COURSE OUTLINE

EDU116 Introduction to Diverse Learning Contexts

School: School of Education and Tertiary Access

2026 | Trimester 1

Online — ONLINE — You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This introductory course is designed to develop your knowledge and practice for prior to school and school contexts. You will participate in 15 days of Professional Experience (PEx), to align your understanding of the EYLF, QKLG and the Australian Curriculum with practices undertaken by educators to meet the full range of capabilities of learners. Inclusion and diversity, including Aboriginal and Torres Strait Islander learners are a focus in this course. Supported by the PEx, you will engage in reflection-for-action to strongly connect with the teaching profession.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Learning materials – Learning materials are independently accessed in Canvas. They include course content, activities, readings and resources for active engagement and participation in the online tutorials.	1hr	Week 1	10 times
Tutorial/Workshop 1 – Tutorial 1 includes ten one hour online tutorials scheduled weekly via zoom. The tutorials involve active participation. Additional modalities may be used in this course.	1hr	Week 1	10 times
Placement – You will undertake 7.25 hours of PEx each day for a total of 15 days. The PEx schedule commences with two days of PEx for five weeks as scheduled on the PEx calendar in SONIA (10 days of PEx), followed by five consecutive days of PEx in Week 11. The PEx Handbook includes specific requirements for the PEx, and can be accessed on SONIA. The total of 15 days of PEx meets the number of PEx days required in this course.	108.75hrs	Refer to Format	Once Only

1.3. Course Topics

- Aboriginal and Torres Strait Islander learners
- Accommodating diverse learners through adjustments in teaching and learning
- Code of Conduct
- Diverse learners in prior to school and school contexts
- EYLF, QKLG and the Australian Curriculum
- Learners health, safety and wellbeing
- Legislation, policies and guidelines for Inclusion
- Professional Knowledge, Professional Practice and Professional Engagement and the APST

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

6 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Demonstrate, enact, and comply with the professional practices as outlined in the SETA Code of Conduct	Ethical	7, 7.1, 7.2
2 Engage with a range of learning frameworks and curriculum documents (EYLF, QKLG and Australian Curriculum)	Engaged	3, 4
3 Evaluate age appropriate teaching strategies to promote the health, safety and wellbeing of learners	Empowered	1, 3, 4
4 Implement teaching and learning practices to evidence support for diverse learners	Sustainability-focussed	1, 1.3, 1.4, 1.5
5 Analyse approaches evident in the teaching cycle (planning, teaching, assessing, reflecting and evaluating)	Knowledgeable	3, 4, 5

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

CODE	COMPETENCY
3	PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning
4	PROFESSIONAL PRACTICE: Create and maintain supportive and safe learning environments
5	PROFESSIONAL PRACTICE: Assess, provide feedback and report on student learning
7	PROFESSIONAL ENGAGEMENT: Engage professionally with colleagues, parents/carers and the community
7.1	Meet professional ethics and responsibilities: Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2	Comply with legislative, administrative and organisational requirements: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Must be enrolled in ED101 or ED102

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

Students will receive timely feedback before Week 4 Census to support learning and guide subsequent assessments.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?

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All	1	Code of Conduct	Individual	The PEx is a 15 day placement at a minimum of 7.25 hours each day, including an initial PEx site visit with the Supervising Teacher. Compliance with the Code of Conduct applies for the entire trimester of enrolment. The Code of Conduct quiz is a 15 minute quiz to be completed in Canvas by Monday 10:00am, Week 2	Refer to Format	Online Test (Quiz)
All	2	Activity Participation	Individual	Assessment 2 consists of a 1000 word (or equivalent) written component that includes your personal reflection and a written response to a peer's reflective communication.	Refer to Format	Online Discussion Board
All	3	Placement performance	Individual	The PEx is a total of a 15 day placement at a minimum of 7.25 hours each day, including an initial PEx site visit with the Supervising Teacher	Refer to Format	SONIA
All	4	Artefact - Creative, and Written Piece	Individual	Assessment 4 consists of a 500 word (or equivalent) written submission.	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Code of Conduct

