

EDUC3103: Inclusive Education in Early Childhood and Primary Settings

Callaghan and Ourimbah
Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description Develops understanding and skills for working in early childhood settings and primary schools with children with additional needs. The course satisfies the New South Wales Government's requirement that a person seeking employment as a teacher in the NSW public education system must have completed a program containing special education content. It also addresses the 0-5 years period of child development and examines the impact of disability and developmental delay on children and their families.

Requisites Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of

- Three HSC band 5s (including one in English) or
- 80 units of UoN courses or
- Regulatory authority approved comparable pathways or
- Commencement in the program pre 2016

Contact Hours

Callaghan Lecture

Asynchronous recording on Canvas
1 hour(s) per Week for 6 Weeks starting Week 1

Tutorial

Face to Face On Campus
2 hour(s) per Week for 11 Weeks starting Week 1

Ourimbah Lecture

Asynchronous recording on Canvas
1 hour(s) per Week for 6 Weeks starting Week 1

Tutorial

Face to Face On Campus
2 hour(s) per Week for 11 Weeks starting Week 1

Online Lecture

Online
6 hour(s) per Term Full Term

Tutorial

Online
22 hour(s) per Term Full Term

Unit Weighting

10

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

| | |
|---------------------------|---|
| Course Coordinator | Callaghan and Ourimbah Ms Kate Bennett Kate.Bennett@newcastle.edu.au Consultation: email for an appointment |
| Teaching Staff | Other teaching staff will be advised on the course canvas site. |
| School Office | School of Education VG30 V Building Callaghan +61 2 4921 6428 HO1.43 Humanities Building Ourimbah +61 2 4349 4962 / 4934 Education@newcastle.edu.au |

SYLLABUS

Course Content

- Diverse needs and inclusive practices in early childhood and primary contexts
- Legislation, policy and educational services in NSW pre-schools and schools in early childhood and primary contexts
- Learning Goals that provide achievable challenges for students of various abilities and characteristics. Developing IEP's that are tailored specifically for the child and their learning, highlighting any learning challenges they may be experiencing in the primary and early childhood context.
- Play skills, assessing and addressing delays in social/emotional skills
- Implementing reasonable adjustments to meet specific learning needs
- Augmentative and Alternative Communication
- Assessing and addressing delays in literacy/numeracy skills
- Development of skills for collaborating with families and other professionals
- Encouraging positive interactions
- Transitions from early childhood to primary contexts
- Resources to support inclusion in early childhood and primary contexts

Course Learning Outcomes

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

1. Identify and discuss issues, attitudes and concepts relevant to the education of students with diverse needs within the social context of early childhood setting and primary classrooms;
2. Demonstrate knowledge of legislation, educational policies and provisions as well as syllabus documents relating to students with diverse needs including those with a disability;
3. Utilise a range of teaching and learning practices designed to maximise the social and learning experiences of students with diverse needs in early childhood and primary settings;
4. Develop understanding of the role of families in supporting a child with a disability and the role of the teacher as a collaborative participant in developing effective early childhood and primary educational programs;
5. Demonstrate awareness of the impact of additional needs on children 0-12 years of age.

Course Materials

Recommended Text:

Cologon, K., & Mevawalla, Z. (Eds.). (2023). *Inclusive education in the early years : right from the start* (Second edition.). Oxford University Press.

- Available as an e-book from the library

Watson, K. (2017). *Inside the "Inclusive Early Childhood Classroom: The Power of the Normal."* Peter Lang Publishing, New York.

