

EDU713 Individual Learner Needs

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.
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

In this course 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: at risk, high support needs, disabilities, impairments, learning difficulties.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – This workshop will be delivered on-campus in scheduled tutorial class time for the engagement and application of learning materials and assessment.	2hrs	Week 1	10 times
ONLINE			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – This workshop will be delivered via scheduled synchronous online zoom tutorials for the engagement and application of learning materials and assessment.	2hrs	Week 1	10 times

1.3. Course Topics

- Legislation, policies and practices in relation to inclusive practices: Global, national, state.
- Embracing inclusion: Teacher attitudes, values, beliefs.
- Using a strengths-based approach to instructional design: Universal Design for Learning, Differentiated Instruction, multi-tiered system support frameworks.
- Apply research evidence showing the positive impact of high-quality instruction delivered by the classroom teacher as a protective measure in reducing the need for further intervention.
- Set achievable goals with students and provide consistent and persistent reinforcement to achieve set goals.
- Select evidence-based assessment practices to evaluate progress, adjust instruction, provide targeted feedback and support learning.
- Supporting students with a disability (Intellectual, ADHD).
- Supporting students with a disability (Hard of Hearing, Vision Impaired, Gifted and Talented)
- Supporting students with a disability (Autism Spectrum Disorder).
- Learning difficulties vs learning disabilities (including literacy and numeracy).
- Working ethically, sensitively and confidentially with students and parents/carers.
- Working collaboratively with colleagues/support team/external agencies.
- Supporting mental health and well-being challenges.
- Managing challenging behavioral needs, including rehearsed and practiced responses for early intervention and high expectations.

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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
<p>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.</p>	<p>Knowledgeable Creative and critical thinker Ethical</p>	<p>1.1, 1.2, 1.5, 1.6, 3.3, 3.5, 3.7, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 6.3, 7, 7.1, 7.2, 7.3, 7.4</p>
<p>2 Know and discuss the broad range of ethical and inclusive practices, legislation, policies and procedures for students with disability and additional learning needs that support participation in schools, and strategies that support student well-being and safety. Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p>	<p>Empowered Ethical</p>	<p>1.1, 1.2, 1.5, 1.6, 3.3, 3.5, 3.7, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 6.3, 7, 7.1, 7.2, 7.3, 7.4</p>
<p>3 Apply your knowledge, understanding and skills as a professional educator to interpret, implement, integrate, and adapt learning for individual needs and abilities. Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</p>	<p>Empowered Ethical</p>	<p>1.1, 1.2, 1.5, 1.6, 3.3, 3.5, 3.7, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 6.3, 7, 7.1, 7.2, 7.3, 7.4</p>
<p>4 Identify and promote the importance of involving and working effectively, sensitively and confidentially with colleagues, parents/carers and community representatives to assist in developing teacher professional knowledge and to facilitate productive relationships that achieve positive educational outcomes for individual students.</p>	<p>Ethical Engaged</p>	<p>1.1, 1.5, 1.6, 3.5, 3.7, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 6.3, 7, 7.1, 7.2, 7.3, 7.4</p>

* 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.
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
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.
3.3	Use teaching strategies: Include a range of teaching strategies.

CODE	COMPETENCY
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
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.
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
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

Enrolled in Program ED706

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

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

Feedback will be given following online quiz/zes, commencing in week 3.

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	30%	80-100 mins	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Oral and Written Piece	Group	30%	15-20 minute presentation In groups (3-4), plus Fact Sheet and reference list (3 pages).	Week 6	Online Submission
All	3	Artefact - Creative, and Written Piece	Individual	40%	1500-1800 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Quiz/zes

GOAL:	The goal of this task is to demonstrate your knowledge of individual learner needs and your developing capacity to support and encourage all students to learn optimally within the classes you will teach. You will do this via a series of quizzes given throughout the course. The goal of this task is to draw together your understanding of the course topics as the trimester progresses.													
PRODUCT:	Quiz/zes													
AUTHORSHIP STATEMENT:														
FORMAT:	You will undertake quizzes in weeks 3, 5, 7 and 9 to demonstrate your knowledge and understanding of legislation, policy and inclusive practices required to cater for the individual needs of all students in the classroom. Following each quiz, you will be provided with feedback to reflect on your current understanding of the course topics which in turn may be used to shape and enhance your final assessment item, the professional conversation.													
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Knowledge of a broad range of inclusive and ethical practices that support participation and safety/well-being of all students in schools.</td> <td>1 2</td> </tr> <tr> <td>2</td> <td>Knowledge of strategies for involving and working effectively with carers and for collaboration with internal and external support staff.</td> <td>4</td> </tr> <tr> <td>3</td> <td>Applied knowledge of practices which support individual learners in given scenarios.</td> <td>3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Knowledge of a broad range of inclusive and ethical practices that support participation and safety/well-being of all students in schools.	1 2	2	Knowledge of strategies for involving and working effectively with carers and for collaboration with internal and external support staff.	4	3	Applied knowledge of practices which support individual learners in given scenarios.	3	
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GENERIC SKILLS:	Information literacy													

