



ECHE3330

Inclusive Education

Session 1, Infrequent attendance, North Ryde 2020

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	4
<u>Policies and Procedures</u>	4

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

Tutor

Aliza Salvador

aliza.salvador@mq.edu.au

Tutor

Elizabeth Hitches

elizabeth.hitches@mq.edu.au

Kathy Cologon

kathy.cologon@mq.edu.au

Credit points

10

Prerequisites

(130cp at 1000 level or above) including [(ECH218 or ECHE2180) or (ECH216 and admission to BTeach(0-5)) or admission to BTeach(ECS)]

Corequisites

Co-badged status

Unit description

In this unit notions of 'difference' and 'disability' are explored in the context of the provision of inclusive early years education and care. Pre-service teachers integrate their growing pedagogical knowledge into a framework focusing on the education of diverse groups of young children. A primary emphasis is on working with children who experience disability and their families. During the unit, pre-service teachers learn about inclusive education and features of inclusive environments and communities, consider theoretical models of disability, explore processes of labeling, acquire understanding of appropriate terminology and language, and develop their knowledge of practical approaches to education. Emphasis is placed on family centered practice, inter-professional collaboration, and planning and assessment processes. Pre-service teachers are supported in developing understanding of sensory development and maximising social interaction and learning, multiple approaches to communication and quality provision of social inclusion. The roles of early years professionals in understanding and responding to challenging behavior, and planning for extension and enrichment in the early years is examined. The implications of theory and practice for engagement in critically reflective practice, with a view to moving beyond rhetoric towards genuinely inclusive education, are considered.

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:

ULO1: Explore social and contextual construction of difference and disability and reflect on experiences and relationships with others.

ULO2: Become familiar with individual rights and the importance of equitable access to education for children who experience disability.

ULO3: Identify the essential roles of the family in the education of their children.

ULO4: Develop understanding of parent perspectives relating to collection, recording and sharing of information.

ULO5: Examine research based instructional approaches, strategies and planning systems in inclusive settings and develop knowledge and understanding of planning, monitoring and evaluation processes to effectively engage in problem solving and work collaboratively provide appropriate opportunities for young children and their families.

ULO6: Identify practical and theoretical issues involved in inclusive education.

ULO7: Understand the relevance of considering the perspectives of children who experience disability and the importance of effective collaboration in relation to pedagogical approaches, educational outcomes, terminology and material used in early childhood.

ULO8: Develop knowledge of ways to support a diverse range of children in early childhood settings, including the development of creative and innovative approaches to adapting curriculum and approaches.

ULO9: Understand how challenging behaviour develops and the role of the teacher in developing a positive emotional climate to support positive behaviour, with particular consideration of children labelled with emotional and behavioural disorders.

ULO10: Explore the role of the teacher in relation to the education of children who experience difference and disability, with particular emphasis on developing an understanding of inclusive education and reflective consideration of the impact of beliefs and attitudes on practice.

Assessment Tasks

Coronavirus (COVID-19) Update

Assessment details are no longer provided here as a result of changes due to the Coronavirus (COVID-19) pandemic.

Students should consult [iLearn](#) for revised unit information.

Find out more about the Coronavirus (COVID-19) and potential impacts on staff and students

Delivery and Resources

Coronavirus (COVID-19) Update

Any references to on-campus delivery below may no longer be relevant due to COVID-19.

Please check here for updated delivery information: https://ask.mq.edu.au/account/public/display/unit_status

TBC

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.*)

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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p)

[olicy-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

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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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.

Attendance for undergraduate units

All Internal tutorials begin in Week 2 of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) 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
- Students are required to make a genuine attempt at all assessment tasks to pass the unit.

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.

Workload

In a 10 credit-point unit you should expect to commit nine (9) hours of your time per week to your studies.

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 [Note: Please do not email staff from any email account other than your uni email account.]
- The *Dialogue* function on iLearn
- Other iLearn communication functions

External Students

1. The on-campus sessions on (18/4/20 and 23/4/20) are essential to student engagement and learning, and attendance on all days is expected. Failure to attend, or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.