

EDU218 Inclusive Practices and Intervention in Early Learning

School: School of Education and Tertiary Access

2026 | Trimester 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 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

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 neuro diverse learners through strength-based practices
- Creating safe trauma-informed and healing learning environments, including prevention of sex abuse, domestic violence, bullying and cyberbullying
- Resilience and social-emotional development for wellbeing
- 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	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 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 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 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

5.5. Microcredential Information

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

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	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
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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%	Quiz 1: 20-minutes, consisting of multiple-choice and short-answer questions. Worth 10%. Quiz 2: 20-minutes, consisting of multiple-choice and short-answer questions. Worth 10%. Quiz 3: 20-minutes, consisting of multiple-choice and short-answer questions. Worth 10%. Quiz 4: 90-minutes, 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%	Assessment 2 consists of a 1,500 word (or equivalent) written component and a 20 minute group presentation. The written component includes an annotated scholarly article, a personal reflection, and an e-information flyer.	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%	Assessment 3 consists of a 2000 word (or equivalent) written component and a 15 minute recorded story reading.	Week 9	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online Quizzes

GOAL:	The goal of Assessment 1 is to demonstrate 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																
AUTHORSHIP STATEMENT:																	
FORMAT:	You will need to use your own device to complete each quiz. Each quiz is completed in-class using Canvas Quiz Quiz 1: Week 2 Quiz 2: Week 4 Quiz 3: Week 6 Quiz 4: Week 10																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Evaluation of legislation and policies for inclusive practices in learning contexts</td> <td>1</td> </tr> <tr> <td>2</td> <td>Interpretation of strategies that support diverse learners including learners with disability</td> <td>3</td> </tr> <tr> <td>3</td> <td>Implementation of adjustments and intervention in intentional learning experiences</td> <td>3</td> </tr> <tr> <td>4</td> <td>Integration of inclusive approaches for managing behaviour in early years and school contexts</td> <td>4</td> </tr> </tbody> </table>	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	
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1	Evaluation of legislation and policies for inclusive practices in learning contexts	1															
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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:	The goal of Assessment 2 is to collaborate in groups to research an assigned diverse needs topic, critically reflect on its relevance to inclusion, and communicate evidence-based strategies for supporting learners in early childhood or primary contexts.	
PRODUCT:	Artefact - Creative, and Oral	
AUTHORSHIP STATEMENT:		
FORMAT:	Each student is required to individually annotate a scholarly article and submit it with a critical reflection. Groups will present their assigned topic in a 20 minute in-class presentation and share their e-information flyer. The research and e-information flyer is completed using the University's secure online assessment platform as indicated in Canvas. The written component is due by Monday 10:00am, Week 7 with group presentations scheduled in Week 7 or Week 8.	
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:	The goal of Assessment 3 is to select an age-appropriate storybook with themes of difference, acceptance, emotional wellbeing, or resilience and design an intentional teaching activity that encourages students to learn about diversity and inclusion. This is a negotiated assessment. BEd Studies (EC) students focus on early childhood contexts, while BEd (EC) students focus on primary school contexts for their intentional teaching activity.	
PRODUCT:	Negotiated Assessment	
AUTHORSHIP STATEMENT:		
FORMAT:	Each student is required to complete the intentional teaching activity using the University's secure online assessment platform as indicated in Canvas, by Monday 10:00am, Week 9. For initial feedback, students are required to share their storybook in class during Week 5. The recorded story reading should be completed as a narrated power point and uploaded to Canvas by Monday 10:00am, 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

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
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 trip.

Students are expected to have internet access to engage with online learning materials available through the University's Canvas platform 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. 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](#)