



EDST8301

Inclusive and Special Education

Session 1, Infrequent attendance, North Ryde 2021

Macquarie School of Education

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Disclaimer

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Loraine Fordham

loraine.fordham@mq.edu.au

Credit points

10

Prerequisites

Admission to MTeach (Birth to five) or MTeach(Prim) or MTeach(Sec) or MEd or MEdLead or MEChild or GradCertEdStud

Corequisites

Co-badged status

Unit description

In this unit teacher education students will be supported to critically engage with, reflect on, and apply to practice fundamental considerations for ensuring high quality and equitable educational opportunities for all learners. Teacher education students will be provided with opportunities to develop advanced understandings of key issues related to inclusive and special education in contemporary education contexts. Acknowledging and valuing the full range of human diversity, teacher education students will develop and apply advanced knowledge and skills to providing high quality education to all learners. There is a focus on complex and sometimes conflicting theoretical perspectives. The pervasive influence of social constructions of disability and issues of ableism and disablism will be addressed. Relevant legislation, policy, and practice will be examined. Teacher education students will critically analyse barriers to equity in education for students with disability. A range of research-informed pedagogical approaches will be explored and evaluated. Family perspectives; understanding diverse learners; collaboration; establishing an inclusive classroom environment; and designing inclusive curriculum and teaching practices including engaging with universal design for learning and quality differentiated practices will be 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: Demonstrate advanced understandings of key issues related to inclusive and

special education in contemporary education contexts, including critical analysis of barriers to equity in education for students with disability.

ULO2: Develop a clear understanding of ethical, legislative and policy responsibilities of teachers as related to educational provision for learners across the full range of human diversities.

ULO3: Identify and critically evaluate complex and conflicting theoretical perspectives and demonstrate a developed understanding of social constructions of disability and the pervasive nature of ableism and disablism in educational contexts.

ULO4: Demonstrate research-informed knowledge of the importance of collaboration, including consideration of family perspectives and school-family-community relations.

ULO5: Develop and apply research-informed knowledge of a range of approaches to designing curriculum, pedagogy, assessment and environments that cater for all students in diverse classrooms, including engaging with universal design for learning and quality differentiated practices, and evaluating processes for identifying specific learning needs.

ULO6: Apply research-informed knowledge and understanding of approaches to responding to complex behaviour.

ULO7: Demonstrate understanding of key factors involved in establishing an inclusive classroom culture and environment from the perspective of transforming schools in order to improve educational and community outcomes.

General Assessment Information

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 NOT 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: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g., quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a **higher/lower or unchanged grade**.
- Grades are *standards referenced* and effort is NOT a criterion.

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 all 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-procedures/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 unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.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.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Research-informed annotated bibliography of an issue of significance in inclusive education</u>	25%	No	19/03/21
<u>Analysis and critique using contemporary research in the field of inclusive education</u>	50%	No	30/04/21
<u>Professional Resource</u>	25%	No	11/06/21

Research-informed annotated bibliography of an issue of significance in inclusive education

Assessment Type ¹: Report

Indicative Time on Task ²: 25 hours

Due: **19/03/21**

Weighting: **25%**

2000 words

On successful completion you will be able to:

- Demonstrate advanced understandings of key issues related to inclusive and special education in contemporary education contexts, including critical analysis of barriers to equity in education for students with disability.
- Demonstrate research-informed knowledge of the importance of collaboration, including consideration of family perspectives and school-family-community relations.
- Develop and apply research-informed knowledge of a range of approaches to designing curriculum, pedagogy, assessment and environments that cater for all students in diverse classrooms, including engaging with universal design for learning and quality differentiated practices, and evaluating processes for identifying specific learning needs.
- Apply research-informed knowledge and understanding of approaches to responding to complex behaviour.
- Demonstrate understanding of key factors involved in establishing an inclusive

classroom culture and environment from the perspective of transforming schools in order to improve educational and community outcomes.

Analysis and critique using contemporary research in the field of inclusive education

Assessment Type **1**: Essay

Indicative Time on Task **2**: 50 hours

Due: **30/04/21**

Weighting: **50%**

3000 words

On successful completion you will be able to:

- Demonstrate advanced understandings of key issues related to inclusive and special education in contemporary education contexts, including critical analysis of barriers to equity in education for students with disability.
- Develop a clear understanding of ethical, legislative and policy responsibilities of teachers as related to educational provision for learners across the full range of human diversities.
- Identify and critically evaluate complex and conflicting theoretical perspectives and demonstrate a developed understanding of social constructions of disability and the pervasive nature of ableism and disablism in educational contexts.
- Demonstrate understanding of key factors involved in establishing an inclusive classroom culture and environment from the perspective of transforming schools in order to improve educational and community outcomes.

