ECHE3330
Inclusive Education
Session 2, In person-scheduled-weekday, North Ryde 2023

Macquarie School of Education

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General Information

Unit convenor and teaching staff
Convenor
Dr Iliana Skrebneva
iliana.skrebneva@mq.edu.au
Contact via email
29 WW, room 242
by appointment

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 behaviour, and planning for extension and enrichment in the early years is examined. The implications of theory and practice for engagement in critically reflective practice towards genuinely inclusive education, are considered.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are
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.

ULO6: 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

MORE DETAILED INFORMATION ABOUT ASSESSMENTS, INCLUDING DETAILED INSTRUCTIONS AND RUBRICS, ARE LOCATED ON THE iLEARN WEBSITE

- Students should be aware of and apply the University policy on academic honesty (see: https://policies.mq.edu.au/document/view.php?id=3)
- Unless a Special Consideration (see: https://students.mq.edu.au/study/assessment-exams/special-consideration) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be
addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

• Please format assessments using 12-point font and 1.5 spacing.

• All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.

• Students can use Turnitin’s Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

• Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.

• Word limits are strictly applied. Work above the word limit will not be marked.

• All assessments are marked using a clear marking scheme or a rubric.

• Marking of all assessments is moderated by the Unit Convenor.

• Applications for extensions must be made via AskMQ ([https://ask.mq.edu.au/](https://ask.mq.edu.au/)).

• It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>
### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical and critical review task</td>
<td>45%</td>
<td>No</td>
<td>23:55 3/10/2023</td>
</tr>
<tr>
<td>ASSET survey</td>
<td>5%</td>
<td>No</td>
<td>23:55 6/10/2023</td>
</tr>
<tr>
<td>Critical research review and application task</td>
<td>50%</td>
<td>No</td>
<td>23:55 3/11/2023</td>
</tr>
</tbody>
</table>

#### Analytical and critical review task

**Assessment Type**: Reflective Writing  
**Indicative Time on Task**: 29 hours  
**Due**: 23:55 3/10/2023
Critical review and reflection exploring issues related to difference, diversity, inclusivity and disability. 1200 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.

ASSET survey
Assessment Type: Participatory task
Indicative Time on Task: 1 hours
Due: 23:55 6/10/2023
Weighting: 5%

A survey related to university experience.

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

Critical research review and application task
Assessment Type: Essay
Indicative Time on Task: 40 hours
Due: 23:55 3/11/2023
Weighting: 50%
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 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 texts**

Required and recommended texts will be available online through Leganto on iLearn.

**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 students enrolled in INFQ mode are especially 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 and make notes for all 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 [https://iLearn.mq.edu.au/login/index.php](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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Email: help.mq.edu.au.

On Campus: Ground floor at 18 Wally’s Walk

**Structure**

The unit structure can be found in the university timetable [https://timetables.mq.edu.au/2023/](https://timetables.mq.edu.au/2023/)

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 iLearn site 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 unit iLearn site.

**Unit Schedule**

The schedule of learning and teaching (including weekly readings) is located in iLearn.
Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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
- 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). 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, (e.g. 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

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.

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 Advocacy provides independent advice on MQ policies, procedures, and processes

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/.

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

See the university timetable for information about when classes begin in this unit. [https://timetables.mq.edu.au/2023/](https://timetables.mq.edu.au/2023/)

Activities completed during weekly tutorials (internal/DAY mode) or on campus days (external/INFQ mode) 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 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

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

Infrequent Attendance Students (on-campus sessions)

Information about the dates of the on-campus sessions can be found in the university timetable. [https://timetables.mq.edu.au/2023/](https://timetables.mq.edu.au/2023/)

- The on-campus sessions 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 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.
- 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.
- Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.
Fail Rule
General Coursework Rule 17 stipulates that where a student is enrolled in a practical, clinical or professional course with fitness to practice requirements:

- if a student fails one practical, clinical or professional activity they may be permanently excluded from that course; or
- if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

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 BTeach/MTeach) are advised to seek academic advice.

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.