



EDED20506 Innovative Practices in Disability and Inclusive Education

Term 1 - 2020

Profile information current as at 16/05/2024 04:25 pm

All details in this unit profile for EDED20506 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Educational leaders in a complex and dynamic environment, have the ability to enact and direct change that can improve the provision of equitable learning outcomes for students. In this unit, you will examine educational setting governance structures, policies and procedures as well as national and global agendas with a view to identifying disability and inclusive education priorities and practices. These frameworks will provide you with opportunities to explore and design innovative changes based on evidence based practice.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Co-requisite: EDED20497 Leadership in the School Context

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2020

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Report**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit evaluation

Feedback

It would be nice to see some more representation from the international perspective (particularly international schools themselves).

Recommendation

Include more papers/resources with an international focus on inclusive education.

Unit Learning Outcomes

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

1. Analyse disability and inclusive practices in a current educational setting, using evidence based practice to inform change
2. Examine school governance structures, policies and procedures, as well as national and global agendas in disability and inclusive education and evaluate their implications for disability and inclusive education
3. Design an innovative change/s to disability and inclusive practices based on the evidence gathered
4. Justify changes made to practice, communicating these to a wide audience to inform school improvement.

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Report - 50%	•	•		
2 - Written Assessment - 50%			•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge				
2 - Communication				
3 - Cognitive, technical and creative skills				
4 - Research				
5 - Self-management				
6 - Ethical and Professional Responsibility				
7 - Leadership				
8 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Report - 50%								
2 - Written Assessment - 50%								

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Alison Elliott Unit Coordinator
a.elliott@cqu.edu.au

Schedule

Week 1 - What is disability and inclusive education? - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom meetings to be negotiated and advised on a one to one basis

Week 2 - Current agendas in disability and inclusive education - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom meetings to be negotiated and advised on a one to one basis

Week 3 - Educational improvement and disability and inclusive education - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom meetings to be negotiated and advised on a one to one basis

Week 4 - Finding a need - being innovative and creative - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom meetings to be negotiated and advised on a one to one basis

Week 5 - Governance - Understanding the impact this has on the community and student outcomes - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Zoom meetings to be negotiated and advised on a one to one basis
Assessment 1 due this week

Disability and Inclusive education improvement initiative report Due: Week 5 Friday (10 Apr 2020) 11:45 pm AEST

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom meetings to be negotiated and advised on a one to one basis

Week 6 - SWOT analysis - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom meetings to be negotiated and advised on a one to one basis

Week 7 - Using data to inform change - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom meetings to be negotiated and advised on a one to one basis

Week 8 - Looking at innovation in education - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom meetings to be negotiated and advised on a one to one basis

Week 9 - Measuring impact in disability and inclusive education - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom meetings to be negotiated and advised on a one to one basis

Week 10 - Communicating change - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom meetings to be negotiated and advised on a one to one basis

Week 11 - Futures education - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom meetings to be negotiated and advised on a one to one basis

Week 12 - Review - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom meetings to be negotiated and advised on a one to one basis Assessment 2 due next week

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2 due this week

Disability and Inclusive Education Innovation Plan Due: Review/Exam Week Monday (8 June 2020) 11:45 pm AEST

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Disability and Inclusive education improvement initiative report

Assessment Type

Report

Task Description

This assessment requires a detailed review of a current educational setting disability and inclusive education agenda, improvement initiative, plan or project with reference to the academic literature. This assessment task is to be presented as a report of 2500 words with references. The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

In the report, you are to provide:

- a) Background information on the school/ centre needs to be included, which includes data such as information from the MySchool website <https://www.myschool.edu.au/>, school/ centre reviews, school data sets related to student performance, community information from the Australian Bureau of Statistics, ACECQA etc. The analysis of the context should include the school's or early childhood centre's governance structure. For example; does the school have a council or board, is it part of a system and organisational structures, particularly if it is a large organisation?
- b) A SWOT analysis of the current situation, referencing current educational literature (i.e. does the initiative align to research on school improvement?). Where is the school in terms of disability and inclusive education? How do you know that there is an area that needs improvement? What data is informing the decision to pursue this issue/ challenge/ improvement area?
- c) Recommendations to the school board and/or leadership team on any gaps in the initiative or improvements that could be made that would increase the likelihood of positive impacts on students and their learning around disability and inclusive education. As well, mention how you think you will measure the impact of the changes suggested.

