Description: Topics in Inclusive Education

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
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<tr>
<td>EDU</td>
<td>8327</td>
<td>66534</td>
<td>2, 2007</td>
<td>EXT</td>
<td>1.00</td>
<td>Toowoomba</td>
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Academic group: FOEDU
Academic org: FOE002
Student contribution band: National Priority Teaching
ASCED code: 070113

STAFFING
Examiner: Mary Keeffe
Moderator: Linda De George-Walker

OTHER REQUISITES
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

RATIONALE
The purpose of Inclusive Education is to maximise learning outcomes for all students in the class, particularly those students who have been previously marginalised by more traditional approaches to learning and education. Inclusive schools create a culture of respect for diversity within the school community. Educational policies, practices and pedagogies in an inclusive school respect the cultural and social contexts that are an inherent part of student lives and student learning. Curriculum content is then negotiated and differentiated to maximise relevance and connectedness to student learning needs, interests, skills and abilities. All Queensland teachers are required by the College of Teachers to be skilled in the processes and practices of the inclusive curriculum.

SYNOPSIS
This course investigates topics in inclusive education from three broad perspectives: the philosophy of inclusion; social and cultural contexts in learning; curriculum and pedagogy in the inclusive curriculum. The first section interrogates the concept of "Education for All" to show how many students have been marginalised by traditional educational policies, processes and practices. Stereotypes, prejudice, inclusive school cultures, collaboration and labelling are some of the topics investigated. The second section investigates how school communities and teachers can respond effectively to diversity. The third section addresses issues that relate to how teachers maximise learning outcomes for all students. The assessment for the course is structured in a way as to allow you to pursue topics of individual interest.
OBJECTIVES

On the successful completion of this course, the student will be able to:

1. identify social and cultural contexts that impinge on the quality of the learning experience for all students
2. critically evaluate policies, processes and practices of inclusive education in Australia and overseas
3. demonstrate a high level of competence in differentiating the curriculum to maximise learning outcomes for all students
4. establish relationships with students, parents, colleagues, school administration and support networks to provide quality educational experiences for all students.
5. describe and analyse social and political issues which affect the provision of inclusive educational services.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Inclusive society; Inclusive community; Inclusive schools and the Inclusive classroom</td>
<td>50.00</td>
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<tr>
<td>2. Power and Identity: Research and teaching</td>
<td>35.00</td>
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<tr>
<td>3. The differentiated curriculum: Maximising learning outcomes for all students</td>
<td>15.00</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).

Keefe, M & Carrington, S (eds) 2006, Schools and diversity, 2nd edn, Pearson Education Australia, Frenchs Forest, NSW.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Recent issues of Journals in the field eg Australasian Journal of Special Education; International Journal of Disability, Development and Education; Teaching Exceptional Children; Educational Psychologist; International Journal of Disability, Development and Education; Exceptional Children; Focus on Exceptional Children; Journal of Abnormal Child Psychology; Journal of Learning Disabilities; Special Education Perspectives; The Journal of Special Education; Learning Disability Quarterly; Support for Learning.

Bowe, F 2005, Making inclusion work, Merrill Pearson,
Choate, JS 2004, Successful inclusive teaching, 4th edn, Pearson,
STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>40.00</td>
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<tr>
<td>Directed Study</td>
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<tr>
<td>Private Study</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>40.00</td>
<td>40.00</td>
<td>24 Aug 2007</td>
</tr>
</tbody>
</table>

| ASSIGNMENT 2       | 60.00        | 60.00  | 19 Oct 2007       |

(see note 1)

NOTES

1. Letter grades will be used in this course and displayed in the Notes section.

IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2. Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily, students must obtain at least a grade of C- for each assessment item.

3. Penalties for late submission of required work:
   If students submit assignments after the due date without (prior) approval then a penalty of 1 Equivalence Point gained by the student for the assignment will apply for each working day late.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must complete and submit all of the summative assessment items and achieve at least 50% of the total weighted marks available for the course.

5. Method used to combine assessment results to attain final grade:
   The final grades for students will be assigned on the basis of the aggregate of the weighted grades obtained for each of the summative assessment items in the course.

6. Examination information:
   There is no examination in this course.

7. Examination period when Deferred/Supplementary examinations will be held:
   There will be no Deferred or Supplementary examinations in this course.

8. University Regulations:
   Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/corporateservices/calendar/part5.htm.
ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the Examiner. The student must retain this copy until the grade for this course has been finalised.

3 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

4 In the event that a due date for an assignment falls on a local public holiday in their area, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

5 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

6 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the Examiner of the course to negotiate such special arrangements.

OTHER REQUIREMENTS

1 Students will require access to e-mail and Internet access to USQConnect for this course.

2 Students are to use a recognised referencing system a specified by the Examiner.

3 IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.