GOAL:	The goal of Assessment 1 is to demonstrate understanding of and compliance with, the Code of Conduct for the School of Education and Tertiary Access (SETA). You must achieve a Pass (PU) to pass this course.
PRODUCT:	Code of Conduct
FORMAT:	Assessment 1 includes submission of three components: a: Complete the Code of Conduct quiz in Canvas b:Upload an electronic copy of the Code of Conduct to Canvas c: Include a signed hard copy of the Code of Conduct in your EDU116 PEx file..
CRITERIA:	**No.** — **Learning Outcome assessed** 1 — Demonstrate compliance with the SETA Code of Conduct in all WILs activities (WIL Procedures 6.5.1) — 1 2 — Compliance with the Code of Conduct for the duration of EDU116 including the PEx — 1
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation

All - Assessment Task 2: Shared Reflective Communication

GOAL:	The goal of Assessment 2 is to engage in shared communication and demonstrate your understanding and use of teaching practices for diverse learners in prior to school and school contexts. You must achieve a Pass (PU) to Pass this course.
PRODUCT:	Activity Participation
FORMAT:	The four topics for the Shared Reflective Communication are uploaded to the Canvas Discussion Board.A reflective comment is required, together with a response to a peer's reflective comment for each of the four topics. One Shared Reflective Communication, corresponding to the allocated topic is due by Monday 10:00am, Week 3, Week 6, Week 8, and Week 10.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 — Explanation of frameworks and curriculum documents for teaching and learning — 2 2 — Evaluation of approaches in the teaching cycle — 5 3 — Communication of teaching and learning practices for diverse learners — 4 5
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Applying technologies, Information literacy

All - Assessment Task 3: EDU116 PEx

GOAL:	The goal of Assignment 3 is to demonstrate achievement of professional knowledge, professional practice and professional engagement of the criteria identified in the PEx Final Report
PRODUCT:	Placement performance
FORMAT:	PEx: complete the requirements of the 15 days as outlined in the PEx Handbook, with all PEx documentation completed and signed in SONIA
CRITERIA:	

No.		Learning Outcome assessed
1	Evaluation of age appropriate teaching strategies that promote health, safety and well being of all learners	3
2	Implementation of teaching and learning strategies that evidence support for diverse learners	4
3	Analysis of approaches evident in the teaching cycle	5

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy

All - Assessment Task 4: SPARK:A reflective analysis

GOAL:	The goal of Assessment 4 is to reflect on the PEx to identify areas of strength and areas for improvement.
PRODUCT:	Artefact - Creative, and Written Piece
FORMAT:	Assessment 4 includes submission of the SPARK reflection using the University's secure online assessment platform indicated in Canvas. The SPARK reflective analysis is due by Monday 10:00am, Week 12
CRITERIA:	

No.		Learning Outcome assessed
1	Analysis of teaching approaches and diversity	5
2	Evaluation of teaching strategies for learner wellbeing and safety	3

GENERIC SKILLS:	Communication, Problem solving, Applying technologies

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Iva Strnadová,Michael Arthur-Kelly,Phil Foreman	2021	Inclusion in Action 6e	6th	Cengage AU

8.2. Specific requirements

Current Blue Card for the 15 days of PEx commencing in Week 5. It is expected you will access the online course learning materials available on USC Canvas, and the resources available in the library. You are also required to have transport to your allocated PEx site to complete the PEx.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and a low level of health and safety risk exists. Some risks concerns may include working in an unknown environment as well as slip and trip hazards. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 5.1.1.3 and 5.1.1.4 of the Grades and Grade Point Average (GPA) - Academic Policy.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

Refer to the Assessment: Courses and Coursework Programs – Procedures.

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central