Please see canvas for more readings

SCHEDULE

| Week | Week Begins | Topic | Learning Activity | Assessment Due |
|---------------------------|-------------|--|---|---|
| 1 | 26 Feb | Course introduction – What is 'special education' in early childhood education and primary settings? | Lecture and tutorial The history of special and inclusive education. Journal writing - unpacking our biases | |
| 2 | 4 March | Teaching children with disabilities - the value of critical reflection. | Tutorial Reflecting on practice. How do we understand 'inclusion' in practice? | Assessment 1 Journal Entry 1 due Sunday 10 th March. |
| 3 | 11 March | Rights, Legislation and current policy in Early childhood and primary contexts – State, Federal and International. | Lecture and tutorial Working within the legislation of inclusion. Teacher and school responsibilities. | |
| 4 | 18 March | Funding Support for Children with disabilities in early childhood and primary contexts. | Tutorial Understanding IEP's and IFSP's. Writing SMART goals. In class Quiz. | Assessment 2 Quiz answer sheet to submit to Canvas. Completed and returned by Sunday 24 th March. |
| 5 | 25 March | Individualising perspectives – The impact of a diagnosis, special education for the child/all children | Lecture and tutorial Discussion of Models of Disability – Medical model of disability and Tragedy/charity model of disability | |
| 6 | 1 April | Alternative and augmentative communication in early childhood and primary classrooms | Tutorial Inclusive ways to communicate in the classroom. | |
| 7 | 8 April | Sociological perspectives on disability in educational contexts. Learning through Play and inclusion. | Lecture and tutorial Social model of disability Teaching and learning to enhance inclusive practice; play skills for all children in the classroom. | Assessment 3 – Research Essay and visual presentation due Sunday 28 th April. NOTE: This is the last Sunday of Mid Term Break |
| Mid Term Break | | | | |
| Mid Term Break | | | | |
| 8 | 29 April | Partnering and collaborating with families and other professional disciplines. | Tutorial Inclusive partnerships. Core principles of family centred practice | |
| 9 | 6 May | Behaviour difficulties in early childhood and primary classrooms. Rethinking 'behaviour'. | Lecture and tutorial Addressing challenging behaviours in inclusive classrooms | |
| 10 | 13 May | Differentiated Learning | Tutorial Differentiated learning. | |
| 11 | 20 May | Constructing inclusive classrooms in early childhood and primary settings | Lecture and tutorial Participation and belonging? Children negotiating difference. Transitions - Role of teacher/family/child. | Assessment 1 Journal Entry number 2 due Sunday 26 th May. |
| 12 | 27 May | Course Complete | | Assessment 4 Case study Sunday 2 nd June. |
| 13 | 3 June | | | |
| Examination Period | | | | |
| Examination Period | | | | |

ASSESSMENTS

This course has four assessments. Each assessment is described in more detail in the sections below.

| | Assessment Name | Due Date | Involvement | Weighting | Learning Outcomes |
|---|---|--|-------------|-----------|-------------------|
| 1 | Learning Journal 20% | Journal Entry 1 - Sunday 10th March Week 2 -11.59pm Journal Entry 2 - Sunday 26th May Week 11 - 11.59pm | Individual | 20% | 1, 2, 4, 5 |
| 2 | In term test 15% | Sunday 24 th March Week 4 - 11:59pm | Individual | 15% | 2, 3, 4 |
| 3 | Essay and Visual Presentation on research topic 30% | Power point presentation and Research Essay submission Canvas Sunday 28 th April Week 8 - 11.59pm (Note: last Sunday of mid-term break) | Individual | 30% | 1, 3, 4, 5 |
| 4 | Case Study 35% | Sunday 2nd June Week 12 - 11:59pm | Individual | 35% | 1, 2, 3, 4 |

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Learning Journal 20%

Assessment Type

Journal

Purpose

To engage students in the professional practice of critical reflection. Students are required to examine the knowledge and understandings of special education and inclusion they bring to the course, and to understand how this knowledge potentially impacts their learning and practice

Description

This is a journal requiring two entries. The student is expected to identify and discuss issues, attitudes and concepts that relate to the education of diverse students in early childhood and primary classrooms.

The first journal entry will involve students in an exercise of deconstruction where they will analyse their ideas and attitudes towards working with diverse needs in the classroom, reflecting on their own personal experiences and how these might inform their attitudes and feelings.

The second journal entry expects the student to reflect on their learning during the course, discussing any changes in perspective. In this entry a reflection on the role of the teacher in working with families as a supportive and collaborative participant is required. Further information will be provided for journal reflection during tutorials and on Canvas.

Weighting

20%

Length

1000 words - each journal entry maximum 500 words

Due Date

Journal Entry 1 - Sunday 10th March Week 2 -11.59pm
Journal Entry 2 - Sunday 26th May Week 11- 11.59pm

Submission Method

Online canvas

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|----------------------------|---|
| Assessment Criteria | <ol style="list-style-type: none">1. Demonstrates a critical reflection of personal experiences and knowledge of inclusion and special education.2. Demonstrates a sound understanding of the course content, acknowledging new learning and a reflection on the role of the teacher in collaborating and supporting families of children with diverse needs.3. Excellent written communication skills. |
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| Return Method | Online |
| Feedback Provided | Online - Three weeks after submission. |

