



# EDST8509

## Professional Practice 1: Diverse Learning Needs

Session 1, Online-scheduled-weekday 2025

*Macquarie School of Education*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit convenor

Iliana Skrebneva

[iliana.skrebneva@mq.edu.au](mailto:iliana.skrebneva@mq.edu.au)

Contact via Contact via email

Please email to organise a time if you would like a meeting.

Credit points

10

Prerequisites

Corequisites

EDST8200

Co-badged status

Unit description

This unit provides students with an introduction to inclusive educational principles and practices supported by evidence-based research.

## 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:** Interrogate and evaluate current debates, research-informed pedagogic trends, policy and legislation, and forms of provision for learners with disabilities or special educational needs.

**ULO2:** Identify and critically evaluate theoretical perspectives concerning social constructions of disability and the pervasive nature of ableism and disablism in educational contexts.

**ULO3:** Identify strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contribute to the development of an effective learning community.

**ULO4:** Apply appropriate processes to identify specific/unique needs as well as

research-informed strategies to support children/primary and secondary students with special needs and/or engage in differentiated and inclusive practices that cater for all children/primary and secondary students in a diverse classroom.

**ULO5:** Demonstrate the capacity to work professionally in a school.

## General Assessment Information

### General Submission Information

All assessments must be submitted electronically. Turnitin plagiarism detection software is used to check all written assessments. It is the responsibility of all students to ensure that their submitted work is in a format compatible with Turnitin software for plagiarism checking. Submissions must meet the required file type and formatting specifications outlined in the assessment guidelines. Failure to submit work in an acceptable format may result in delays in processing your submission and potential penalties for non-compliance with assessment requirements. If you are unsure about the file format or have technical difficulties, it is your responsibility to seek assistance before the submission deadline. Students should be careful to 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. 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 contact the unit convenor.

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.

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

### Use of Artificial Intelligence (AI)

Students should be aware of and apply the University policy on academic integrity (see: <https://policies.mq.edu.au/document/view.php?id=3>). Any student suspected of using unauthorised AI in an assignment will be referred to the Faculty of Arts Discipline Committee. Penalties can include reduced marks for an assessment, being awarded '0' for a task, failing an entire unit, being excluded from a course of study. Please see each assessment task description/rubric for expectations about AI.

### Special Consideration / Late Penalties

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day an assessment is not submitted, up until the 7th day (including weekends) (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>). Applications for extensions must be made via [Service Connect](#). 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 assessments (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. A Special Consideration outcome may result in a new question or topic.

## Marking

All assessments are marked using a rubric.

Marking of all assessments is moderated by the Unit Convenor.

## University Policy on Grading

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the [University's Grading System](#) and [University Assessment Policy](#).

To attain a pass or higher grade in Professional Experience a student must obtain a satisfactory in both the Professional Experience component and a pass or higher grade in the academic component. For Professional Experience units the Professional Experience Evaluation Report is marked as Satisfactory or Unsatisfactory. The Macquarie Teaching Performance Assessment (MQTPA - in final WIL/PEX units) is marked as Not met, Met or Exceeds.

## Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed because 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 [Service Connect](#).

## Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via [Service Connect](#) before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

# Assessment Tasks

| Name                                           | Weighting | Hurdle | Due              |
|------------------------------------------------|-----------|--------|------------------|
| <a href="#">Resource folder</a>                | 50%       | No     | 23:55 23/04/2025 |
| <a href="#">Professional Experience Report</a> | 0%        | Yes    | 23:55 08/06/2025 |
| <a href="#">Inclusion Portfolio</a>            | 50%       | No     | 23:55 11/06/2025 |

## Resource folder

Assessment Type <sup>1</sup>: Literature review

Indicative Time on Task <sup>2</sup>: 12.5 hours

Due: **23:55 23/04/2025**

Weighting: **50%**

Students will find resources that support inclusion that relate to the Primary or Secondary school context. Students will discuss the strengths and weaknesses of each resource using relevant literature to support their analysis.

On successful completion you will be able to:

- Interrogate and evaluate current debates, research-informed pedagogic trends, policy and legislation, and forms of provision for learners with disabilities or special educational needs.
- Identify and critically evaluate theoretical perspectives concerning social constructions of disability and the pervasive nature of ableism and disablism in educational contexts.
- Identify strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contribute to the development of an effective learning community.
- Apply appropriate processes to identify specific/unique needs as well as research-informed strategies to support children/primary and secondary students with special needs and/or engage in differentiated and inclusive practices that cater for all children/primary and secondary students in a diverse classroom.
- Demonstrate the capacity to work professionally in a school.

