



# TEP 248

## Key Competencies in Inclusive Education

S3 External 2019

*Department of Educational Studies*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	8

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Convenor

Karen Kelly

[karen.kelly@mq.edu.au](mailto:karen.kelly@mq.edu.au)

Contact via By email

29 Wallys Walk Room 236

By appointment during session

Tutor

Mandy Yeates

[mandy.yeates@mq.edu.au](mailto:mandy.yeates@mq.edu.au)

Contact via By email

By appointment during session

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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>In Class Quiz</u>	25%	No	Tutorial of week Mon 06/01/20
<u>Presentation &amp; Written Report</u>	35%	No	Tutorial of week Mon 13/01/20
<u>Final Examination</u>	40%	No	University Examination Period

### In Class Quiz

Due: **Tutorial of week Mon 06/01/20**

Weighting: **25%**

This is an on-campus class quiz to assess knowledge of Module One content including formative concepts about the inclusion of diverse learners and those with special educational needs.

This Assessment Task relates to the following 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.

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.

## Presentation & Written Report

Due: **Tutorial of week Mon 13/01/20**

Weighting: **35%**

This assessment task will require a short presentation to a small jigsaw group of a specific inclusive pedagogical teaching strategy followed by a 1200 word overview of the practical uses of the strategy.

This Assessment Task relates to the following 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.

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.
- 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.

## Final Examination

Due: **University Examination Period**

Weighting: **40%**

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

This Assessment Task relates to the following 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.

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 are delivered online each week throughout the semester and released in a Module block. On-campus days are conducted for students in external or distance education mode. These will be held on the weeks beginning Monday 9<sup>th</sup> December 2019, 6th January 2020 and 13th January 2019. Please check eStudent for classes and book into a class stream that suits your requirements. Students attend three (3) tutorial classes in total over the semester.

**Please note, these dates are compulsory and students who know they cannot attend these dates must withdraw from the unit before the census date.**

**Resources:** The textbook is available from the CO-OP bookshop, delivery expected on Friday prior to the beginning of the semester. Title: Dixon, R., Woodcock, S., Tanner, K., Woodley, L., & Webster, A. (2017). Teaching in Inclusive School Environments (2e). 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 iLearn and thus regular, reliable internet 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 assessment tasks and examinations have been prepared.

## 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 all three compulsory external campus days held at the University. These will be held on the weeks beginning Monday 9<sup>th</sup> December 2019, 6<sup>th</sup> January 2020 and 13<sup>th</sup> January 2019. Please book into a class via eStudent.

MODULE 1 TOPICS INCLUDE:

Inclusion and principles of inclusion; Key concepts and issues of inclusion; Attitudes and teacher self-efficacy towards inclusion; Understanding learning difficulties and disabilities; Educational resilience; Social skills and inclusion; Engagement, inclusion and Indigeneity in diverse communities.

MODULE 2 TOPICS INCLUDE:

Preventative strategies and providing a positive learning environment; Identifying student needs; Introduction to differentiation I and II; Adapting and differentiating the curriculum; Models of differentiation I and II; Differentiated inclusive teaching strategies; Managing inclusive classrooms; Bringing it all together.

## 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) (<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) (<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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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

### 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

- 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.

### 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.
- 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
- Presentation & Written Report
- Final Examination

## **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**

- 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**

- In Class Quiz
- Presentation & Written Report
- Final Examination

## **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 outcome**

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

## **Assessment task**

- Presentation & Written Report

## **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 outcome**

- 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 task**

- Presentation & Written Report

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

learning community.

## 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.