TEP 248

Key Competencies in Inclusive Education

S2 Day 2019

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Co-Convenor
Karen Kelly
karen.kelly@mq.edu.au
Contact via TBC
TBC
TBC

Tutor
Mandy Yeates
mandy.yeates@mq.edu.au
Contact via TBC
TBC
TBC

Tutor
Sandy Nicoll
sandy.nicoll@mq.edu.au
Contact via TBC
TBC
TBC

Stuart Woodcock
stuart.woodcock@mq.edu.au

Credit points
3

Prerequisites
(24cp at 100 level or above) including 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. This unit is subject to a quota. Limited places are available. Please refer to the Faculty for further information.

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 developments of an effective learning community.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.

- Faculty assignment cover sheets are <u>NOT</u> required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption,

an alternative topic may be set.

- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria.** Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

Units with Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

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. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at <u>all</u> assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-pro cedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

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 UG Unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.m q.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 progression through the degree.

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.m q.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Self-Survey	5%	No	23rd August 2019
Class Quiz	25%	No	Week 7
Assignment	30%	No	10th October
Exam	40%	No	University Exam Period

Self-Survey

Due: **23rd August 2019**
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 by 23rd August.

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.

Class Quiz

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

This in-class quiz is to assess knowledge of formative concepts about the inclusion of diverse learners.

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.
- Devise and implement strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the developments of an effective learning community.

Assignment

Due: **10th October**
Weighting: **30%**

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

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

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.
- 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.

Exam

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

An examination of practice-related application of knowledge.

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 developments of an effective learning community.

Delivery and Resources

Delivery: Lectures will be delivered face-to-face each week from Weeks 3-13. **Please note that due to a Practicum Block in Weeks 1 and 2 NO LECTURES OR classes are scheduled.**

Tutorials are held once per week. Students should attend their assigned tutorial group. Classes are a necessity 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. Title: Dixon, R.,Woodcock, S.,Tanner, K., Woodley,L., & Webster, A. (2017). Teaching in Inclusive School Environments. Macksville, David Barlow Publishing.

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 face-to-face as well as 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.

Learning and Teaching Activities

LECTURE

Two weekly face-to-face one hour lectures will take place from weeks 3-13.

TUTORIAL

One one hour tutorial will take place each week.

CLASS QUIZ

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

ASSIGNMENT

Major assignment investigation.

EXAM

Summative assessment of knowledge and application of concepts.

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 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

Attendance for undergraduate units

All Internal tutorials begin in Week 3 of Session.

Activities completed during weekly tutorials 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 or on campus days is expected and the roll will be taken.

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.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

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

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

If you are a Global MBA student contact globalmba.support@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

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 outcome

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

Assessment tasks

- Class Quiz
- Assignment

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

- 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 developments of an effective

learning community.

Assessment tasks

- Self-Survey
- Class Quiz
- Assignment
- 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.
- Demonstrate an understanding of concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom.

Assessment tasks

- Class Quiz
- Assignment
- 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 outcome

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

Assessment tasks

- Assignment
- 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

- 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 developments of an effective learning community.

Assessment tasks

- Self-Survey
- Class Quiz
- 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

- 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.

Assessment tasks

- Self-Survey
- Class Quiz
- Assignment
- 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 developments 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

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

Assessment tasks

- Self-Survey
- Class Quiz
- 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

- 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.
- Devise and implement strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contributes to the developments of an effective learning community.

Assessment tasks

- Self-Survey
- Class Quiz
- Assignment
- Exam