Assessment 2 - In term test 15%

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|----------------------------|---|
| Assessment Type | In Term Test |
| Purpose | In this assessment for learning students will demonstrate their knowledge of current legislative and policy requirements regarding children with diverse needs in early childhood and primary classrooms. |
| Description | This is an open book quiz and will include both multiple choice and short answer questions. It will refer to the requirements of the Commonwealth Disability Standards for Education 2005, the United Nations Convention on the Rights of the Child 1989, the United Nations Convention on the Rights of Persons with Disabilities 2006, the Australian Governments Inclusion Support Program 2023, the Disability Discrimination Act 1992 and the ECA Code of Ethics. Further details will be provided. |
| Weighting | 15% |
| Length | 15 questions - multiple choice and short answer |
| Due Date | Week 4 Sunday 24 th March - 11:59pm |
| Submission Method | Online canvas |
| Assessment Criteria | <ol style="list-style-type: none">1. Demonstrates a good understanding of legislative and policy requirements, their relevance and application. |
| Return Method | Online |
| Feedback Provided | Online - Canvas - Three weeks after test. |

Assessment 3 - Essay and Audio-visual Presentation on research topic 30%

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|------------------------|--|
| Assessment Type | Presentation |
| Purpose | For students to develop individual research and visual presentation skills as they consider a range of perspectives to better understand the learning experiences of students with diverse needs. The assignment requires students to select a research topic. The topics offered will cover different of ways of viewing the child with a disability and inclusive processes in the classroom. |
| Description | Possible research topics will be available on Canvas. Students are expected to conduct their own research and write an essay (1000 words) on the selected topic. This research will also be submitted as a audio-visual presentation, using PowerPoint or Prezi (three slides maximum). Students are to reflect on how different views/perspectives/models can provide educators with alternative views of inclusive and exclusive processes in the classroom, assisting them with developing an enhanced understanding of inclusion. Minimum six academic sources. |
| Weighting | 30% |
| Length | 1000 words |

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| Due Date | Research essay and Audio-Visual PowerPoint presentation due submission canvas Sunday April 28 th Week 8 11.59 pm. Note: this is the last Sunday of the mid-term break |
| Submission Method | Online |
| Assessment Criteria | Individual report 20% 1. Demonstrates research skills and understanding of a chosen theoretical perspective. 2. Demonstrates how this perspective shapes one's view of the child, and inclusive and exclusive processes in the classroom. 3. Sound written communication skills and APA referencing. 4. Quality sources are offered as resources. Audio-Visual Presentation 10% 1. Demonstrates good visual and oral communication skills and critical reflection of one's view of the child, including inclusive classroom processes. |
| Return Method | Online |
| Feedback Provided | Online - Three weeks after submission of individual support. |

Assessment 4 - Case Study 35%

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|--------------------------|--|
| Assessment Type | Case Study / Problem Based Learning |
| Purpose | For students to develop the critical skills to carefully examine behaviours that arise in inclusive classrooms, and to articulate possible responses to behaviours. Students are to take into account the impact of a diagnosis of additional needs on the child in the classroom. As teachers frequently state that disruptive behaviours are one of their greatest concerns (Graham, 2014), an enhanced understanding of behaviour is integral. |
| Description | Students are presented with a scenario where behaviour is an issue and are asked to critically analyse the actions of all participants and the context of the classroom. The analysis should include a careful examination of the scene using two alternative perspectives, creating different possible strategic responses. It is important to show how varying perspectives affect contrasting responses. Relevant bodies of literature must be used to support the analysis. The impact of varying perspectives on inclusive processes should also be considered. Students need to address the following three sections; 1) Using a medical view of disability, discuss the child's medical diagnosis, and the teacher/school responses to the child in this setting. Develop a remediation plan, using 'special' education and behavioural strategies, to assist and support the child in the classroom. 2) Taking an alternative view of disability, discuss the able-bodied focus in the classroom and its invisibility and the way it has privilege in the classroom. Examine how the 'normal' operates in the classroom to exclude some children and include others. Develop a plan for an alternative course of action that upholds a child's Right to full participation and belonging. 3) Finally discuss and compare how these different approaches consider context, as well as the impact they might have on all participants, on inclusive processes and on social justice and equity in the classroom. Minimum eight academic sources required |
| Weighting | 35% |
| Length | 1500 words |
| Due Date | Sunday June 2 nd Week 12 - 11:59pm |
| Submission Method | Online canvas |

- Assessment Criteria**
1. Demonstrates an understanding of disability when applying medical/psychological knowledge in the classroom – includes a planned remediation response to behaviour.
 2. Demonstrate an understanding of an alternative view of disability, a discussion and questioning of ablebodiedness and its invisible privilege in the classroom includes an alternative planned response.
 3. Demonstrates an analysis of how these different approaches consider context and impact on all participants, inclusive processes, social justice and equity.
 4. Good written communication skills and accurate APA referencing.
 5. Good quality sources reflect effective research skills

Return Method Online
Feedback Provided Online - Three weeks after submission.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

| Range of Marks | Grade | Description |
|----------------|-----------------------|--|
| 85-100 | High Distinction (HD) | Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives. |
| 75-84 | Distinction (D) | Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives. |
| 65-74 | Credit (C) | Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes. |
| 50-64 | Pass (P) | Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes. |
| 0-49 | Fail (FF) | Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action. |

*Skills are those identified for the purposes of assessment task(s).

Attendance Attendance/participation will be recorded in the following components:

- Lecture (Method of recording: Attendance will be recorded)
- Tutorial (Method of recording: Attendance will be recorded)

Communication Methods Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.

Course Evaluation Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas) As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be

conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the [Student Academic Integrity Policy](#) for more information.

Adverse Circumstances The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#)

Important Policy Information The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the [policies and procedures](#) that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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| Assessment Criteria | Fail (0-49%) 0-9.9 marks | Pass (50-64%) 10-12.9 marks | Credit (65-74%) 13-14.9 marks | Distinction (75-84%) 15-16.9 marks | High Distinction (85-100%) 17-20 |
|---|---|--|---|--|--|
| Journal Entry One: Demonstrates a critical reflection of personal experiences and knowledge of inclusion and special education. 9 marks | Did not fulfil requirements of the task. Little or no reflection on personal experiences and previous knowledge of special education and inclusion. | Generalized statements with Some reflection on personal experiences and knowledge of special education and inclusion. More critical reflection needed | Critical reflection on personal experiences and knowledge of special education and inclusion is clearly linked to current thinking. | Thoughtful and critical reflection on personal experiences and knowledge of special education and inclusion. | Reflexive and critical reflection on personal experiences and knowledge of special education and inclusion. |
| Journal Entry Two: Demonstrates a sound understanding of the course content, acknowledging new learning and a reflection on the role of the teacher in collaborating and supporting families of children with diverse needs. 9 marks | Little understanding of the course content demonstrated or acknowledgement of new learning. No reference made to the role of the teacher as a collaborator. | Generalised understanding of the course content demonstrated and some acknowledgement of new learning. Some reflection is made to the role of the teacher as a collaborator. | Critical understanding of the course content demonstrated and some acknowledgement of new learning. A good reflection is made on the role of the teacher as a collaborator. | Analysis present in the understanding of the course content and a thoughtful consideration of new learning. A very good reflection is made on the role of the teacher as a collaborator. | Reflexive understanding of the course content demonstrated and an insightful consideration of new learning. A comprehensive reflection is made on the role of the teacher as a collaborator. |
| Excellent written communication skills. 2 marks | Very unclear communication, with consistently inaccuracies | | | | Good/Excellent written communication skills demonstrated. |

| Assessment Criteria | Fail (0-49%) | Pass (50-64%) | Credit (65-74%) | Distinction (75-84%) | High Distinction (85-100%) |
|---|---|--|--|---|---|
| <p>Individual Research 20%</p> <p>Demonstrates research skills and understanding of a chosen perspective of disability. 6 marks</p> | <p>Little evidence of scholarly research completed and poor understanding of the chosen perspective of disability.</p> | <p>Basic research skills demonstrated, high use of websites and other platforms. A sound description of chosen perspective of disability.</p> | <p>Sound research skills demonstrated and a good understanding and beginning analysis of chosen perspective of disability.</p> | <p>Good research skills demonstrated as well as a very good understanding and analysis of chosen perspective.</p> | <p>Excellent research skills demonstrated. A synthesis and comprehensive analysis of the chosen perspective.</p> |
| <p>Demonstrates how this perspective shapes one's view of the child, and inclusive and exclusive processes in the classroom. Impact on future teaching practices clearly articulated. 10 marks</p> | <p>No understanding demonstrated of how the perspective shapes the view of the child and inclusive and exclusive classroom processes. Teaching practices not discussed.</p> | <p>Generalised understanding demonstrated of how this perspective shapes one's view of the child and inclusive and exclusive classroom processes. Generalized discussion of future teaching practices.</p> | <p>Sound understanding and analysis demonstrated of how the perspective shapes one's view of the child and inclusive and exclusive classroom processes. Links to future teaching discussed which align with contemporary understanding of inclusion.</p> | <p>Good understanding and analysis demonstrated of how the perspective shapes one's view of the child and inclusive and exclusive classroom processes. Discussion on the impact on future teaching is aligned with critical understanding of inclusion.</p> | <p>Comprehensive, research based understanding and strong analysis demonstrated of how the perspective shapes one's view of the child and inclusive and exclusive classroom processes. Analysis on the impact of future teaching is aligned with critical understanding of inclusion.</p> |
| <p>Sound written communication skills and APA referencing. 2 marks</p> | <p>Very unclear communication, with consistent inaccuracies. Major referencing errors.</p> | | <p>Sound written communication skills demonstrated. Few referencing errors.</p> | | <p>Excellent written communication skills demonstrated. No referencing errors.</p> |
| <p>Quality sources are offered as resources. 2 marks</p> | <p>Poor quality sources used as references.</p> | | <p>Sound quality scholarly sources used as references.</p> | | <p>Excellent quality scholarly sources used as references</p> |

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| <p>Visual Presentation 10% Demonstrates good visual communication skills, professional articulation of how your learning impacts inclusive practices in the classroom. 10 marks</p> | <p>Visual communication skills are not well demonstrated. Teaching practices not discussed or very limited.</p> | <p>Basic visual communication skills demonstrated. Generalized discussion of future teaching practices.</p> | <p>Sound visual communication skills demonstrated. Links to future teaching discussed which align with course content.</p> | <p>Good visual communication skills demonstrated some inclusive elements. Discussion on the impact of future teaching is aligned with critical understanding of inclusion.</p> | <p>Inclusive visual communication skills demonstrated. Analysis on the impact of future teaching is aligned with critical understanding of inclusion.</p> |
| <p>Assessment Criteria</p> | <p>Fail (0-49%)</p> | <p>Pass (50-64%)</p> | <p>Credit (65-74%)</p> | <p>Distinction (75-84%)</p> | <p>High Distinction (85-100%)</p> |
| <p>Demonstrates an understanding of disability when applying medical knowledge in the classroom – includes a planned remediation response to behaviour 10 marks</p> | <p>Little or no understanding of disability when applying medical knowledge in the classroom.</p> | <p>Demonstrates a basic understanding of disability when applying medical knowledge in the classroom. Some remediation plan included.</p> | <p>Demonstrates a generalized understanding of disability when applying medical knowledge in the classroom. Relevant remediation plan included.</p> | <p>Demonstrates a good and detailed understanding of disability when applying medical knowledge in the classroom. Relevant remediation plan included.</p> | <p>Demonstrates a thorough and complete understanding of disability when applying medical knowledge in the classroom. Relevant remediation plan included</p> |
| <p>Demonstrate an understanding of an alternative view of disability, a discussion and questioning of ablebodiedness and its effects in the classroom - includes an alternative planned response. 10 marks</p> | <p>Little or no understanding of an alternative view of diversity (questioning ablebodiedness) in the classroom and how it effects responses to behaviour and planning.</p> | <p>Demonstrates a basic understanding of an alternative view of diversity (questioning ablebodiedness) in the classroom and how it effects responses to behaviour and planning.</p> | <p>Demonstrates a sound understanding of an alternative view of diversity (questioning ablebodiedness) in the classroom and how it effects responses to behaviour and planning.</p> | <p>Demonstrates a strong understanding and analysis of an alternative view of diversity (questioning ablebodiedness) in the classroom and how it effects responses to behaviour and planning.</p> | <p>Demonstrates a thorough understanding and analysis of an alternative view of diversity (questioning ablebodiedness) in the classroom and how it effects responses to behaviour and planning.</p> |

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| <p>Demonstrates an analysis of how these different approaches consider context and impact on all participants, inclusive processes, social justice and equity. 10 marks</p> | <p>Little or no analysis of how these different approaches consider context and impact on all participants, inclusive processes, social justice and equity.</p> | <p>Demonstrates a basic analysis of how these different approaches consider context and impact on all participants, inclusive processes, social justice and equity.</p> | <p>Demonstrates a sound analysis of how these different approaches consider context and impact on all participants, inclusive processes, social justice and equity.</p> | <p>Demonstrates a good critical analysis of how these different approaches consider context and impact on all participants, inclusive processes, social justice and equity.</p> | <p>An excellent critical analysis of how these different approaches consider context and impact on all participants inclusive processes, social justice and equity.</p> |
| <p>Good written communication skills and accurate APA referencing. 3 marks</p> | <p>Very unclear communication, with consistently inaccuracies. Major referencing errors.</p> | | <p>Sound written communication skills demonstrated. Few referencing errors.</p> | | <p>Excellent written communication skills demonstrated. No referencing errors.</p> |
| <p>Good quality sources reflect effective research skills. 2 marks</p> | <p>Poor quality sources used as references. Less than 8 sources</p> | | <p>Good quality scholarly sources from reliable sources used as references. 8-10 sources</p> | | <p>Excellent quality scholarly sources used as references. All peer-reviewed More than 10 sources.</p> |