# UniSC

## COURSE OUTLINE

## EDU218 Inclusive Practices and Intervention in Early Learning

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

### 2025 | Semester 2

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to 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

In this course you will develop knowledge of current legislation and policy initiatives for inclusion in early years contexts. You will examine research and curriculum documents including EYLF, QKLG and the Australian Curriculum, relating to diversity and inclusive practices to design and adapt learning environments and resources to meet the needs of children. You will extend your understanding of information literacy to develop new knowledge through scholarly conversations and participation in likeminded communities focusing on inclusive practices responsive to the diverse needs of children.

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

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|---|---|---|
| **BLENDED LEARNING** | | | |
| **Learning materials** – Learning materials are independently accessed in Canvas. They include course content, activities, readings and resources for active engagement and participation in the tutorials. | 2hrs | Week 1 | 9 times |
| **Tutorial/Workshop 1** – Tutorials are on-campus synchronous tutorials including technology-enabled blended learning. | 2hrs | Week 1 | 10 times |

### 1.3. Course Topics

- Valuing identity, belonging, and agency in inclusive education
- Understanding diversity, disability and equity in learning
- Brain development, neuroplasticity and early learning
- Supporting neurodiverse learners through strength-based practice
- Creating safe trauma-informed and healing learning environments
- Resilience and social-emotional development for well being
- Policy, legislation and rights-based education

## 2. What level is this course?

> 200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

> 12 units

## 4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES<br><br>On successful completion of this course, you should be able to... | GRADUATE QUALITIES MAPPING<br><br>Completing these tasks successfully will contribute to you becoming... | PROFESSIONAL STANDARD MAPPING *<br><br>Australian Institute for Teaching and School Leadership |
|---|---|---|
| **1** Examine and evaluate current legislation and policies on inclusion and inclusive practice, and apply them to decision making in prior to school and school contexts. | Empowered | 1.1, 1.3, 1.4, 1.5, 1.6, 3.2 |
| **2** Collaborate in groups and apply knowledge of diverse needs including disability to support learner success through differentiated practices in planning, teaching and assessing. | Knowledgeable<br>Ethical | 1.5, 2.3, 3.1, 3.2, 4.1, 5.1 |
| **3** Synthesise information to demonstrate effective planning, teaching and assessing strategies that considers the needs of learners with challenging behaviours | Knowledgeable | 2.3, 4.1, 4.2, 4.3, 4.4, 5.2 |
| **4** Examine and evaluate current legislation, policy and discipline models of classroom behaviour and inclusive practice in order to apply them in decision making for prior to school and school contexts. | Empowered<br>Engaged | 1.5, 4.1, 4.3, 4.4, 7.2 |

### * Competencies by Professional Body

| CODE | COMPETENCY |
|---|---|
| **AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP** | |
| 1.1 | Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. |
| 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. |
| 1.6 | Strategies to support full participation of students with disability: Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. |

| CODE | COMPETENCY |
|---|---|
| 2.3 | Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. |
| 3.1 | Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics. |
| 3.2 | Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. |
| 4.1 | Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities. |
| 4.2 | Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions |
| 4.3 | Manage challenging behaviour: Demonstrate knowledge of practical approaches to manage challenging behaviour. |
| 4.4 | Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. |
| 5.1 | Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. |
| 5.2 | Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning |
| 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

Enrolled in UB009, ED301 or ED303

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

EDU343 or EDU643

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

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

You will be provided with early feedback through two quizzes (Assessment Task 1) prior to Census date.

### 6.3. Assessment tasks

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

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT? |
|---|---|---|---|---|---|---|---|
| All | 1 | Quiz/zes | Individual | 50% | Assignment 1: 1000-word or equivalent submission. Quiz 1: 20-minute duration, consisting of multiple-choice and short-answer questions. Worth 10%. Quiz 2: 20-minute duration, consisting of multiple-choice and short-answer questions. Worth 10%. Quiz 3:20-minute duration, consisting of multiple-choice and short-answer questions. Worth 10%. Quiz 4: 90-minute duration, consisting of essay-style short-answer questions. Worth 20%. | Refer to Format | Online Test (Quiz) |
| All | 2 | Artefact - Creative, and Oral | Individual and Group | 20% | Assignment 2: 1500-word written or equivalent submission. Group: 30 minute in-class presentation and e-information flyer. Individual: annotated scholarly article and reflection. | Week 7 | Online Assignment Submission with plagiarism check |

