ECHE3330
Inclusive Education
Session 2, Weekday attendance, North Ryde 2021

Macquarie School of Education

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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**

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
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<tbody>
<tr>
<td>Convenor</td>
</tr>
<tr>
<td>Katie Wright</td>
</tr>
<tr>
<td><a href="mailto:katie.wright@mq.edu.au">katie.wright@mq.edu.au</a></td>
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<tr>
<td>Contact via email</td>
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<td>via appointment</td>
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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://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-dates)
Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Explore social and contextual constructions of ‘difference’ and ‘diversity’ and reflect on the perspectives of children and families.
ULO2: Identify practical and theoretical issues involved in inclusive education.
ULO3: Become familiar with a rights based approach to equitable access to education for all children.
ULO4: 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 to provide appropriate opportunities with young children and their families.
ULO5: Develop knowledge of creative and innovative approaches to adapting curriculum and approaches in order to support children, in all their diversity, to flourish.
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.

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 - 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.
• 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
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<tr>
<td>HD (High Distinction)</td>
<td>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.</td>
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<tr>
<td>D (Distinction)</td>
<td>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.</td>
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<tr>
<td>Cr (Credit)</td>
<td>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.</td>
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### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
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<tbody>
<tr>
<td>Weekly Reflective and Analytical and Critical Review Tasks</td>
<td>55%</td>
<td>No</td>
<td>23:59 15/08/2021; 23:59 05/09/2021; 23:59 17/10/2021</td>
</tr>
<tr>
<td>Critical research review and application task</td>
<td>45%</td>
<td>No</td>
<td>23:59 17/10/2021</td>
</tr>
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**Weekly Reflective and Analytical and Critical Review Tasks**

**Assessment Type**: Reflective Writing  
**Indicative Time on Task**: 40 hours  
**Due**: 23:59 15/08/2021; 23:59 05/09/2021; 23:59 17/10/2021  
**Weighting**: 55%

Critical review and reflection exploring issues related to difference, diversity, inclusivity, and disability.

Weekly written reflection (350-500 words per week) plus 1200 word written task

On successful completion you will be able to:
• Explore social and contextual constructions of ‘difference’ and ‘diversity’ and reflect on the perspectives of children and families
• Identify practical and theoretical issues involved in inclusive education.
• Become familiar with a rights based approach to equitable access to education for all children.
• 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 to provide appropriate opportunities with young children and their families.
• Develop knowledge of creative and innovative approaches to adapting curriculum and approaches in order to support children, in all their diversity, to flourish.
• 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.

Critical research review and application task
Assessment Type 1: Essay
Indicative Time on Task 2: 30 hours
Due: 23:59 17/10/2021
Weighting: 45%

Critical review and application task exploring issues related to difference, diversity, inclusivity, and disability

Approx 2500 words

On successful completion you will be able to:
• Explore social and contextual constructions of ‘difference’ and ‘diversity’ and reflect on the perspectives of children and families
• Identify practical and theoretical issues involved in inclusive education.
• Become familiar with a rights based approach to equitable access to education for all children.
• 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 to provide appropriate opportunities with young children and their families.
• Develop knowledge of creative and innovative approaches to adapting curriculum and
approaches in order to support children, in all their diversity, to flourish.

• 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.

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 Learning Skills Unit 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 texts

The textbook for this unit Inclusive Education in the Early Years: Right from the Start is available from bookshops and the library. Additional readings will be available online via Leganto.

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, including a reading template and guide to lecture note taking to assist your studies.

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 are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these ‘live’.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at https://ilearn.mq.edu.au/login/index.php. 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.

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

**Structure**

The unit comprises two one-hour lectures and a two-hour tutorial (internal) and two on campus days (external). In the tutorials and on campus days, 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. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: [http://ilearn.mq.edu.au](http://ilearn.mq.edu.au)

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 following pages or on the unit iLearn site.

**Unit Schedule**

Please see iLearn for Unit Schedule.

**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). 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) 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

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 Enquiry Service
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

Equity 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.

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.

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

Attendance for undergraduate units
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

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 (22nd and 23rd September 2021) 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.

**5Rs Framework**

**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:

**Resilient**

Assignment feedback aims to focus on critical reflection skills and developing inclusive understandings.

**Reflexive**

Students engage critically with theory and research and are encouraged to make connections with their personal and professional experience.
Responsive
During weekly tutorials and discussion forums, students are expected to reflect on their own practice, engage in discussions and be responsive to peers.

Ready to learn
Students are encouraged to challenge their thinking and stereotypes, to develop deeper understandings of inclusion based on contemporary research.

Research engaged
Students reflect on theory and contemporary research to inform their inclusive understandings and practice.