

# EDU117 Introduction to Inclusive Practice

**School:** School of Education and Tertiary Access

2024 | Session 7

Online

ONLINE

You can do this course without coming onto campus.

*Please go to [usc.edu.au](http://usc.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 strengthen your knowledge and practice in prior to school and school contexts. The 15-day Professional Experience (PEX) includes a focus on the alignment between curriculum and the teaching cycle. Using age appropriate curriculum, you will establish intentional teaching practices to plan, teach, and gather data on learner progress and achievement. You will develop strength-based approaches to identify the needs of diverse learners and include purposeful consideration for reinforcing agency, wellbeing and the full participation of all learners.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ONLINE</b>			
<b>Learning materials</b> – 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	5 times
<b>Tutorial/Workshop 1</b> – Tutorial 1 includes five online tutorials scheduled via zoom. The tutorials involve active participation. Additional modalities may be used to in this course.	1hr	Week 1	5 times
<b>Placement</b> – You will undertake 7.25 hours of PEX each day for a total of 15 consecutive days. The PEX Handbook includes specific requirements for the PEX, and can be accessed on SONIA. The 15 days of PEX meets the number of PEX days required in this course.	108.75hrs	Not applicable	Once Only

### 1.3. Course Topics

- Code of Conduct
- Families and Community Relationships
- Human Development, Managing Behaviours and Sense of Agency and Wellbeing
- Inclusion in the EYLF, QKLG and the Australian Curriculum
- Intentional Teaching Practices for Inclusion
- Professional Knowledge, Professional Practice and Professional Engagement
- Strength Based Approaches for Individual Learner Needs
- The Reflective Practitioner

### 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 appropriate communication and behaviour to comply with the Code of Conduct to different audiences	Ethical	7, 7.1, 7.2
2 Implement the teaching cycle using collaboration to evidence support for diverse learners with a range of capabilities	Sustainability-focussed	3, 4, 5
3 Create purposeful intentional teaching opportunities to extend thinking and learning for all learners	Empowered	1, 3, 4
4 Evaluate age appropriate curriculum to develop intentional teaching practices to engage diverse learners	Engaged	1, 3, 4
5 Identify inclusive practice to meet the needs of diverse learners including Aboriginal and Torres Strait Islander learners	Knowledgeable	1.3, 1.4, 2.4

\* 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.

CODE	COMPETENCY
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.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
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

EDU116, and 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

## 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

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?
All	1	Activity Participation	Individual	Assignment 1 is for the duration of the Session, including the PEx	Week 2	Online Submission
All	2	Placement performance	Individual	The PEx is 7.25 hours each day for 15 consecutive days. The 15 days are scheduled on the PEx calendar. The calendar can be accessed in Sonia.	Week 2	SONIA
All	3	Artefact - Creative, and Written Piece	Individual	500 words or equivalent.	Week 5	Online Submission
All	4	Artefact - Creative, and Oral	Individual	Assignment 4 includes an oral narrative of your written reflection and is 2000 words or equivalent.	Week 8	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Code of Conduct

<b>GOAL:</b>	The goal of Assignment 1 is to understand, agree to and comply with the Code of Conduct							
<b>PRODUCT:</b>	Activity Participation							
<b>FORMAT:</b>	Assignment 1 has two parts. A copy of the Code of Conduct is submitted to Canvas and it is due midnight Friday Week 2. A signed copy of the Code of Conduct must be included in your PEx File.							
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Compliance with all aspects of the Code of Conduct</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Compliance with all aspects of the Code of Conduct	1	
No.		Learning Outcome assessed						
1	Compliance with all aspects of the Code of Conduct	1						
<b>GENERIC SKILLS:</b>	Communication, Collaboration							

**All - Assessment Task 2:** EDU117 PEx

<b>GOAL:</b>	The goal of Assignment 2 is to demonstrate professional knowledge, professional practice and professional engagement in a prior to school or school learning context.	
<b>PRODUCT:</b>	Placement performance	
<b>FORMAT:</b>	The requirements of the 15 consecutive days of PEx are outlined in detail in the PEx Handbook, and can be accessed in Sonia.  This assignment must achieve a Pass (PU) to pass the course.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Implementation of the teaching cycle to evidence support for diverse learners with a range of capabilities <b>2</b>
	2	Development of purposeful intentional teaching activities <b>3</b>
	3	Evaluation of intentional teaching and inclusive practice <b>4</b>
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Applying technologies, Information literacy	

**All - Assessment Task 3:** PEx Debrief and SWOT analysis

<b>GOAL:</b>	The goal of Assignment 3 is to reflect on your PEx and identify areas of strength and areas for improvement.	
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece	
<b>FORMAT:</b>	You will use the SWOT analysis template to reflect on the PEx experience. The SWOT analysis is submitted in Canvas and due midnight Friday Week 5.  This assignment must achieve a Pass (PU) to pass this course	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Evaluation of PEx experiences through reflection-for-action <b>2 4</b>
	2	Analysis of knowledge and practice for improved professional learning <b>2</b>
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Applying technologies	

#### All - Assessment Task 4: Inclusive teaching strategies

<b>GOAL:</b>	The goal of Assignment 4 is to reflect on the planning and implementation of inclusive strategies undertaken during the PEx		
<b>PRODUCT:</b>	Artefact - Creative, and Oral		
<b>FORMAT:</b>	Assignment 4 has two parts:  Written: Annotate a lesson plan you developed and implemented during the PEx to highlight your inclusive teaching practices and learning strategies.  Oral: Provide an oral narration explaining how you implemented the lesson, and supported inclusion through adjustments made in your practice.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Identification of inclusive strategies to meet the needs of learners	3
	2	Explanation of the value of inclusive practice in teaching and learning	2
	3	Analysis of inclusion on teacher impact and learner needs	5
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Applying technologies, Information literacy		

## 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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	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 placement commencing Week 5. It is expected you will access both, the electronic learning materials available on Canvas and at resources available in the library. You are also required to have transport to your allocated PEx site.

## 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 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC.

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 must 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.

You are required to complete the PEx as scheduled on the PEx calendar. Unavoidable absence during the PEx must be completed as soon as possible in consultation with the PEx Supervising Teacher

## 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. 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>

## 10.9. 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.

## 10.10.General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)