COURSE OUTLINE

EDU419 Professional Experience: Individual Learner Needs

School: School of Education and Tertiary Access

2026 | Semester 2

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.
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

You will develop specialised knowledge about supporting learners who have a range of abilities (physical, sensory, cognitive, language and/or social) through the conceptualisation of the differentiated curriculum. You will investigate and interpret policies, legislation and research that influence classroom practices for particular individual learning needs. You will develop a deep understanding of pedagogies of equity and inclusivity. You will analyse and interrogate concepts of gifted and talented, at risk, high support needs, disabilities, impairments, learning difficulties. This course includes a 20-day Supervised Professional experience component.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage with online learning materials, associated activities and required/recommended course reading materials accessed through Canvas and using the required text.	2hrs	Week 1	10 times
Tutorial/Workshop 1 – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Canvas. This course will be supported by on-campus tutorials.	2hrs	Week 1	10 times
Placement – 20 days placement	120hrs	Week 11	Once Only
Seminar – Online	1hr	Week 1	6 times
ONLINE			
Learning materials – You are required to engage with online learning materials, associated activities and required/recommended course reading materials accessed through Canvas and using the required text.	2hrs	Week 1	10 times
Tutorial/Workshop 1 – An online learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Canvas. This course will be supported by Zoom tutorials.	2hrs	Week 1	10 times
Placement – 20 days placement	120hrs	Week 11	Once Only
Seminar – Online	1hr	Week 1	6 times

1.3. Course Topics

- Introduction to EDU419
- Policy and Legislation on a State, National and Global Platform - What does Support Reform look like?
- Learning Difficulty vs Learning Disability Students - including supporting students with a Learning Difficulty
- Supporting Students with Special Needs - Students with a Disability (Autism Spectrum Disorder; Intellectual Disability; Hearing Impairment)
- Supporting Students with Special Needs - Students with a Disability (Vision Impairment; Physical Impairment)
- Supporting Cultural Perspectives; Gifted and Talented; EALD; Gender Inclusivity - Who? What? When? Where? Why?
- Mental Health and Well Being Challenges and Support for your Students
- Managing Behavioural Needs of Students
- Engaging Students using Character Strengths
- 21st Century Learners - Where to from here?

2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute for Teaching and School Leadership
1 Critically reflect on your beliefs, values and understanding as a teacher working with a wide range of individual learner needs and how this relates to your interactions with students, and your teaching design, planning, assessment and pedagogy.	Knowledgeable Ethical	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5, 5.1, 5.2, 5.3, 5.4
2 Know and discuss the broad range of ethical and inclusive practices that support participation of all students in schools, including knowledge of legislation, policies and procedures.	Empowered Ethical	1, 1.1, 1.2, 1.3, 1.4, 1.5, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 7.1, 7.2
3 Apply your knowledge, understanding and skills as a professional educator to interpret, implement, integrate and adapt learning for individual needs.	Empowered Ethical	5.3, 5.4, 6, 6.1, 6.2, 6.3, 6.4
4 Identify and promote the importance of professional collaborations with colleagues, parents/carers and the community to facilitate productive relationships with all stake-holders to achieve positive educational outcomes for individual students.	Ethical Engaged	6, 6.1, 6.2, 6.3, 6.4, 7, 7.1, 7.2, 7.3, 7.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
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.
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
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.
2	PROFESSIONAL KNOWLEDGE: Know the content and how to teach it
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area

CODE	COMPETENCY
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
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.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3	PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning
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.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
4	PROFESSIONAL PRACTICE: Create and maintain supportive and safe learning environments
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.
4.5	Use ICT safely, responsibly and ethically: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5	PROFESSIONAL PRACTICE: Assess, provide feedback and report on student learning
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
5.3	Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
6	PROFESSIONAL ENGAGEMENT: Engage in professional learning

CODE	COMPETENCY
6.1	Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved 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.
7.3	Engage with the parents/carers: Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4	Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

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

EDU328 and enrolled in Program AE304, ED303, ED304, ED306, ED315 or SE303

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

In week 3 of this course students will be given formative feedback on their understanding and implementation of the Code of Conduct during tutorials.

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	Quiz/zes	Individual	3 online quizzes and an in-class presentation (10 minutes)	Week 3	Online Assignment Submission with plagiarism check and in class
All	2a	Oral and Written Piece	Individual	Lesson plan (750 words) and an in-class peer review of the lesson plan (10 minutes)	Week 5	Online Assignment Submission with plagiarism check and in class
All	2b	Oral and Written Piece	Individual	10 minute (maximum) individual presentation. 2-page presentation summary	Week 8	Online Assignment Submission with plagiarism check and in class
All	3	Placement performance	Individual	20 days	Refer to Format	SONIA

All - Assessment Task 1: Professional Competencies

GOAL:	This task enables you to demonstrate your evidence of compliance with Professional Competencies associated with the teaching profession, including, i) The Professional Code of Conduct; ii) LANTITE; iii) WFE requirements iv) APST evidence.
PRODUCT:	Quiz/zes
AUTHORSHIP STATEMENT:	
FORMAT:	This assessment task has four distinct parts: Part One: Code of Conduct statement via quiz Part Two: LANTITE statement via quiz Part Three: WFE statement via quiz Part Four: Present your completed APST grid based on the evidence you have collected to date and highlight areas requiring attention (on the template provided) accompanied with ideas to address evidence gaps Submitted by Week 3.
CRITERIA:	

