



# EDST2000

## Practice of Teaching: Inclusive Education

Session 1, In person-scheduled-infrequent, North Ryde 2022

*Macquarie School of Education*

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#### **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

Content Unit Convenor

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Credit points

10

Prerequisites

80cp including (EDST100 or EDST1000) and (EDST1010 or EDST101) and (admission to BABEd(Prim) or BA-PsychBEd(Prim) or BABEd(Sec) or BScBEd(Sec) or BCommBEd(Sec) or BEd(Prim) or BEd(Sec))

Corequisites

Co-badged status

Unit description

This unit provides an introduction to 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 practices. Emphasis is placed on strategies that equip teacher education students to work with all students in inclusive classroom environments within early childhood, primary, and secondary settings. Focus will also be on applying differentiation within an inclusive classroom environment and being able to organise and manage a diverse inclusive classroom. The teacher education students reflect upon these skills as they complete 10 compulsory days of professional experience in a primary or secondary school setting.

## 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:** Explain ethical, legislative and policy responsibilities of teachers as related to educational provision for students with diverse learning needs.

**ULO2:** identify current trends and practical and theoretical issues involved in inclusive education.

**ULO3:** Apply processes of identifying specific learning needs and evidence based support strategies for a diverse range of learners.

**ULO4:** Devise and implement strategies for engaging in differentiated and inclusive practices that cater for all students in a diverse classroom.

**ULO5:** Explain the principles for organising and managing diverse classrooms inclusively.

**ULO6:** Undertake and interpret observations of students and identify implications for learning and planning.

**ULO7:** Explain the role of the reflexive teacher

## **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 the correct file has been uploaded, that their submission has been successful, and that it 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.

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 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 <https://ask.mq.edu.au>

## **Assessment Tasks**

Name	Weighting	Hurdle	Due
<a href="#">Case study of a student</a>	50%	No	08/04/2022, 11-59 pm
<a href="#">Professional Experience Report</a>	0%	Yes	Weeks 11 and 12
<a href="#">Formal examination</a>	50%	No	Exam period

### **Case study of a student**

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **08/04/2022, 11-59 pm**

Weighting: **50%**

Analysis of a case study student and how to support inclusion (2000 wds)

On successful completion you will be able to:

- Explain ethical, legislative and policy responsibilities of teachers as related to educational provision for students with diverse learning needs.
- Apply processes of identifying specific learning needs and evidence based support strategies for a diverse range of learners.
- Devise and implement strategies for engaging in differentiated and inclusive practices that cater for all students in a diverse classroom.
- Explain the principles for organising and managing diverse classrooms inclusively.

## Professional Experience Report

Assessment Type <sup>1</sup>: Field work task

Indicative Time on Task <sup>2</sup>: 0 hours

Due: **Weeks 11 and 12**

Weighting: **0%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Professional Experience Report completed by Supervising Teacher at the placement school.

On successful completion you will be able to:

- Explain ethical, legislative and policy responsibilities of teachers as related to educational provision for students with diverse learning needs.
- Explain the principles for organising and managing diverse classrooms inclusively.
- Undertake and interpret observations of students and identify implications for learning and planning.
- Explain the role of the reflexive teacher

## Formal examination

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

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

Due: **Exam period**

Weighting: **50%**

Formal examination

On successful completion you will be able to:

- Explain ethical, legislative and policy responsibilities of teachers as related to educational provision for students with diverse learning needs.
- identify current trends and practical and theoretical issues involved in inclusive education.
- Explain the principles for organising and managing diverse classrooms inclusively.

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<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 comprises (i) weekly one-hour lectures and (ii) weekly two-hours tutorials. In the tutorial 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. Weekly lectures are available in iLearn in advance of the week. You must listen to all lectures.

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.

### 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.

### Prescribed Texts

The prescribed readings include readings from journal articles and other sources as well as the following text book:

**De Nobile, J., Lyons, G. & Arthur-Kelly, M. (2017). *Positive learning environments: Creating and maintaining productive classrooms*. Cengage Learning.**

Weekly assigned readings will be accessible online via Leganto and on iLearn. Students are expected to keep up with weekly readings. Library texts and resources are online and in reserve through MQU Library.

### 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 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.

Lectures

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 [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**

The two on-campus dates for the external students are on **19/3/22** and **16/4/22**.