## Professional Experience Report

Assessment Type <sup>1</sup>: Practice-based task

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

Due: **23:55 08/06/2025**

Weighting: **0%**

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

This report is completed by the supervising teacher as an assessment of the student's placement success. Students submit PEx Evaluation report. It is marked as satisfactory or unsatisfactory.

On successful completion you will be able to:

- Interrogate and evaluate current debates, research-informed pedagogic trends, policy and legislation, and forms of provision for learners with disabilities or special educational needs.
- Identify and critically evaluate theoretical perspectives concerning social constructions of disability and the pervasive nature of ableism and disablism in educational contexts.

- Identify strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contribute to the development of an effective learning community.
- Apply appropriate processes to identify specific/unique needs as well as research-informed strategies to support children/primary and secondary students with special needs and/or engage in differentiated and inclusive practices that cater for all children/primary and secondary students in a diverse classroom.
- Demonstrate the capacity to work professionally in a school.

## Inclusion Portfolio

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

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

Due: **23:55 11/06/2025**

Weighting: **50%**

Whilst on Professional Experience placement students will complete a SWOT analysis of the classroom in relation to inclusion using the principles outlined in the weekly lectures. The analysis will include who is included and/or excluded and why. The analysis will be supported with evidence-based literature and links to relevant government reports, policies and legislation.

On successful completion you will be able to:

- Interrogate and evaluate current debates, research-informed pedagogic trends, policy and legislation, and forms of provision for learners with disabilities or special educational needs.
- Identify strategies for engaging in meaningful collaboration with parents, caregivers and professionals that contribute to the development of an effective learning community.
- Apply appropriate processes to identify specific/unique needs as well as research-informed strategies to support children/primary and secondary students with special needs and/or engage in differentiated and inclusive practices that cater for all children/primary and secondary students in a diverse classroom.
- Demonstrate the capacity to work professionally in a school.

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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

### Resources

#### Required and recommended texts

#### Information about the unit iLearn site

This unit has a full web presence through iLearn. 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: via email [onehelp@mq.edu.au](mailto:onehelp@mq.edu.au) or Ph: 9850 4357 or 1800 67 4357. On Campus: Ground floor at 18 Wally's Walk.

## Unit Schedule

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

The block professional experience placement in this unit will be: 12/05/2025 – 30/05/2025.

## 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 [connect.mq.edu.au](https://connect.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](#).

## Student Support

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

## Academic Success

[Academic Success](#) 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 the [Service Connect Portal](#), 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.

### School of Education Procedures

In addition, the following policies and procedures for the Macquarie School of Education apply to this unit.

### Academic Progression Policy

This unit is a part of a professional course listed on Schedules 2 and 3 of the [Academic Progression Policy](#). This course has additional requirements that are applicable for the full duration of the course, including course-specific Inherent Requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

### Fitness to practice in a Professional Experience unit

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 [Academic Progression Policy](#).

### Communication

It is the student's responsibility to check all electronic communication on a weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn

- Other iLearn communication functions

## **Attendance and Participation**

See the University timetable for information about when classes begin in this unit. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is expected as the Master of Teaching is a professional qualification. Activities completed during weekly tutorials (DAY or ONLINE DAY 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 tutorials is expected and will be recorded. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

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 to request a change.

## **Professional Experience Unit Expectations**

- Important Professional Experience information can be found on Education Commons – see iLearn for details of how to self-enrol in Education Commons
- Students must be able to present evidence of completion of mandatory requirements prior to session census date (or as otherwise advised) to receive a placement for Professional Experience. Please check your email from the Work Integrated Learning (WIL) Office. Requirements are outlined here: <https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/induction-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating->
- Students must have submitted all written assessment tasks and/or completed associated unit requirements scheduled prior to the commencement of the block.
- 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 discuss how that unit's requirements can be met. For some situations it may mean that a student is enrolled externally for that unit so that attendance for tutorials for that unit is not impacted.
- Feedback from Placement Support Team and/or 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 Professional Experience written tasks prior to submission.

- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and resolved.
  - 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.
  - If a Student is identified as being **In Need of Additional Support** (INAS) for Professional Practice and/or Professional Experience written tasks, the [Macquarie School of Education's 'Additional Support' procedure](#) will be activated.
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Unit information based on version 2025.01 of the [Handbook](#)