



EDSX8301

Inclusive and Special Education

Session 1, Online-flexible 2023

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff
Senior Lecturer in Inclusive Education
Poulomee Datta
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Contact via Via email
29WW, Office Number 236
Tuesdays, 12-2 pm

Credit points
10

Prerequisites
Admission to MTeach (Birth to five)

Corequisites

Co-badged status

Unit description

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

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

ULO1: Demonstrate advanced understandings of key issues related to inclusive and special education in contemporary education contexts, including critical analysis of barriers to equity in education for students with disability.

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

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

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

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

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

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

General Assessment Information

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 rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<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.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

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 course progression.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Analysis and critique of contemporary research in the field of inclusive education	55%	No	06/04/2023, 11-55 pm
Professional Resource	45%	No	02/06/2023, 11-55 pm

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

Assessment Type ¹: Literature review

Indicative Time on Task ²: 55 hours

Due: **06/04/2023, 11-55 pm**

Weighting: **55%**

3500 words

On successful completion you will be able to:

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

Professional Resource

Assessment Type ¹: Creative work

Indicative Time on Task ²: 45 hours

Due: **02/06/2023, 11-55 pm**

Weighting: **45%**

Students will create a research-informed professional resource outlining practical strategies in the field of inclusive education (2500 words).

On successful completion you will be able to:

- Demonstrate research-informed knowledge of the importance of collaboration, including consideration of family perspectives and school-family-community relations.
- Develop and apply research-informed knowledge of a range of approaches to designing

curriculum, pedagogy, assessment and environments that cater for all students in diverse classrooms, including engaging with universal design for learning and quality differentiated practices, and evaluating processes for identifying specific learning needs.

- Apply research-informed knowledge and understanding of approaches to responding to complex behaviour.
- Demonstrate understanding of key factors involved in establishing an inclusive classroom culture and environment from the perspective of transforming schools in order to improve educational and community outcomes.

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

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

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

Delivery and Resources

Required textbook

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

Please note this textbook is available to everyone via the Macquarie University Library as it is an e-book.

Other weekly readings and resources will be made available to students through Leganto (University's Library Link).

Information about the unit iLearn site

This unit has a full web presence through iLearn.

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

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

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the iLearn site. You must listen to 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>. 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/>.

The unit comprises a one-hour lecture and a two-hour tutorial each teaching week. 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 iLearn site for the unit providing additional readings, links and materials. The weekly program for the unit is available on the unit iLearn site and the accompanying readings are available on Leganto.

Unit Schedule

PLEASE REFER TO THE WEEKLY SCHEDULE 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](#)
- [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 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.

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

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:

- Ensuring you have a sound understanding of the work required.
- Knowing what being an inclusive teacher entails.

- Developing your identity as an inclusive teacher.
- Managing your own wellbeing.

Reflexive

- Identifying your own values, attitudes and experiences of inclusion.
- Understanding how these elements will influence your decision-making as an inclusive teacher.

Responsive

- Being responsive to the ideas of your peers and providing meaningful and supportive feedback.

Ready to learn

- Identifying your own learning needs for this context and pursuing your learning to achieve great outcomes for all students.

Research engaged

- Knowing what research is, what it looks like in education, how it is conducted, how to read it, and the basic terminology of research.
- Knowing what is meant by 'evidence' and what is an evidence-based source.
- Understanding the importance of academic integrity – drawing on and acknowledging evidence-based sources.