SPED911

Inclusion and Professional Collaboration in Sensory Disability

S2 Online 2018

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Breda Carty
breda.carty@mq.edu.au

Credit points
4

Prerequisites
Admission to MDisabilityStud

Corequisites

Co-badged status

Unit description
This unit explores inclusive principles and practice that promote, protect and support the rights of learners with sensory impairment to participation in education and society without discrimination and on the same basis as people without disability.

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:

Describe the social justice concepts and principles underlying inclusive and collaborative practice

Outline criteria for appraisal of adjustments and accommodations to curriculum, assessment, teaching strategies, and learning environments that meet the needs of learners with sensory impairments

Demonstrate an understanding of collaborative teamwork to maximise learning of children with unique capacities and needs

Assessment Tasks

Name	Weighting	Hurdle	Due
Short answer quiz	30%	No	3rd September 2018

Name	Weighting	Hurdle	Due
Research proposal/summary	30%	No	8th October 2018
Transition Resource Package	40%	No	5th November 2018

Short answer quiz

Due: **3rd September 2018**
Weighting: **30%**

You will be provided with six short answer questions that are linked with topics 1 and 2 of the unit. the questions are based on those that appear at the conclusion of Chapters 1 and 2 of your required text: Foreman & Arthur-Kelly (2017). You are required to complete three of the six questions, drawing upon wider reading in your responses.

On successful completion you will be able to:

- Describe the social justice concepts and principles underlying inclusive and collaborative practice

Research proposal/summary

Due: **8th October 2018**
Weighting: **30%**

For Assessments 2 and 3, you will be addressing the following scenario, with a focus on different learners in the two Assessment items. for one of the two Assessments, please select a learner who is either deaf or blind (i.e., severe vision impairment or hearing loss). For the other Assessment, please select a learner who is hard of hearing or has low vision (i.e., moderate vision impairment or hearing loss).

Scenario: You are a member of a team that is supporting a learner who is either deaf or hard of hearing (DHH), or blind or has low vision (BLV). The executive of either (a) a preschool or school, or (b) a community or vocational agency (your choice), has approached your team seeking assistance with transitioning the focus learner into the school, community or vocational setting. The executive has expressed concerns about the attitudes of some staff members regarding the learner's transition, including comments about perceived additional teaching and/or programming demands and time taken away from working with other learners/clients.

Your team has decided to respond to the executive's concerns by presenting an overview of key research findings related to: - the impact of teacher attitudes and educational leadership on student outcomes, and - collaboration and teamwork among professionals in inclusive education settings.

You will present this overview in an accessible and practical format which addresses the features of the particular setting and the concerns of its staff. Your overview should include examples of best practice which are relevant to the setting.

Notes: - For SPED912 O&M students, please alter the scenario to a setting that is appropriate for your professional activities - It is expected that your essay will include a brief overview of the learner and setting and any other background information that will help to contextualise your approach - If you are basing your assessment on a real learner, please ensure that all identifiable information is removed - If you do not have access to learners with hearing loss or vision impairment, please email the Unit Convenor to obtain a learner profile/s that may be used or modified - Please ensure you follow APA referencing guidelines and include a reference list.

On successful completion you will be able to:

- Demonstrate an understanding of collaborative teamwork to maximise learning of children with unique capacities and needs

Transition Resource Package

Due: **5th November 2018**
Weighting: **40%**

For Assessments 2 and 3, you will be addressing the following scenario, with a focus on different learners in the two Assessment items. for one of the two Assessments, please select a learner who is either deaf or blind (i.e., severe vision impairment or hearing loss). For the other Assessment, please select a learner who is hard of hearing or has low vision (i.e., moderate vision impairment or hearing loss).

Scenario: You are a member of a team that is supporting a learner who is either deaf or hard of hearing (DHH), or blind or has low vision (BLV). The executive of either (a) a preschool or school, or (b) a community or vocational agency (your choice), has approached your team seeking assistance with transitioning the focus learner into the school, community or vocational setting.

Your team has decided to respond by developing a Transition Resource Package that promotes the successful transition and inclusion of the learner. It is anticipated that the package will promote positive attitudes and behaviours among staff, the learner's peers and the broader school community or agency.

Drawing upon relevant literature, prepare an outline of the Transition Resource Package. you may with to include the following components: - An explanation of the overall purpose/aim of the resource package and anticipated outcomes. This may be presented in bullet format. - A summary (e.g., in table format) of the planned activities that will be undertaken with staff and/or the learner's peers over a six-hour period (e.g., whole-day staff development or series of shorter sessions). Your package should include some description of the activities and sample resources or worksheets (if relevant) as appendices. - An explanation of how you would evaluate the success (or otherwise) of the resource package.

Notes: - For SPED912 O&M students, please alter the scenario to a setting that is appropriate for your professional activities   - If you are basing your assessment on a real learner, please ensure that all identifiable information is removed - If you do not have access to learners with hearing loss or vision impairment, please email the Unit Convenor to obtain a learner profile/s

that may be used or modified - Please ensure you follow APA referencing guidelines and include a reference list.

On successful completion you will be able to:
- Outline criteria for appraisal of adjustments and accommodations to curriculum, assessment, teaching strategies, and learning environments that meet the needs of learners with sensory impairments
- Demonstrate an understanding of collaborative teamwork to maximise learning of children with unique capacities and needs

Delivery and Resources

The unit is delivered online and in external mode. All learning materials will be available for download in the iLearn site. Students are required to frequently access the iLearn site, and to participate in online discussion forums. The unit convenor will moderate the online discussion as required.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

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

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

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.

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://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.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Outline criteria for appraisal of adjustments and accommodations to curriculum, assessment, teaching strategies, and learning environments that meet the needs of learners with sensory impairments
- Demonstrate an understanding of collaborative teamwork to maximise learning of children with unique capacities and needs

Assessment task

- Transition Resource Package

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Describe the social justice concepts and principles underlying inclusive and collaborative practice
- Outline criteria for appraisal of adjustments and accommodations to curriculum, assessment, teaching strategies, and learning environments that meet the needs of learners with sensory impairments

Assessment tasks

- Short answer quiz
- Research proposal/summary
- Transition Resource Package

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Outline criteria for appraisal of adjustments and accommodations to curriculum, assessment, teaching strategies, and learning environments that meet the needs of

learners with sensory impairments

- Demonstrate an understanding of collaborative teamwork to maximise learning of children with unique capacities and needs

Assessment task

- Research proposal/summary

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- Outline criteria for appraisal of adjustments and accommodations to curriculum, assessment, teaching strategies, and learning environments that meet the needs of learners with sensory impairments

Assessment tasks

- Research proposal/summary
- Transition Resource Package

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- Demonstrate an understanding of collaborative teamwork to maximise learning of children with unique capacities and needs

Assessment task

- Transition Resource Package

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able

to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcome

- Describe the social justice concepts and principles underlying inclusive and collaborative practice

Assessment task

- Short answer quiz

Changes from Previous Offering

This unit is being offered for the first time.