**PLEASE REFER TO THE WEEKLY SCHEDULE LOCATED IN ILEARN.**

## **Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](https://policy) (<https://policy>

[s.mq.edu.au](https://www.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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## 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**

All Internal tutorials begin in Week 1 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 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**

- The **on-campus sessions on 19/3/22 and 16/4/22** 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.
- Prior to the on-campus sessions, you should have 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.
- 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.

### **LANTITE**

### **FOR UNDERGRAD PRIMARY AND SECONDARY PE UNITS**

In order to enrol in your EDST3000/EDST3010 PE Unit you will need to have MET the standard for both the Literacy and Numeracy test in the semester before the unit is to be taken. Please

note that to be eligible to enrol in EDST3000/EDST3010 you need to have SAT BOTH LANTITE TESTS AND HAVE MET BOTH STANDARDS. Enrolling in EDST3000/EDST3010 unit while waiting for your results will not be accepted.

### **Passing a Professional Experience Unit**

In order to pass a Professional Experience unit, students must achieve a satisfactory result for their professional experience placement AND achieve a satisfactory result overall for their academic assessment tasks (where applicable) in the unit.

### **Professional Experience Unit Placement Expectations**

- Students must be able to present evidence of completion of the following prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience:
  - A Working with Children Check or State/ Territory equivalent. For school placements this must be verified by DoE before your first placement. Complete and email: The practicum students declaration and a copy of relevant ID documents to the department's probity unit at least two weeks prior to the start date of your first professional experience placement. You will also need to present photo ID on your first day of professional experience.
  - Anaphylaxis training (practical and online training) (school placements only). Please note that Anaphylaxis training is only current for 2 years so students will need to update this, most probably at the start of their final year
  - Read and acknowledge agreement to abide by the DoE Code of Conduct (school placements only)
  - Child Protection Awareness Training (CPAT) (school placements only) (once only)
  - Mandatory Child Protection Training (school placements only) (annually)
  - Evidence of COVID-19 vaccination - see SONIA for where you must submit your immunization evidence.

For more details re school placement requirements see:

<https://education.nsw.gov.au/teaching-and-learning/professional-learning/pre-service-teacher-resources/induction-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating->

This includes completing the pre-service teacher acknowledgement:

[https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/professional-learning/pre-service-teacher-resources/Document2\\_Pre-service\\_teacher\\_Acknowledgement\\_October\\_2020.pdf](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/professional-learning/pre-service-teacher-resources/Document2_Pre-service_teacher_Acknowledgement_October_2020.pdf)

Students are responsible for ensuring that their evidence is current. Please be aware that you may need to update your training or credential during your program of study.

- A Working with Children Check or State/Territory equivalent is required by the end of Week 2 to be eligible for a placement. Students may need to withdraw from this unit if this has not been

obtained in time.

- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convenor about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of any assessments or bookwork prior to submission.
- If a Student is identified being in need of additional support for Professional Practice and/or Bookwork, the Department's 'Additional Support' procedure will be activated and they will not be able to withdraw themselves from this Unit.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

### **Fitness to practice requirements**

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>

### **Twice Fail Rule for Professional Experience Units**

General Coursework Rule 10(7) stipulates that if a student fails a required unit twice in an undergraduate professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program. Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy. Students completing a single Education degree (such as the BEd) are advised to seek academic advice.

The on-campus sessions for this year are on:

Day 1: 19/3/22

Day 2: 16/4/22

Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

### **Professional Experience Unit Placement Expectations**

### **To be eligible to commence the block placement component of this unit, students**

- Must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block
- Must meet the participation requirements for the unit
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.

### **In order to meet the Professional Experience placement expectations of this unit, students must:**

- attain a 'Satisfactory' grade for their Professional Experience Practical Work in their Evaluation Report, AND
- attain a 'Satisfactory' grade for their Professional Experience Folder in their Evaluation Report

## Student Support

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

### **The Writing Centre**

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault

- [Social support including information about finances, tenancy and legal issues](#)

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## 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.

## Changes from Previous Offering

Based on student feedback, the case study assessment weightage has been changed from 60% to 50%.

## 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 learn about the differentiated strategies in the tutorial learning activities and then apply these in the professional experience placement which is their second assessment task.

**Responsive:** Students imbibe skills and capabilities for responsive teaching through the case study assessment.

**Research engaged:** Case Study Assessment: Students need to analyse their case study student and substantiate their points with the literature. In doing so, students need to critically analyse the literature to discuss their case study student. This task requires application of analytical skills in reference to recent and relevant literature in the field.