No.		Learning Outcome assessed
1	Evidence of Code of Conduct	2
2	Evidence of LANTITE	1
3	WFE Statement	1 2 3 4
4	Identification and reflection on the APSTs which require further attention	1
5	Written communication skills and academic literacies including grammar, English expression and technical accuracy	1 2 3 4

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Information literacy

All - Assessment Task 2a: Differentiated Lesson Plan and Evaluation

GOAL:	The goal of this task is to develop a lesson plan (using mock class data provided) which demonstrates your ability to differentiate for a range of diverse learner needs in your class.
PRODUCT:	Oral and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Prepare a 45-70 minute lesson plan in your specialisation (using mock class data provided) that includes strategies for catering for individual learner needs. You must demonstrate your knowledge of research and legislation for individual learner needs by incorporating differentiated practices (eg learning goals, strategies, resources and assessment adjustments) for the full range of abilities (physical, social and intellectual), to cater for literacy and numeracy needs, and to manage challenging behaviours. Include PCK for your specialisation, and safe and ethical use of ICT resources for students, and consider the involvement of parents/carers in your planning. Embed appropriate types of feedback to students in the lesson. Your lesson plan must include an evaluation section at the bottom in which you justify the choices, differentiation and classroom management strategies you have used. In addition, you will include identification of your professional learning needs in regard to this course and APST 4.3, 6.1, 6.2,6.3, 7.1, 7.2, 7.3, 7.4. In Week 5 during tutorial time, your lesson plan will be peer reviewed using a provided template and you will share this feedback with your peer.
CRITERIA:	

No.		**Learning Outcome assessed**
1	Applied knowledge and understanding of educational research and legislation evident in lesson planning.	2
2	Implementation of engaging teaching strategies (pedagogical knowledge for your specialisation) and (formative) assessment processes for student learning.	1 3
3	Evidence of inclusion, differentiation and classroom management strategies, including challenging behaviour and the use of ICT and parental involvement where appropriate	1 3 4
4	Evaluation of the lesson plan and your professional learning needs.	1 3
5	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy	1 2 3 4

GENERIC SKILLS:	Communication, Collaboration, Problem solving

All - Assessment Task 2b: Professional Evaluation and Presentation:Student Learning Needs

GOAL:	The goal of this task is to work collaboratively with colleagues to discuss, negotiate and formulate appropriate plans for action to support students with individual learning needs in a provided scenario.
PRODUCT:	Oral and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Submit: Week 8 (with presentations Week 8 and 9). Using the mock class data provided, you are required to make a presentation to the school's Student Support Team for consultation and collaboration on future support plans for your class. The presentation: You are to upload a 2-page written summary of the key points of your presentation to Canvas by Monday, 9 am, Week 8 and provide your tutor with a copy on the day of your presentation. Information should be referenced with current literature, legislation and learning theories. You will present your class to the Student Support Team (your tutorial class) in either Week 8 or 9 tutorial (to be negotiated with your tutor) for feedback and suggestions on future action plans.
CRITERIA:	

No.		Learning Outcome assessed
1	Knowledge and understanding: inclusive and ethical practices support individual and community needs (including research and documentation of legislative requirements and teaching strategies that support student participation and learning).	1 2 3 4
2	Application of skills: interprets, integrates, adapts learning and assessment for individual needs in a given scenario that contain a range of challenging issues	3
3	Collaborative skills: working effectively, sensitively and confidentially with parents, support team and other internal and external parties (listening, responding, questioning, engaging with feedback).	4
4	Oral communication skills: presents key ideas in a synthesised manner using inclusive language and effective time management.	1 2 3 4

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

All - Assessment Task 3: PEx Report

GOAL:	The goal of this task is to engage in learning and teaching experiences in schools related to one of your teaching areas.
PRODUCT:	Placement performance
AUTHORSHIP STATEMENT:	
FORMAT:	You will engage in 20 days of Supervised Professional Experience. During this time you will undertake teaching, observations and reflections of learning and engage with the school community to explore professional practice. During this professional experience, you will be focused on developing your ability to design learning experiences that support diverse learners and developing your skills at managing the learning of individuals, small groups and the class as a whole group. You will also develop strategies to involve parents and carers as appropriate. Submission: PEx Report: automatically added to SONIA at the completion of the placement.
CRITERIA:	

No.		Learning Outcome assessed
1	Supervised Professional Experience Report form 1. Application of knowledge of lesson planning: individual, small group and whole class. 2. Application of knowledge of differentiation strategies. 3. Facilitation of student engagement	1 2 3 4

GENERIC SKILLS:	

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	Mervyn Hyde,Lorelai Carpenter,Shelley Dole	2018	Diversity, Inclusion and Engagement	(Third Edition)	Oxford University Press, USA

8.2. Specific requirements

Professional attire suitable for undertaking school-based Supervised Professional Experience will be required during the SPE component of this course. You will need to have professional attire suitable to wear on twenty days of supervised professional experience. You will need to access suitable transport to supervised professional experience venues for the duration of your supervised professional experience.

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

Limited Graded Course: 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 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.

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

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