Assessment Due Date

Week 5 Friday (10 Apr 2020) 11:45 pm AEST

Please upload your assignment as a word document into the unit in Moodle.

Return Date to Students

Week 6 Monday (20 Apr 2020)

You will receive written feedback via Moodle and in your assignment.

Weighting

50%

Assessment Criteria

The task will be assessed according to the following criteria:

1. Academic writing skills. The written piece has clarity, a professional style and tone and is accurate in terms of referencing, spelling, grammar and punctuation.
2. The analysis of the current plan including the use of a SWOT methodology and the rationale for improvement.
3. The range of data accessed in the analysis of the current plan.
4. Discussion about the governance structures and organisational complexity and implications for the improvement plan and leadership of the school or other educational setting.
5. Quality of the recommendations made supported by reference to change theory and current educational leadership literature directed at improving student outcomes.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Please upload your assignment as a Word document into the unit in Moodle.

Learning Outcomes Assessed

- Analyse disability and inclusive practices in a current educational setting, using evidence based practice to inform change
- Examine school governance structures, policies and procedures, as well as national and global agendas in disability and inclusive education and evaluate their implications for disability and inclusive education

Graduate Attributes

- Communication
- Cognitive, technical and creative skills
- Ethical and Professional Responsibility
- Leadership

2 Disability and Inclusive Education Innovation Plan

Assessment Type

Written Assessment

Task Description

Based on the recommendations and findings from the first assessment piece you are now going to design the positive change/ innovation for disability and inclusive education for the educational setting that you examined in the first assessment piece. This assessment task is to be presented as a written assignment of 2000 words with references. The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

You will need to outline what the gap is that has been identified, what positive change/ innovation you have identified will fill this gap including information around how implementation of this change or innovation will occur, why you chose this innovation or change as well as information on how you will assess whether there will be any impact of the changes made.

Remember, it needs to be an innovative change, so make sure that you are thinking outside the box and aiming to solve a problem or area of concern that you explored in the first assessment. Perhaps technology is going to be used/ implemented. Perhaps you are using a new learning design/ technique, perhaps you are changing transitions at school. Look at the problem that you see within your educational setting that relates to inclusive education and work out how you could use an innovative tool, technique, or idea to solve this problem.

If need be, you can include labelled diagrams, pictures or the like to add to your argument or explain your concept better.

Provide a justification for the changes basing your argument on current educational literature, practices and/ or policies that will inform your decision/s.

Assessment Due Date

Review/Exam Week Monday (8 June 2020) 11:45 pm AEST

Please upload your assignment as a Word document into the unit in Moodle.

Return Date to Students

Exam Week Monday (15 June 2020)

You will receive written feedback via Moodle and in your assignment.

Weighting

50%

Assessment Criteria

The task will be assessed according to the following criteria:

1. The quality of the "pitch" in terms of conciseness and articulation of the problem and solution.
2. The examination of the problem and the synthesis of ideas, data, trends, and technological advances accessed in solving the problem.
3. The level of innovation displayed in the solution and the creativity displayed in solving the problem presented.
4. A model for the development of the idea (the Innovation Framework) linked to academic writings on the innovation process and how creative industries approach innovation.
5. The written piece has clarity, a professional style and tone and is accurate in terms of referencing,

spelling, grammar and punctuation.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Design an innovative change/s to disability and inclusive practices based on the evidence gathered
- Justify changes made to practice, communicating these to a wide audience to inform school improvement.

Graduate Attributes

- Knowledge
- Communication
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem