School of Education

EDUC6082: Policy, Administration and Collaboration in Special and Inclusive Education

Callaghan and Online

Semester 2 - 2025

COURSE OUTLINE



The School of Education is committed to advancing a just, equitable, and healthy society through our research and teaching, aligned with the United Nations Sustainable Development Goals. Completing this course will contribute to achieving SDG 4.1.

OVERVIEW

Course Description

This course examines collaboration, consultation, negotiation, and interdisciplinary teams related to children and young people with disability, their families and allied health practitioners. The course examines policy development and application; curriculum and personalised learning; and the ability of the workforce to meet the needs of children and young people with disability in education settings. The course also reviews related professional ethics requirements and challenges. The course includes an in-depth discussion of legislation prohibiting discrimination in education settings. The course highlights the various global perspectives of the endeavour to collect data on children and young people with disability.

Academic Progress Requirements

Nil

Assumed Knowledge

Two years of relevant professional experience and/or a relevant graduate qualification

Contact Hours

Lecture
Face to Face On Campus
1 hour(s) per week(s) for 13 week(s) starting Week 1

Tutorial
Face to Face On Campus
1 hour(s) per week(s) for 13 week(s) starting Week 1

Integrated Learning Session
Online
2 hour(s) per week(s) for 13 week(s) starting Week 1

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.

CONTACTS

Course Coordinator

Callaghan and Online
Dr David Roy
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(02) 4921 8654
Consultation: email in first instance

Teaching Staff

Other teaching staff will be advised on the course Canvas site.

School Office

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SYLLABUS

Course Content

EDUCATION POLICY AND LAW

1. Key milestones in the global shift towards inclusive education
2. Key policies and frameworks in Special Education
3. How government and educational authorities support students with Special Education Needs
4. Role of Special Education Schools in various locations
5. Legal and Ethical Foundations of Inclusive Education in various locations
6. Convention on the Rights of Persons with disabilities (CRPD)
7. Sustainable Development Goals (SDGs) and Disability

COLLABORATION, CONSULTATION AND NEGOTIATION IN EDUCATION SETTINGS

1. Collaboration between mainstream teachers and special education professionals
2. Partnerships with Families and Communities

Course Learning Outcomes

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

1. Explain policy development and implementation in education settings

2. Express an understanding of governmental disability planning and the various global perspectives on the rights of persons with disability

3. Express an understanding of the Sustainable Development Goals (SDGs) and Disability

4. Assess inclusive education workforce capability

5. Evaluate professional ethics

6. Describe effective collaboration and consultation in education settings

7. Apply negotiation and conflict resolution theory and practice in education settings; and

8. Describe and engage with interdisciplinary teams

Course Materials

Required Reading:

- Refer to Canvas site

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	21 Jul	International and national disability policies	Overview of course and assessment tasks	
2	28 Jul	Education policies	Discussion of policies and Assignment 1 details.	
3	4 Aug	NSW Policies, schools, unions and politicians	Exploration of multiple policies and their challenges	
4	11 Aug	National Consistent Collection of Data (NCCD), inclusion, disability, NDIS, and diagnosis	Analysis of disability and funding.	11th August census date
5	18 Aug	Reasonable adjustment	Policy limitations and responsibilities of schools	Assignment 1 due Friday 22nd August
Recess				
6	1 Sep	Conflict and communication	Exploration of conflict and resolution	
7	8 Sep	Power structures and Individual Education Plans (IEP)	Consideration of structures	
8	15 Sep	Curriculum and the classroom	Investigation of learning opportunities	
9	22 Sep	Discipline and classroom management	Review of behaviour issues	Assignment 2 due Friday 26th September
Recess				
10	6 Oct	Outside stakeholders, NDIS, and support.	Examination of the role of bodies outside of education.	
11	13 Oct	Challenges for all	Investigation of student, parent and staff voice	
12	20 Oct	Professional and Ethical Standards (PES) and course summary	Revision for quiz	
13	27 Oct			Assessment 3 (quiz) open Friday 17th October, closes Friday 24th October
Exams				
Exams				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Policy and Legislation Analysis		Individual	40%	1, 2, 3, 4, 5
2	Collaboration and Conflict Resolution		Individual	40%	6, 7, 8
3	Quiz		Individual	20%	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 up to 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 - Policy and Legislation Analysis

Assessment Type	Essay
Purpose	The student is to demonstrate an understanding of the policies and legal requirements that apply to the education of students with a disability in NSW schools.
Description	Question: present a summary of the various legislative and policy requirements that apply to support students with a disability in NSW schools, and the potential implications and challenges of these multiple requirements and mandates. Your essay should include: The international legislation National legislation (DDA, DSE, NCCD) The multiple NSW DoE policies Funding issues School types Conflicts and challenges Your essay should not involve any personal opinion, but should be academic in style and structure. It should provide a context, areas of impact and a summary. The word limit includes headings, sub-heading, in-text citations, quotes, and referencing but does not include the reference list or appendices.
Weighting	40%
Length	1,500 words
Due Date	Friday 22nd August 2025
Submission Method	Online
Assessment Criteria	Is able to articulate the multiple legislative requirements. Is able to reveal an understanding of policy requirements. Demonstrates a clear understanding of the issues involved. Is able to write in an academic manner. Uses APA 7 referencing. Has clear language skills and communication
Return Method	Online
Feedback Provided	Online
Opportunity to Reattempt	Students will not be given the opportunity to reattempt this assessment.

Assessment 2 - Collaboration and Conflict Resolution

Assessment Type	Case Study / Problem Based Learning
Purpose	The student will demonstrate ability to the process of support and preparation in the education setting.
Description	You need to design a flow chart that simply and effectively guides staff so that they can follow the recommended procedures for supporting a new student. The flow chart must accurately depict the procedures for support and the measures to achieve this.

	Create a one-page flow chart that demonstrates the processes needed to be undertaken for a new student to a school. The student's parents state the child has a disability. Provide a support document that explains and elaborates on the key actions and considerations for each step identified in the flow chart. The word limit includes headings, sub-heading, in-text citations, quotes, and referencing but does not include the reference list or appendices
Weighting	40%
Length	1,500 words
Due Date	Friday 26th September 2025
Submission Method	Online
Assessment Criteria	Is able to articulate the multiple steps in providing support requirements. Is able to reveal and understanding of schooling structures and methods for student support. Demonstrates a clear understanding of the issues involved. Is able to write in an academic manner. Has a visual clarity and simplicity. Uses APA 7 referencing. Has clear language skills and communication
Return Method	Online
Feedback Provided	Online
Opportunity to Reattempt	Students will not be given the opportunity to reattempt this assessment.

Assessment 3 - Quiz

Assessment Type	Quiz
Purpose	Students will demonstrate an understanding of the: 1) Disability Discrimination Act (1992); 2) Disability Standards for Education (2005); 3) Nationally Consistent Collection of Data; 4) National Disability Insurance Scheme (NDIS); 5) Australian Professional Standards for teachers and principals
Description	Students will complete an online quiz of 20 multiple choice and true/false questions randomly taken from a large pool of questions. (Four questions on each topic.) Students will have 60 minutes to complete the quiz. The quiz will be open for 7 days
Weighting	20%
Length	20 true/false or multiple-choice questions
Due Date	Friday 24th October 2025
Submission Method	Online
Assessment Criteria	Each question has a weighting of 1 mark
Return Method	Online
Feedback Provided	Online

Opportunity to Reattempt

Students will not be given the opportunity to reattempt this assessment.

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).

Communication Methods

Communication methods used in this course include:

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.

Learning Analytics

The University uses an evidence-based approach to enhancing student learning and delivering support. Our careful analysis of data through learning analytics informs decision making processes related to student learning, academic outcomes, and support services. Learning analytics may be used to identify targeted individual opportunities for additional support services or interventions.

Interviews on Assessment Items

An Interview may be conducted on any assessment item in this course, in accordance with the Interview on Assessment Items Procedure. The purpose of the interview is to verify the author of the material submitted in response to the assessment task and provide a quality assurance measure.

In the event the Course Coordinator is not satisfied that a student's oral responses are consistent with the work originally submitted, the matter will be referred to the Student Academic Conduct Officer, who will take appropriate action under the Student Conduct Rule.

Academic Integrity and Ethical Academic Conduct Policy

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 refer to the Academic Integrity and Ethical Academic Conduct Policy

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.

Use of generative artificial intelligence in course assessments

It is critical that any work submitted for assessment is your own original work. Before using generative AI tools (such as ChatGPT, Perplexity, Microsoft Copilot, etc) in any assessable work you must ensure that such use is in line with the requirements for the course and expectations of your Course Coordinator

Misuse of AI tools may be considered a breach of the University's Student Conduct Rule and could result in disciplinary action.

Artificial Intelligence detection software may be used to review any work you submit. If you have used AI in any way other than has been expressly permitted by your course coordinator, you may be engaging in academic misconduct and be subject to penalties.

For information, refer to:

- Generative AI Tools
- Academic Integrity

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 at https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures that support a safe and respectful environment at the University

Other Information

Sustainable Development Goal 4.1



The course prepares students to contribute to societal goal of an equitable and quality Primary and Secondary Education, leading to relevant and effective outcomes; specifically for inclusion.

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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