



EDST2000

Practice of Teaching: Inclusive Education

Session 1, In person-scheduled-weekday, North Ryde 2024

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	6
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	9
<u>Policies and Procedures</u>	9
<u>5Rs Framework</u>	13

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General Information

Unit convenor and teaching staff

Unit convenor (Academic)

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Contact via email

Please email to organise a time if you would like a meeting

Unit convenor (Primary school placement)

John De Nobile

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Unit convenor (Secondary school placement)

Hye Eun Chu

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Please email to organise a time if you would like a meeting.

Credit points

10

Prerequisites

80cp including (EDST100 or EDST1000) and (EDST1010 or EDST101) and (admission to BABEd(Prim) or BEd(Prim)BPsych or BABEd(Sec) or BScBEd(Sec) or BCommBEd(Sec))

Corequisites

Co-badged status

Unit description

This unit provides an introduction to inclusive educational principles and practices. There is a focus on the development of key competencies in understanding the policy, principles and teacher role in inclusive education; understanding diverse learners; establishing an inclusive classroom environment; and, designing inclusive curriculum and teaching practices. Emphasis is placed on strategies that equip teacher education students to work with all students in inclusive classroom environments within early childhood, primary, and secondary settings. Focus will also be on applying differentiation within an inclusive classroom environment and being able to organise and manage a diverse inclusive classroom. The teacher education students reflect upon these skills as they complete 10 compulsory days of professional experience in a primary or secondary school setting.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Explain ethical, legislative and policy responsibilities of teachers as related to educational provision for students with diverse learning needs.

ULO2: Identify current trends and practical and theoretical issues involved in inclusive education.

ULO3: Apply processes of identifying specific learning needs and evidence-based support strategies for a diverse range of learners.

ULO4: Devise and implement strategies for engaging in differentiated and inclusive practices that cater for all students in a diverse classroom.

ULO5: Explain the principles for organising and managing diverse classrooms inclusively.

ULO6: Undertake and interpret observations of students and identify implications for learning and planning.

ULO7: Explain the role of the reflexive teacher

General Assessment Information

MORE DETAILED INFORMATION ABOUT ASSESSMENTS, INCLUDING DETAILED INSTRUCTIONS AND RUBRICS IS LOCATED ON THE iLEARN WEBSITE.

- Students should be aware of and apply the University policy on academic honesty (see:

<https://policies.mq.edu.au/document/view.php?id=3>)

- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments use a clear marking scheme or rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the

University's Grading Policy. For Professional Experience (PEX) units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds.

Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your course progression.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Case study of a student	50%	No	23:55 14/04/2024
Professional Experience Report	0%	Yes	PEx 20/05/2024 - 31/05/2024. Report due 23:55 02/06/2024
Exam	50%	No	During examination period

Case study of a student

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 30 hours

Due: **23:55 14/04/2024**

Weighting: **50%**

Analysis of a case study student and how to support inclusion (2000 wds)

On successful completion you will be able to:

- Explain ethical, legislative and policy responsibilities of teachers as related to educational provision for students with diverse learning needs.
- Apply processes of identifying specific learning needs and evidence-based support strategies for a diverse range of learners.
- Devise and implement strategies for engaging in differentiated and inclusive practices that cater for all students in a diverse classroom.
- Explain the principles for organising and managing diverse classrooms inclusively.

Professional Experience Report

Assessment Type ¹: Field work task

Indicative Time on Task ²: 0 hours

Due: **PEx 20/05/2024 - 31/05/2024. Report due 23:55 02/06/2024**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Professional Experience Report completed by Supervising Teacher at the placement school.

