

EDU218 Inclusive Practices and Intervention in Early Learning

School: School of Education and Tertiary Access

2024 | Semester 1

UniSC Sunshine Coast

**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

- Curriculum adjustments for learning, teaching and assessment
- Developing communication skills for teaching and learning
- Differentiation and adjustments to meet the needs of all learners
- Explicit instruction, visible learning and effective teaching strategies for teaching and learning
- EYLF, QKLG and the Australian Curriculum – focus documents
- Inclusion and inclusive practice in prior to school and school learning environments
- Legislation and policies supporting inclusive practice

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 students 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 behaviours 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 ED301, ED302, ED303, ED601 and ED602

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

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? |
|---------------|----------|-------------------------------|----------------------|-------------|---|-----------------------|--|
| All | 1 | Quiz/zes | Individual | 50% | <p>Assignment 1 includes four in-class online quizzes.</p> <p>You will have 20 minutes to complete quiz one, quiz two and quiz three.</p> <p>You will have 90 minutes to complete quiz four.</p> <p>Task 1 is 1000 words or equivalent.</p> | Refer to Format | Online Test (Quiz) |
| All | 2 | Artefact - Creative, and Oral | Individual and Group | 20% | <p>Assignment 2 is 1500 words or equivalent and includes a 30 minute workshop presentation.</p> | 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 | Artefact - Creative, and Written Piece | Individual | 30% | Assignment 3 is 2000 words or equivalent and includes a 30 minute workshop presentation. | Week 9 | Online Assignment Submission with plagiarism check |

All - Assessment Task 1: In-Class online quizzes

| GOAL: | The goal of Assignment 1 is to demonstrate your knowledge and understanding of diversity, inclusion, differentiation and the diverse needs of children in prior to school contexts, and the diverse needs of students in school contexts. | | | | | | | | | | | | | | | | |
|------------------|--|---------------------------|--|---------------------------|---|--|---|---|--|---|---|--|---|---|--|---|--|
| PRODUCT: | Quiz/zes | | | | | | | | | | | | | | | | |
| FORMAT: | <p>You will need an electronic device to complete each of the four in-class online quizzes in Canvas.</p> <p>Assignment 1 quizzes are completed online during Week 2, Week 4, Week 6 and Week 10 tutorials.</p> <p>Week 2, Week 4, and Week 6, online quizzes are multiple choice questions, with each quiz weighted at 10%.</p> <p>Week 10 quiz includes short answer questions weighted at 20%.</p> | | | | | | | | | | | | | | | | |
| 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</td> <td>1</td> </tr> <tr> <td>2</td> <td>Consideration of strategies for students with needs and challenging behaviours</td> <td>3</td> </tr> <tr> <td>3</td> <td>Adaptation and intervention for inclusion of students with needs</td> <td>3</td> </tr> <tr> <td>4</td> <td>Examination of models for managing classroom behaviour</td> <td>4</td> </tr> </tbody> </table> | No. | | Learning Outcome assessed | 1 | Evaluation of legislation and policies for inclusive practices | 1 | 2 | Consideration of strategies for students with needs and challenging behaviours | 3 | 3 | Adaptation and intervention for inclusion of students with needs | 3 | 4 | Examination of models for managing classroom behaviour | 4 | |
| No. | | Learning Outcome assessed | | | | | | | | | | | | | | | |
| 1 | Evaluation of legislation and policies for inclusive practices | 1 | | | | | | | | | | | | | | | |
| 2 | Consideration of strategies for students with needs and challenging behaviours | 3 | | | | | | | | | | | | | | | |
| 3 | Adaptation and intervention for inclusion of students with needs | 3 | | | | | | | | | | | | | | | |
| 4 | Examination of models for managing classroom behaviour | 4 | | | | | | | | | | | | | | | |

All - Assessment Task 2: Diverse Needs Research Workshop

| GOAL: | The goal of Assignment 2 is to demonstrate your ability to work collaboratively in groups to research and annotate scholarly articles for an allocated diverse needs topic. You will present your diverse needs topic and research in a workshop. | | | | | | | | | | | | | | | | |
|------------------|---|---------------------------|--|---------------------------|---|---|---|---|---|---|---|---|---|---|--|-----|--|
| PRODUCT: | Artefact - Creative, and Oral | | | | | | | | | | | | | | | | |
| FORMAT: | <p>Assignment 2 workshop presentation includes an electronic information handout prepared by the group, and individually annotated scholarly articles.</p> <p>The 30 minute workshop presentation is due during Week 7 or Week 8 tutorials.</p> <p>The electronic information handout and the annotated scholarly articles are submitted in Canvas and due midnight Week 7</p> | | | | | | | | | | | | | | | | |
| CRITERIA: | <table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Explanation of legislation and policies for inclusion</td> <td>1</td> </tr> <tr> <td>2</td> <td>Collaboration in groups to research diverse needs, including disability</td> <td>2</td> </tr> <tr> <td>3</td> <td>Examination of inclusive practices and the alignment between the teaching cycle and diverse needs</td> <td>3</td> </tr> <tr> <td>4</td> <td>Annotation of scholarly articles for inclusion and decision making on inclusive practice</td> <td>3 4</td> </tr> </tbody> </table> | No. | | Learning Outcome assessed | 1 | Explanation of legislation and policies for inclusion | 1 | 2 | Collaboration in groups to research diverse needs, including disability | 2 | 3 | Examination of inclusive practices and the alignment between the teaching cycle and diverse needs | 3 | 4 | Annotation of scholarly articles for inclusion and decision making on inclusive practice | 3 4 | |
| No. | | Learning Outcome assessed | | | | | | | | | | | | | | | |
| 1 | Explanation of legislation and policies for inclusion | 1 | | | | | | | | | | | | | | | |
| 2 | Collaboration in groups to research diverse needs, including disability | 2 | | | | | | | | | | | | | | | |
| 3 | Examination of inclusive practices and the alignment between the teaching cycle and diverse needs | 3 | | | | | | | | | | | | | | | |
| 4 | Annotation of scholarly articles for inclusion and decision making on inclusive practice | 3 4 | | | | | | | | | | | | | | | |

All - Assessment Task 3: Diverse Needs Lesson Plan

| | | | |
|------------------|---|--|----------------------------------|
| GOAL: | The goal of Assignment 3 is to demonstrate your ability to develop a full lesson plan using explicit teaching, inclusive practice and adjustments for students with needs in the teaching cycle. | | |
| PRODUCT: | Artefact - Creative, and Written Piece | | |
| FORMAT: | You will be allocated an Australian Curriculum Learning Area, a Year level and a lesson plan template to complete this task. Assignment 3 is submitted in Canvas and due midnight Friday Week 9. | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Explanation of curriculum and age appropriate explicit teaching strategies | 3 |
| | 2 | Organisation of teaching strategies for students with needs and challenging behaviours | 3 |
| | 3 | Construction of adjustments for differentiated practice to include all students | 2 |
| | 4 | Examination of the teaching cycle to demonstrate inclusion and inclusive practice | 2 |

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:

- The final mark is in the percentage range 47% to 49.4%
- The course is graded using the Standard Grading scale
- You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment

Tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension, you must contact your Course Coordinator to negotiate an outcome.

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.

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.

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