TEP 248

Key Competencies in Inclusive Education

S2 Day 2014

Education

Contents

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General Information

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C3A 907

Credit points
3

Prerequisites
EDUC107 or (EDUC105 and EDUC106)

Corequisites
EDUC262 or EDUC264 or admission to BEd(Prim) or BEd(Sec)

Co-badged status

Unit description

This unit provides an introduction to special and 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 interventions. Emphasis is placed on strategies that equip teachers to work with all students in regular classroom environments.

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:

Ethical, legislative and policy responsibilities of teachers as related to educational provision for students with special and diverse learning needs.

Processes of identifying specific learning needs and support strategies for a diverse range of learners including Aboriginal and Torres Strait Islander students and students with special learning needs;

Planning, implementation and evaluation of programs that incorporate effective teaching interventions for all students;

Concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom;

Strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning community.

Assessment Tasks

Name	Weighting	Due
Self-Survey	5%	24th August
Assignment	30%	3rd October
Class Quiz	25%	Week 7
Exam	40%	University Exam Period

Self-Survey

Due: **24th August**

Weighting: **5%**

This is an early formative assessment task in preparation for the major assignment task for this unit. The survey will be available in Week 3 and must be completed before completing online materials and tutorial in Week 4.

On successful completion you will be able to:

- Ethical, legislative and policy responsibilities of teachers as related to educational provision for students with special and diverse learning needs.

Assignment

Due: **3rd October**
Weighting: **30%**

A self-study investigation of teacher beliefs and impact on inclusion

In TEP248, you will conduct a self-reflective study of teacher beliefs about the inclusion of learners with special educational needs and the implications of these beliefs for classroom participation of all learners.

On successful completion you will be able to:

- Ethical, legislative and policy responsibilities of teachers as related to educational provision for students with special and diverse learning needs.
- Processes of identifying specific learning needs and support strategies for a diverse range of learners including Aboriginal and Torres Strait Islander students and students with special learning needs;
- Concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom;

Class Quiz

Due: **Week 7**
Weighting: **25%**

This in-class quiz is to assess knowledge of formative concepts about the inclusion of diverse learners and those with special educational needs.

On successful completion you will be able to:

- Ethical, legislative and policy responsibilities of teachers as related to educational provision for students with special and diverse learning needs.
- Planning, implementation and evaluation of programs that incorporate effective teaching

interventions for all students;

Exam

Due: **University Exam Period**
Weighting: **40%**

An examination of practice-related application of knowledge

The examination will occur during the formal examination period set by the University.

On successful completion you will be able to:

- Ethical, legislative and policy responsibilities of teachers as related to educational provision for students with special and diverse learning needs.
- Processes of identifying specific learning needs and support strategies for a diverse range of learners including Aboriginal and Torres Strait Islander students and students with special learning needs;
- Planning, implementation and evaluation of programs that incorporate effective teaching interventions for all students;
- Concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom;
- Strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning community.

Delivery and Resources

Delivery: Lectures are delivered online each week from Weeks 3-13. **Please note that due to a Practicum Block in Weeks 1 and 2 NO CLASSES or lectures are scheduled.** These lectures are pre-recorded and can be viewed and listened to through iLearn.

Tutorials are held once per week. Students must attend their assigned tutorial group. Classes are **compulsory** and assessable tasks will be completed in your scheduled class times. **Please note that due to a Practicum Block in Weeks 1 and 2 NO CLASSES or lectures are scheduled.**

Resources: iLearn is used to deliver this unit. Regular access is essential. All course announcements and important messages to students will be delivered via iLearn.

Resources: The textbook is available from the CO_OP bookshop, delivery expected on Friday prior to Week 1.

Title: TEP 248 Key Competencies in Inclusive Education (5th Edition). Cengage Learning, Victoria Australia .

Resources: Course readings (in addition to the textbook) will also be supplied in e-reserve in the library.

