reading
- any other creative form of response you feel inspired to use with prior approval from the lecturer

**DUE DATE: 24 October, 2014**

**WEIGHTING: 25%**

**LEARNING INTENTIONS: 1, 2 & 3**

**STUDENT NAME:**

**GRADE:**

<b>ASSESSMENT STANDARDS:</b>			
<b>A category</b>	<b>B category</b>	<b>C category</b>	<b>Fail</b>
Meets criteria (outstanding, insightful, profound) Articulation (masterful, polished, sophisticated). Organisation (focussed, tightly organised). Develops many aspects (significantly, in depth)	Meets criteria (consistently – often) and develops (some, key, or a number of) aspects	Meets criteria adequately at beginning level	Criteria met infrequently or is missing, not developing points nor covering topic
<b>ASSESSMENT CRITERIA:</b>		<b>FEEDBACK:</b>	
<p>Grading is based on the extent to which there is evidence of:</p> <ul style="list-style-type: none"> <li>• inclusion of at least 10 appropriate articles</li> <li>• inclusion of 10 responses (one for each article)</li> <li>• connected, critical consideration of the theories of literacy development</li> <li>• connected, critical consideration of reasons why some children struggle in this area</li> <li>• connected, critical consideration of programmes and models which have been developed to cater for children with special learning needs in literacy</li> <li>• connected, critical consideration of strategies to assist such children’s literacy learning.</li> <li>• connected, critical consideration of a biblical understanding of literacy</li> <li>• personal, philosophical and practical transformation in relation to teaching children with special needs in literacy learning</li> <li>• overall presentation of portfolio</li> </ul>			
<b>OVERALL COMMENT:</b>			

## **REQUIRED TEXTS:**

Berger, K. (2011). *The developing person through the life span* (8th ed.). New York, NY: Worth.

Van Brummelen, H. (2009). *Walking with God in the classroom: Christian approaches to teaching and learning* (3<sup>rd</sup> ed.). Colorado Springs, CO: Purposeful Design.

## **REQUIRED READING:**

Centre of Excellence for Research in Inclusive Education, Massey University. (2013). *Inclusive education: Perspectives on professional practice*. Auckland, New Zealand: Dunmore Press.

Fraser, D., Moltzen, R., & Ryba, K. (Eds.). (2005). *Learners with special needs in Aotearoa/New Zealand* (3<sup>rd</sup> ed.). Palmerston North, New Zealand: Dunmore Press.

## **RECOMMENDED READING LIST:**

Ashman, A., & Elkin, J. (1998). *Educating children with special needs*. Englewood Cliffs, NJ: Prentice Hall.

Braggett, E. (1994). *Developing programs for gifted students: A total school approach*. Cheltenham, Australia: Hawker Brownlow Education.

Bruce, T., & Meggitt, C. (1999). *Child care and education* (2<sup>nd</sup> ed.). London, England: Hodder & Stoughton.

Burman, L. (2009). *Are you listening?* St. Paul, MN: Redleaf Press.

Byles, J. (1995). *Teaching gifted & talented students in the mainstream classroom*. Gosford, Australia: Bookshelf Australia.

Cooke, R. E., Tessier, A., & Klein, M. D. (1996). *Adapting early childhood curricular for children in inclusive settings* (4<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.

Creaser, B., & Day, E. (1996). *The anti-bias approach in early childhood*. North Ryde, Australia: Harper Collins.

Delisle, J. (1992). *Guiding the social and emotional development of gifted youth*. New York, NY: Longman.

Ewing, D. (Ed.). (2006). *Beyond the reading wars*. Newtown, Australia: PETA.

Foreman, P. (2011). *Inclusion in action*. (3<sup>rd</sup> ed.). Melbourne, Australia: Cengage Learning.

Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom, easy ways to adapt learning centres for all children*. Beltsville, MD: Gryphon House.

