



TEP 248

Key Competencies in Inclusive Education

S3 External 2014

Education

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General Information

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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:

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

Apply 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.

Plan, implement and evaluate programs that incorporate effective teaching interventions for all students.

Demonstrate an understanding of concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom.

Devise and implement 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
Written Response	5%	17 Dec 2014
In-Class Quiz	25%	9 Jan 2015
Presentation & Written Paper	30%	16 Jan 2015
Exam	40%	University Exam Period

Written Response

Due: **17 Dec 2014**

Weighting: **5%**

This is an early formative assessment task that requires reflection on the course readings and lecture content for Module 1 and personal reflection surrounding contributions to an inclusive school community.

On successful completion you will be able to:

- Demonstrate an understanding of ethical, legislative and policy responsibilities of teachers as related to educational provision for students with special and diverse learning needs.
- Demonstrate an understanding of concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom.

In-Class Quiz

Due: **9 Jan 2015**

Weighting: **25%**

This is an on-campus class quiz 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:

- Demonstrate an understanding of ethical, legislative and policy responsibilities of teachers as related to educational provision for students with special and diverse learning needs.
- Apply 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.
- Demonstrate an understanding of concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom.
- Devise and implement strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning community.

Presentation & Written Paper

Due: **16 Jan 2015**

Weighting: **30%**

This assessment task will require a short presentation of a specific inclusive pedagogical teaching strategy followed by a 1000 word overview of the practical uses of the strategy.

On successful completion you will be able to:

- Apply 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.
- Plan, implement and evaluate programs that incorporate effective teaching interventions

for all students.

Exam

Due: **University Exam Period**

Weighting: **40%**

An examination of practice-related application of knowledge covered throughout the semester.

On successful completion you will be able to:

- Demonstrate an understanding of ethical, legislative and policy responsibilities of teachers as related to educational provision for students with special and diverse learning needs.
- Apply 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.
- Plan, implement and evaluate programs that incorporate effective teaching interventions for all students.
- Demonstrate an understanding of concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom.
- Devise and implement 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 throughout the semester.

On-campus days are conducted for students in external or distance education mode. These will be held on the 12th December 2014, 9th January, and 16th January 2015. **These dates are compulsory and students who know they cannot attend these dates must withdraw from the unit before the census date.**

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 the beginning of the semester.

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 revised and updated since previous offerings. 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- There will be a number of pre-recorded lectures available via iLearn. Lectures are compulsory.

On-campus days: All students must attend three compulsory external school days on Friday 12th December 2014, Friday 9th January 2015, and Friday 16th January 2015.

Learning and Teaching Activities

Lecture

Weekly lectures, pre-recorded, available via iLearn.

Tutorial

On-campus tutorial days (three).

Class Quiz

Formative assessment of knowledge of key concepts. Completed on-campus during schedule on-campus tutorial time.

Presentation & Write-Up

Major research presentation and write-up.

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

- Apply 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.
- Plan, implement and evaluate programs that incorporate effective teaching interventions for all students.
- Demonstrate an understanding of concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom.
- Devise and implement strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning community.

Assessment tasks

- In-Class Quiz
- Presentation & Written Paper
- Exam

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Apply 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.
- Plan, implement and evaluate programs that incorporate effective teaching interventions for all students.

Assessment task

- 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

- Demonstrate an understanding of ethical, legislative and policy responsibilities of teachers as related to educational provision for students with special and diverse learning needs.
- Apply 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.
- Plan, implement and evaluate programs that incorporate effective teaching interventions for all students.
- Demonstrate an understanding of concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom.
- Devise and implement strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning community.

Assessment tasks

- Written Response
- In-Class Quiz
- Presentation & Written Paper
- 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

- Apply 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.
- Plan, implement and evaluate programs that incorporate effective teaching interventions for all students.
- Demonstrate an understanding of concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom.
- Devise and implement strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning community.

Assessment tasks

- In-Class Quiz
- Presentation & Written Paper
- 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

- Apply 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.
- Plan, implement and evaluate programs that incorporate effective teaching interventions for all students.
- Demonstrate an understanding of concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom.
- Devise and implement strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning

community.

Assessment tasks

- Written Response
- In-Class Quiz
- 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

- Apply 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.
- Plan, implement and evaluate programs that incorporate effective teaching interventions for all students.
- Demonstrate an understanding of concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom.

Assessment tasks

- In-Class Quiz
- Exam

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

- Apply 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.
- Plan, implement and evaluate programs that incorporate effective teaching interventions

for all students.

- Demonstrate an understanding of concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom.
- Devise and implement strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning community.

Assessment tasks

- Written Response
- In-Class Quiz
- Presentation & Written Paper
- 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

- Demonstrate an understanding of ethical, legislative and policy responsibilities of teachers as related to educational provision for students with special and diverse learning needs.
- Apply 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.
- Plan, implement and evaluate programs that incorporate effective teaching interventions for all students.
- Demonstrate an understanding of concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom.
- Devise and implement strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning community.

Assessment tasks

- In-Class Quiz
- 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

- Demonstrate an understanding of ethical, legislative and policy responsibilities of teachers as related to educational provision for students with special and diverse learning needs.
- Demonstrate an understanding of concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom.
- Devise and implement strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the development of an effective learning community.

Assessment tasks

- In-Class Quiz
- Exam