Technologies used and required: This unit is delivered via iLearn and thus regular, reliable internet access is required. Assignments must be word processed and will be submitted using Turnitin which will be available in iLearn.

What has changed?

The unit is significantly revised and updated since previous offerings in order to address the new 11 week semester in units associated with the 2 week practicum block at the start of the semester. New lectures and tutorials have been developed. New assignments and examination have been prepared. A new version of the textbook has been published and several new weekly readings have been included and are located in e-reserve.

Unit Schedule

Lectures- Two lectures per week (Weeks 3-13). Lectures are pre-recorded and available on iLearn. Lectures are compulsory.

Tutorials- One tutorial per week (Weeks 3-13). Tutorials are compulsory.

Learning and Teaching Activities

Lecture

Two weekly lectures, pre-recorded. Available via iLearn.

Tutorial

One tutorial each week or equivalent oncampus days for external and distance education students.

Class Quiz

Formative assessment of knowledge of key concepts. Completed in class during scheduled tutorial time.

Assignment

Major research assignment

Exam

Summative assessment of knowledge and application of concepts.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Processes of identifying specific learning needs and support strategies for a diverse range of learners including Aboriginal and Torres Strait Islander students and students with special learning needs;
- Planning, implementation and evaluation of programs that incorporate effective teaching interventions for all students;
- Concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom;
- Strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning community.

Assessment tasks

- Assignment
- Class Quiz
- Exam

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Ethical, legislative and policy responsibilities of teachers as related to educational provision for students with special and diverse learning needs.

- Processes of identifying specific learning needs and support strategies for a diverse range of learners including Aboriginal and Torres Strait Islander students and students with special learning needs;
- Planning, implementation and evaluation of programs that incorporate effective teaching interventions for all students;
- Concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom;
- Strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning community.

Assessment tasks

- Self-Survey
- Assignment
- Class Quiz
- Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Processes of identifying specific learning needs and support strategies for a diverse range of learners including Aboriginal and Torres Strait Islander students and students with special learning needs;
- Planning, implementation and evaluation of programs that incorporate effective teaching interventions for all students;
- Concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom;
- Strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning community.

Assessment tasks

- Assignment
- Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Processes of identifying specific learning needs and support strategies for a diverse range of learners including Aboriginal and Torres Strait Islander students and students with special learning needs;
- Planning, implementation and evaluation of programs that incorporate effective teaching interventions for all students;
- Concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom;
- Strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning community.

Assessment tasks

- Assignment
- Exam

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Processes of identifying specific learning needs and support strategies for a diverse range of learners including Aboriginal and Torres Strait Islander students and students with special learning needs;
- Planning, implementation and evaluation of programs that incorporate effective teaching interventions for all students;
- Concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom;

Assessment task

- Assignment

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Processes of identifying specific learning needs and support strategies for a diverse range of learners including Aboriginal and Torres Strait Islander students and students with special learning needs;
- Planning, implementation and evaluation of programs that incorporate effective teaching interventions for all students;
- Concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom;
- Strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning community.

Assessment tasks

- Assignment
- Exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Ethical, legislative and policy responsibilities of teachers as related to educational provision for students with special and diverse learning needs.
- Processes of identifying specific learning needs and support strategies for a diverse

range of learners including Aboriginal and Torres Strait Islander students and students with special learning needs;

- Concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom;

- Strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning community.

Assessment tasks

- Self-Survey

- Assignment

- Exam

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Ethical, legislative and policy responsibilities of teachers as related to educational provision for students with special and diverse learning needs.

- Concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom;

- Strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning community.

Assessment tasks

- Self-Survey

- Assignment

- Exam

Changes from Previous Offering

The unit is significantly revised and updated since previous offerings in order to address the new 11 week semester in units associated with the 2 week practicum block at the start of the semester. New lectures and tutorials have been developed. New assignments and examination have been prepared. A new version of the textbook has been published and several new weekly readings have been included and are located in e-reserve.