All - Assessment Task 2: Professional Conversation: Student Learning Needs

GOAL:	The goal of this task is to work collaboratively with colleagues to select one student from provided scenarios, and to discuss, negotiate and formulate appropriate plans for action to support this student with individual learning needs/disabilities. You will also participate as a member of the Learning Support Team, to provide feedback and make recommendations to your colleagues in support of their student.	
PRODUCT:	Oral and Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	<p>You are provided with several student scenarios from which to select one student whose case you will present to your school's Learning Support Team for consultation and negotiation of future support plans. You are to access course materials in addition to the course text. You will work collaboratively with your group to:</p> <ul style="list-style-type: none"> • Prepare a presentation about your child for the Support Team meeting • prepare a two-page fact sheet and reference list to share with your peers • Upload fact sheet and reference list to Canvas prior to the commencement of the week 6 presentations and provide a copy to your tutor before your presentation. <p>Preparing for your professional conversation:</p> <ul style="list-style-type: none"> • analyse your student's learning needs • document and evaluate strategies you have previously trialled with your student • make recommendations for appropriate interventions, adjustments and support with teaching strategies and assessment (e.g. literacy, numeracy, behaviour), including the use of ICTs. • discuss communication strategies with key stakeholders (internal and external personnel) and community representatives. • propose strategies for differentiation of the curriculum • suggest guidelines for future staff who may work with your student, including recommendations for professional development. <p>The presentation:</p> <p>Your group will present your student's case in either Week 6, 7 or 8 (to be negotiated with your tutor) to the Learning Support Team (your peers) for feedback and suggestions on future action plans. You will participate in a professional conversation and provide feedback to other groups on their presentations.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge and understanding: inclusive and ethical practices to provide a safe environment that supports individual needs/disabilities and community needs (including documentation and research). 2
	2	Application of skills: interprets, integrates, adapts learning and assessment for individual needs in a given scenario. 3
	3	Collaborative skills: engages sensitively and confidently with parents, support team and other internal and external representatives through effective strategies (listening, responding, questioning, engaging with feedback). 1 4
	4	Oral communication skills: presents key ideas in a synthesised manner using inclusive language and effective time management. 2
GENERIC SKILLS:	Communication, Collaboration, Organisation, Information literacy	

All - Assessment Task 3: Reflective Learning Log and Multi-Media Presentation.

GOAL:	The goal of this task is to submit i) a reflective learning log (formative) and multi-media presentation with your personal voice over and subtitles (summative) to demonstrate your knowledge and critical reflection on your learning during this course.																
PRODUCT:	Artefact - Creative, and Written Piece																
AUTHORSHIP STATEMENT:																	
FORMAT:	<p>You are required to:</p> <p>i) Use the template provided to produce a learning log that draws on your prescribed text, course readings and relevant additional academic literature . You are to critically reflect on your learning relating to inclusive education legislation, policy and practices for all students, including those with diverse abilities/disabilities (600-700 words).</p> <p>(ii) use your learning log and other materials to support you in developing a multi-media presentation intended for a professional development afternoon for teachers (900-1100 words). Your presentation must include key references from course readings and relevant academic literature.</p> <p>You are required to demonstrate:</p> <p>a. your knowledge of relevant legislation, policies and procedures for students with disability and additional learning needs that support participation in schools, the impact of these on student well-being and safety and what this means for teachers.</p> <p>b. your knowledge of a current model of inclusion that we have investigated in class with analysis and justification of the model of your choice. Provide a brief example case study or scenario to showcase your chosen model of inclusion.</p> <p>c. your ability to apply an evidence-based framework that we have explored in the learning materials that could be used to interpret, implement, integrate and adapt learning for individual needs and disabilities.</p> <p>d. your critical reflection on the inclusive practices and strategies that we have explored in this course, to support a wide range of individual learners. This must include your reflection on how your own attitudes, values and beliefs have evolved over time and influenced your future role as a teacher.</p> <p>e. your effective written communication and academic and digital literacies including correct spelling, grammar, English expression, APA referencing conventions and technical accuracy.</p>																
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GENERIC SKILLS:	Communication, 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	Hyde, M., Dole, L., & Tait, K.	2021	Diversity, Inclusion and Engagement	Fourth Edition	Oxford Press

8.2. Specific requirements

Students are required to have access to either an online or hard copy set text book and be able to access other recommended reading materials.;

Access to a personal electronic device to access the internet and reading materials in tutorials is an advantage.

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](#)