



# EDTE2480

## Key Competencies in Inclusive Education

Session 2, Special circumstances 2021

*Macquarie School of Education*

### Contents

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<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	7
<a href="#"><u>Delivery and Resources</u></a>	9
<a href="#"><u>Unit Schedule</u></a>	10
<a href="#"><u>Policies and Procedures</u></a>	11
<a href="#"><u>5Rs Framework</u></a>	13

#### **Disclaimer**

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#### **Session 2 Learning and Teaching Update**

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

Visit the [MQ COVID-19 information page](#) for more detail.

## General Information

Unit convenor and teaching staff

Convenor

Poulomee Datta

[poulomee.datta@mq.edu.au](mailto:poulomee.datta@mq.edu.au)

Contact via Via email

29WW, 236

Credit points

10

Prerequisites

80cp at 1000 level or above including (EDUC107 or EDUC1070) or ((EDUC105 or EDUC1050) and (EDUC106 or EDUC1060))

Corequisites

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.

## 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 an understanding of ethical, legislative and policy responsibilities of teachers as related to educational provision for students with special and diverse learning needs.

**ULO2:** 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.

**ULO3:** Plan, implement and evaluate programs that incorporate effective teaching interventions for all students.

**ULO4:** Demonstrate an understanding of concepts and principles of classroom management that address the impact of special educational needs in the inclusive classroom.

**ULO5:** 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**

**MORE DETAILED INFORMATION ABOUT ASSESSMENTS, INCLUDING DETAILED INSTRUCTIONS AND RUBRICS, ARE LOCATED ON THE ILEARN WEBSITE.**

### **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.
- 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.

### **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 - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- 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 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
<b>HD</b> (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.
<b>D</b> (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.
<b>Cr</b> (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.
<b>P</b> (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
<b>F</b> (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.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](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Online Quiz</a>	25%	No	10/09/21
<a href="#">Assignment</a>	35%	No	29/10/21
<a href="#">Exam</a>	40%	No	During Examination Period

### Online Quiz

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **10/09/21**

Weighting: **25%**

The 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

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **29/10/21**

Weighting: **35%**

A self-study investigation of teacher beliefs and practices about the inclusion of learners with diverse 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.
- 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

Assessment Type <sup>1</sup>: Examination

Indicative Time on Task <sup>2</sup>: 25 hours

Due: **During Examination 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.



<sup>1</sup> 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.

<sup>2</sup> 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

### Unit Structure

This unit is divided into FOUR modules and a total of 11 topics (please refer to the Schedule on iLearn). Online lectures (including powerpoint presentation) are uploaded on iLearn under each of the topics. You MUST listen to all lectures. Two external intensive days via ZOOM or FACE-TO-FACE are conducted for students on the **04/09/21 and 23/10/21**. The agenda for the two intensive days are provided on iLearn. Please note that these dates are compulsory.

Students are required to participate in small group activities, whole class discussion, to read the topic readings in advance, and to complete brief tasks either as individuals or in groups.

### Attendance for undergraduate units

Activities completed during external days (via zoom or face-to-face) 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 on external days is expected and the roll will be taken.

Students are required to attend the external 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.

### Prescribed Texts

Compulsory readings for each topic are provided on Leganto (top right-hand side on your iLearn site).

### ICT Resources

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 students 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.

### **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/](https://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](https://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**.

**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

## **Unit Schedule**

### **MODULE 1**

**Topic 1:** Students with vision impairment in the inclusive classroom

**Topic 2:** Students with hearing impairment in the inclusive classroom

**Topic 3:** Students with physical impairment in the inclusive classroom

### **MODULE 2**

**Topic 4:** Students with Autism Spectrum Disorder (ASD) in the inclusive classroom

**Topic 5:** Students with Attention Deficit Hyperactive Disorder (ADHD) in the inclusive classroom

**Topic 6:** Aboriginal and Torres Strait Islander students in the inclusive classroom

### **MODULE 3**

**Topic 7:** Legislation and policy around inclusive education

**Topic 8:** Principles and challenges of inclusion

**Topic 9:** The Universal Designed Inclusive Classroom

## MODULE 4

**Topic 10:** Principles of classroom management in the inclusive classroom

**Topic 11:** Strategies for engaging in meaningful collaboration with parents, caregivers and professionals

**PLEASE REFER TO THE DETAILED SCHEDULE AND THE AGENDA FOR THE TWO INTENSIVE DAYS LOCATED IN iLEARN.**

## 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](https://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://stu>

[dents.mq.edu.au/support/](https://dents.mq.edu.au/support/)

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](https://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](https://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.

## Unit Expectations

### Essential for success

It is expected that all students will engage fully in this unit. This means the following:

- Students are expected to read topic readings before completing tasks and attending tutorials
- Students are expected to listen to all lectures before completing tasks and attending tutorials
- Students are expected to attend and participate in all tutorials
- Students will complete all assessment tasks

## **External Students**

1. The external intensive sessions on **04/09/21 and 23/10/21** are essential to student engagement and learning and attendance on all days is expected.
2. Prior to the 04/09 session, you should have read the prescribed topic readings and listened to the lectures for Modules 1 and 2. Prior to the 23/10 session, you should have read the prescribed topic readings and listened to the lectures for Modules 3 and 4. 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.

## **5Rs Framework**

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling. In this unit, you will learn using the 5Rs framework in the following important ways:

**Reflexive:** Students will reflect on how teachers' practices are consistent with current inclusive education policy frameworks.

**Research engaged:** In the assignment, students will discuss two specific impairments/disability types and substantiate their points/arguments by critically analysing the literature. This task requires application of analytical skills in reference to recent and relevant literature in the field.