Professional Resource

Assessment Type **1**: Practice-based task

Indicative Time on Task **2**: 25 hours

Due: **11/06/21**

Weighting: **25%**

Professional resource outlining practical strategies in the field of inclusive education (1500 words)

On successful completion you will be able to:

- Demonstrate advanced understandings of key issues related to inclusive and special education in contemporary education contexts, including critical analysis of barriers to equity in education for students with disability.
- Identify and critically evaluate complex and conflicting theoretical perspectives and demonstrate a developed understanding of social constructions of disability and the pervasive nature of ableism and disablism in educational contexts.
- Demonstrate research-informed knowledge of the importance of collaboration, including consideration of family perspectives and school-family-community relations.
- Demonstrate understanding of key factors involved in establishing an inclusive classroom culture and environment from the perspective of transforming schools in order to improve educational and community outcomes.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required textbook

The **REQUIRED** textbook for this unit is:

***Inclusive Education for the 21st Century: Theory, policy and practice.* by Linda J. Graham (2020). Allen & Unwin.**

Other weekly readings and resources will be made available to students via links on the unit website and / or through Leganto (University's Library Link).

Information about the unit iLearn site

This unit has a full web presence through **iLearn**.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested

references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures and PowerPoint slides will be available through iLearn in advance of the weekly lecture timeslot. You must listen to all lectures.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access:** The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.

Structure

The unit comprises a one-hour lecture and a two-hour tutorial each teaching week. In the tutorials students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected. Attendance at on campus days for external students is also expected.

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

Unit Schedule

The learning content in this unit is structured into five modules over 10 weeks:

Module 1: Understanding inclusive and special education

In module one teacher education students will have the opportunity to develop advanced understandings of theoretical perspectives and key issues related to inclusive and special education in contemporary education contexts.

This will include the ethical, legislative and policy responsibilities of teachers as related to educational provision for learners across the full range of human diversities.

Anti-discrimination legislation and policy will be addressed.

The historical context will be outlined, alongside exploration of the current education systems, and the implications for inclusive education.

Teacher education students will be provided with opportunities to engage in advanced critical analysis of barriers to equity in education for students with disability, including consideration of micro as well as macro exclusion, alongside examination of facilitators of inclusive education.

Given the implications of the current social context for students and families who experience disability, in this module the social construction of disability will be explored, including critical evaluation of complex and conflicting theoretical perspectives relating to the social constructions of diversity and disability and the implications of ableism and disablism for education.

Considerations for appropriate terminology, language and labelling will be examined.

Module 2: Collaboration in diverse school communities

Extending on module one, in module two fundamental aspects of collaboration in diverse school communities will be addressed.

Teacher education students will be provided with opportunities to develop advanced research-informed knowledge of the importance of collaboration, including consideration of family-perspectives and school-family-community relations.

The importance of inter-professional collaboration will be examined, alongside consideration of the effective use of available supports for facilitating equitable educational practice.

The role of teachers in working with students, families and colleagues and recognising the importance of a strengths-based approach, resisting all forms of stigma, disestablishing ableism and facilitating inclusion will be addressed.

Opportunities will be provided for critical reflection on attitudes and beliefs towards diversity including Aboriginal and Torres Strait Islander perspectives and the implications for educational practice. Inclusive approaches to communication will be explored.

Module 3: Universal approaches to pedagogy, curriculum and assessment

Building on modules one and two, in module three the many considerations of inclusive planning will be explored.

Teacher education students will be provided with opportunities to develop and apply research-informed specialised knowledge of a range of approaches to designing curriculum, pedagogy, assessment and environments that cater for all students in diverse classrooms.

This will include examining a wide range of considerations for planning, assessment and monitoring, including engaging with universal design for learning, quality differentiated practices,

and evaluating processes for identifying specific learning needs.

Explore curriculum and physical accommodations including assistive technology applications that schools can make to support a range of needs.

Further consideration of implications of labels given to children will also be undertaken within an exploration of all aspects of human diversity and the implications for genuinely equitable education.

Module 4: Creating inclusive classrooms

In module four teacher education students will be provided with opportunities to apply and extend unit learning with a focus on implementing inclusive strategies.

This will include in-depth analysis of specific materials and resources and the ways in which these are used to ensure the meaningful engagement and participation of all students. The role of the teacher in understanding and responding to the individual needs and behaviours of students will be addressed.

This will include examining ways to develop a positive emotional climate to support positive behaviour through the application of research-informed knowledge and understanding of approaches to responding to complex behaviour.

Module 5: Transformation for inclusion

In module five teacher education students will have the opportunity to apply their learning to facilitate the development of a culture of inclusion within education settings.

Key factors involved in establishing an inclusive classroom environment will be explored from the perspective of transforming schools in order to improve educational and community outcomes. This will include discussing the importance of leadership for inclusion, including the need for aligning the cultures, policies and practices of an education setting to support an inclusive approach to learning and teaching that embraces human diversity.

Teacher education students will be supported in developing a high-level of confidence in drawing on research (present and future) to inform pedagogy to ensure optimal student learning experiences and in drawing on theory and practice as the basis for continually informing approaches to reflective and inclusive teaching practice.

Detailed information about the weekly schedule, the required readings and the assessment tasks is available on the iLearn site.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit:

Attendance Requirements

Master of Teaching (Primary and Secondary)

*Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is **compulsory** as the Master of Teaching is a professional qualification. All students must meet the 80% attendance requirement.*

All Internal tutorials begin in **WEEK 1** of Session.

Activities completed during weekly tutorials (internal students) or on campus days (external students) 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

External Students

1. The on-campus sessions on **Monday 15th March and Monday 19th April** 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.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://stu>

dents.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.