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT? |
|---|---|---|---|---|---|---|---|
| All | 3 | Negotiated Assessment | Individual | 30% | Assignment 3: 2000-word or equivalent written submission. | Week 9 | Online Assignment Submission with plagiarism check |

### All - Assessment Task 1: Online Quizzes

| GOAL: | Assignment 1:<br>Demonstrate your understanding of brain development, diversity, inclusion, disability and the strengths and needs of learners including the role of adjustments in supporting diverse learners.in both early childhood and school contexts. |
|---|---|
| PRODUCT: | Quiz/zes |
| FORMAT: | Assignment 1:<br>You will need to use your own device to complete each quiz.<br>Each quiz will be completed and submitted in Canvas during your usual face-to-face class in the following weeks:<br>Quiz 1: Due in Week 2.<br>Quiz 2: Due in Week 4.<br>Quiz 3: Due in Week 6.<br>Quiz 4: Due in Week 10. |

| CRITERIA: | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | Evaluation of legislation and policies for inclusive practices in learning contexts | 1 |
| | 2 | Interpretation of strategies that support diverse learners including learners with disability | 3 |
| | 3 | Implementation of adjustments and intervention in intentional learning experiences | 3 |
| | 4 | Integration of inclusive approaches for managing behaviour in early years and school contexts | 4 |

| GENERIC SKILLS: | Communication, Problem solving, Information literacy |
|---|---|

**All - Assessment Task 2:**  Research-based presentation and information flyer on diverse learners

| GOAL: | Assignment 2:<br>In groups, collaboratively research an assigned diverse needs topic relevant to early childhood and primary education. Each group will select and annotate scholarly articles, critically reflecting on their relevance to inclusion and inclusive practices. Based on this research, your group will design and present an e-information flyer that clearly explains the assigned topic and incorporates evidence-based strategies and resources for supporting inclusion in early childhood or primary school contexts. |
|---|---|
| PRODUCT: | Artefact - Creative, and Oral |
| FORMAT: | Assignment 2:<br>Your 30-minute group presentation and e-information flyer are due during your scheduled class in Week 7 or Week 8. Each student must individually upload the annotated scholarly article, critical reflection, and the e-information flyer to Canvas by 10:00 AM, Monday, Week 7. |

| CRITERIA: | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | Explanation of diverse learner needs and relevant legislation and policies | ① |
| | 2 | Annotation and critical reflection on scholarly articles and resources supporting inclusion | ② |
| | 3 | Application of collaboration with evidence-based inclusive strategies for learning contexts | ③ |
| | 4 | Creation of informative resource to support diverse learners in early childhood and primary school contexts | ③ ④ |

| GENERIC SKILLS: | Communication, Collaboration, Applying technologies, Information literacy |
|---|---|

**All - Assessment Task 3:**  Inclusive intentional teaching activity

| GOAL: | Assignment 3:<br>Select an age-appropriate children's storybook with themes of difference, acceptance, emotional well-being, or resilience. Using your chosen storybook, design an intentional teaching activity that encourages learning about diversity and inclusion. For BEd Studies (EC) students, your focus is on early childhood contexts. For BEd (EC) students, your focus on primary school contexts. |
|---|---|
| PRODUCT: | Negotiated Assessment |
| FORMAT: | Assignment 3:<br>The initial planning for your chosen children's storybook, using the provided template, is due in your Week 5 class for sharing and feedback.<br><br>Your completed intentional teaching activity, using the provided planning template, is uploaded to Canvas by 10:00 AM, Monday, Week 9. |

| CRITERIA: | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | Explanation of the alignment between relevant documents (EYLF/ Australian Curriculum) and intentional teaching strategies | ③ |
| | 2 | Selection and analysis of resource choice through reflective practice | ③ |
| | 3 | Accommodation of diverse learner needs through inclusive teaching practice | ② |
| | 4 | Creation of diversity focused age-appropriate intentional learning promoting inclusion | ② |

| GENERIC SKILLS: | Problem solving, Organisation, 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 (including MindTap resource) | 6th Edition | Cengage AU |

### 8.2. Specific requirements

Current Blue Card for place-based field trips during school hours.
It is expected that you will have access to the internet to access electronic material available online via the University Canvas site and the library.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. 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

**Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

### 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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email 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 or email 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.

### 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 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 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