On successful completion you will be able to:

- Explain ethical, legislative and policy responsibilities of teachers as related to educational provision for students with diverse learning needs.
- Explain the principles for organising and managing diverse classrooms inclusively.
- Undertake and interpret observations of students and identify implications for learning and planning.
- Explain the role of the reflexive teacher

Exam

Assessment Type ¹: Examination

Indicative Time on Task ²: 2 hours

Due: **During examination period**

Weighting: **50%**

Invigilated examination

On successful completion you will be able to:

- Explain ethical, legislative and policy responsibilities of teachers as related to educational provision for students with diverse learning needs.
- Identify current trends and practical and theoretical issues involved in inclusive education.
- Explain the principles for organising and managing diverse classrooms inclusively.
- Undertake and interpret observations of students and identify implications for learning and planning.
- Explain the role of the reflexive teacher

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and recommended texts

The **required** textbook for this unit is:

De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2021). *Positive learning environments: Creating and maintaining productive classrooms* (2nd ed.). Cengage Learning.

The **recommended** textbook for this unit is:

Cavanagh, M. & Prescott, A. (2022). *Your professional experience handbook: A guide for preservice teachers* (2nd ed.). Pearson.

We will assume that you have a copy of both books and that you will use them in preparation for classes and assessment tasks.

Other weekly readings and resources will be made available to students via links on the unit website and / or through Leganto (University's Library Link).

Information about the unit iLearn site

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here as will other relevant unit notices and materials.

Various activities and materials for discussion and critical reflection are included, and students enrolled in online mode are especially encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding iLearn technical help.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Email: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Structure

The unit structure can be found in the university timetable <https://students.mq.edu.au/study/enrolling/create-timetable>

The unit comprises a one-hour lecture and a two-hour tutorial each teaching week. In the tutorials, students will discuss issues and questions arising from the lectures and readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected.

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

Unit Schedule

The schedule of learning and teaching (including weekly readings) is located in iLearn.

The block professional experience placement in this unit will be: 20/05/2024 – 31/05/2024.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released

directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and

processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for undergraduate units

See the university timetable for information about when classes begin in this unit <https://students.mq.edu.au/study/enrolling/create-timetable>

Activities completed during weekly tutorials (DAY or ONLINE DAY mode) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials is expected and the roll will be taken. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

Fail Rule

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of

admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

LANTITE

FOR UNDERGRAD PRIMARY AND SECONDARY PE UNITS

In order to enrol in your EDST3000/EDST3010 PE Unit you must have met the standard for both the Literacy and Numeracy test prior to commencing the professional experience placement unit. Enrolling in EDST3000/EDST3010 unit while waiting for your results will not be accepted.

Passing a Professional Experience Unit

To pass a Professional Experience unit, students must achieve a satisfactory result for their professional experience placement AND achieve a satisfactory result overall for their academic assessment tasks (where applicable) in the unit.

Professional Experience Unit Placement Expectations

- Students must be able to present evidence of completion of several tasks prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience. Please check your email from the Work Integrated Learning (WIL) Office. Requirements are outlined here as well: <https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/inducting-on-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating->
- Students must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block
- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convenor about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of any assessments or bookwork prior to submission.
- If a Student is identified as being **in need of additional support** for Professional Practice and/or Bookwork, the School of Education's '**Additional Support**' procedure will be activated.
- Students may not be able to commence their placement until all alleged academic

honesty breaches have been investigated and concluded.

- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

Fitness to practice requirements

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

Resilient:

- Ensuring you have a sound understanding of the work required.
- Knowing what being an inclusive teacher entails.
- Developing your identity as an inclusive teacher.
- Managing your own wellbeing, including demonstrating personal responsibility on the professional experience placement and engaging with relevant peer and supervising teacher supports.

Reflexive

- Identifying your own values, attitudes and experiences of inclusion.
- Understanding how these elements will influence your decision-making as an inclusive teacher.
- Developing capacities of reflection and willingness to respond to feedback on the

professional experience placement.

Responsive

- Being responsive to the ideas of your peers and providing meaningful and supportive feedback.
- Demonstrating foundational understandings for responding effectively to learner diversity.

Ready to learn

- Identifying your own learning needs for this context and pursuing your learning to achieve great outcomes for all students.

Research engaged

- Knowing what research is, what it looks like in education, how it is conducted, how to read it, and the basic terminology of research.
- Knowing what is meant by 'evidence' and what is an evidence-based source.
- Understanding the importance of academic integrity – drawing on and acknowledging evidence-based sources.

Unit information based on version 2024.04 of the [Handbook](#)