- Harrison, C. (2005). *Young gifted children: Their search for complexity and connection*. Exeter, Australia: Inscript.
- Hehir, T., & Latus, T. (1992). *Special education at the century's end*. Cambridge, MA: Harvard Education Review.
- Heller, K. (2002). *International handbook of giftedness and talent*, (2<sup>nd</sup> ed). Amsterdam, Holland: Elsevier.
- Holliday, M. (2008). *Strategies for reading success*. Newtown, Australia: PETA.
- Hood, H. (1997). *Left to write too*. Auckland, New Zealand: Berkley Curriculum.
- Hood, H. (2000). *Right to read*. Palmerston North, New Zealand: Dunmore Press.
- Hymer, B. (2002). *Gifted and talented learners*. London, England: David Fulton.
- Knudson, D. (2006). *Gifted education in New Zealand primary schools*. Wellington, New Zealand: NZCER Press.
- Loane, G. (2010). *I've got something to say*. New Zealand: Aries.
- Maker, C. J., & Nielson, A. B. (1996). *Curriculum development and teaching strategies for gifted learners*. Austin, TX: Pro-Education.
- Mares, L. (1991). *Young gifted children*. Cheltenham, Australia: Hawker Brownlow Education.
- McAlpine, D., & Moltzen, R. (1996). *Gifted and talented New Zealand perspectives*. Palmerston North, New Zealand: ERDC Press.
- Ministry of Education. (2000). *Gifted and talented students: Meeting their needs in New Zealand schools*. Wellington, New Zealand: Learning Media.
- Ministry of Education. (2008). *Nurturing gifted and talented children*. Wellington, New Zealand: Learning Media.
- Mitchell, D. (Ed.) (1999). *Creating inclusive schools*. Hamilton, New Zealand: University of Waikato.
- Neugebauer, B., (1992). *Alike and different, exploring our humanity with young children*. Washington, DC: National Association for Education of Young Children.
- Newman, S. (2008). *Small steps forward*. London, England: Jessica Kingsley.
- Nicholson, T. (2005). *At the cutting edge*. Wellington, New Zealand: NZCER Press.
- Renzulli, J. (2002). Emerging conceptions of giftedness: Building a bridge to a new century. *Exceptionality*, 10(2), 67–75.
- Stakes, R., & Hornby, G. (2000). *Meeting special needs in mainstream schools*, London, England: David Fulton.

- Swanson, H., Harris, K. & Graham, S. (Eds.) (2006). *Handbook of learning disabilities*. New York, NY: The Guilford Press.
- Swartz, S. & Klein, A. (Eds.). (1997). *Research in reading recovery*. Portsmouth, NH: Heinemann.
- Thorburn, J. (1997). *Including everyone: Teaching students with special needs in regular classrooms*. Christchurch, New Zealand: Allegro Press.
- Tomlinson, C., & Imbeau, M. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: ASCD.
- Voltz, D., Sims, M., & Nelson, B. (2010). *Connecting teachers and standards*. Alexandria, VA: ASCD.
- Westwood, P. (2004). *Reading and learning difficulties*. London, England: David Fulton.
- Winebrenner, S. (1994). *Teaching gifted kids in the regular classroom*. Cheltenham, Australia: Hawker Brownlow.
- Winner, E. (1996). *Gifted children*. New York, NY: Basic Books.

### **Māori view of Gifted and Talented**

- Bevan-Brown, J. M. (2009). Identifying and providing for gifted and talented Maori students. *APEX*, 15(4), 6-20.
- Mahuika, R. (2007). Māori gifted and talented education: A review of the literature. *MAI Review*, 1. 13 pages. Retrieved from <http://www.review.mai.ac.nz>
- Niwa, T. (1998/1999). Māori students with special abilities. *The New Zealand Journal of Gifted Education*, 11/12(1). Retrieved from <http://www.giftedchildren.org.nz/apex/v12art01.php>

For additional reading, full-text journal articles are accessible from our library resources on BTI Online. On BTI Online home page there is a link to the Library Handbook for help on accessing online articles. Recommended starting points are EBSCO (Education Research Complete) and Gale OneSearch



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**Wāhi Hira, Tangata Rawe,  
Ngakau Manawa Hiranga**