



## COURSE OUTLINE

# EDU218 Inclusive Practices and Intervention in Early Learning

**Course Coordinator:** Anne Drabble (adrabble@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 1

USC Sunshine Coast

**ON CAMPUS**

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

*Please go to the USC website 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 related to inclusion in early years contexts. You will examine research and curriculum documents including EYLF, QKLG and ACARA, relating to diversity and inclusive practices to design and adapt learning environments and resources to meet the needs of children. You will gain an understanding of information literacy to develop new knowledge through scholarly conversations and participation in likeminded communities that focus on inclusive practices that are responsive to the diverse needs of children.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Lecture</b> – Lecture Description: There will be a scheduled weekly lecture of 2 hours. Weekly lecture notes will be available to support your learning.	2hrs	Week 1	10 times
<b>Tutorial/Workshop</b> – Tutorial Description: There will be a scheduled weekly tutorial of 2 hours. Weekly tutorial notes will be available to support your learning.	2hrs	Week 1	10 times

### 1.3. Course Topics

#### Module 1:

- Legislation and policies on inclusion and inclusive practice;
- Understanding inclusion in the early years;
- Inclusive programs for young learners' participation with the curriculum;
- Creating inclusive learning environments; and
- Planning for inclusion in the early years.

#### Module 2:

- Diversity, including gender and gifted and talented learners;
- Cultural and linguistic diversity, including Aboriginal and Torres Strait Islander learners;
- Supporting learners with disabilities and health issues;
- Differentiated practices to meet young learners' needs;
- Facilitating language, communication and literacies; and
- Use of ICT to promote cognitive and social development.

#### Module 3:

- EYLF, QKLG and Australian Curriculum – focus documents;
- Inclusive practices and intervention;
- Diversity and Diverse needs across a full range of capabilities;
- Adjustments using accommodation and modification; and
- Using differentiated practices in the teaching cycle (planning, teaching, assessing, reflecting).

#### Module 4:

- Understanding the nature of challenging behaviours and their causes in young learners;
- Recognising the influence of home, society and school in creating discipline problems; ;
- Theory based discipline models including guidance behaviour to support challenging behaviours;
- Preventative and Intervention/corrective strategies; and
- Whole school and classroom approaches for managing challenging behaviours.

## 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 program.

## 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><b>1</b> 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.</p>	Empowered	<p>1.1 - Physical, social and intellectual development and characteristics of students</p> <p>1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students</p> <p>1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>1.6 - Strategies to support full participation of students with disability</p> <p>3.2 - Plan, structure and sequence learning programs</p>
<p><b>2</b> Collaborate in groups and apply knowledge of diverse needs including disability to support student success through differentiated practices in planning, teaching and assessing.</p>	Knowledgeable Ethical	<p>1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>2.3 - Curriculum, assessment and reporting</p> <p>3.1 - Establish challenging learning goals</p> <p>3.2 - Plan, structure and sequence learning programs</p> <p>4.1 - Support student participation</p> <p>5.1 - Assess student learning</p>
<p><b>3</b> Synthesise information to demonstrate effective planning, teaching and assessing strategies that considers the needs of students with challenging behaviours</p>	Knowledgeable	<p>2.3 - Curriculum, assessment and reporting</p> <p>4.1 - Support student participation</p> <p>4.2 - Manage classroom activities</p> <p>4.3 - Manage challenging behaviour</p> <p>4.4 - Maintain student safety</p> <p>5.2 - Provide feedback to students on their learning</p>
<p><b>4</b> Examine and evaluate current legislation, policy and discipline models on classroom behaviours and inclusive practice in order to apply them to decision making in prior to school and school contexts.</p>	Empowered Engaged	<p>1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>4.1 - Support student participation</p> <p>4.3 - Manage challenging behaviour</p> <p>4.4 - Maintain student safety</p> <p>7.2 - Comply with legislative, administrative and organisational requirements</p>

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Enrolled in Program ED304, AE302, ED301, ED303, ED601, 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

Week 10 quiz is weighted at 30%. To ensure you are well supported, in class quizzes weighted individually at 10% are scheduled in Week 2, 3, 4, 5 and 6. The online quizzes will provide you with early feedback to support your knowledge and understanding of course content and assist you with your preparation for the Week 10 quiz.

### 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	80%	<p>Week 2,3,4,5 and 6 online quizzes will be completed in class. Weekly quizzes are weighted at 10% each. You will have 30 minutes to complete each of the Week 2,3, 4 5 and 6 quizzes.</p> <p>Week 10 online quiz will be completed in class. Week 10 quiz is weighted at 30% (1500 words or equivalent). You will have 90 minutes to complete the Week 10 quiz.</p>	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Artefact - Creative, and Written Piece	Group	20%	1500-word equivalent	Throughout teaching period (refer to Format)	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Online in-class quizzes

<b>GOAL:</b>	<p>Demonstrate your knowledge and understanding of diversity, inclusion, differentiation and the diverse needs of children in prior to school and students in early school contexts.</p> <p>You will need an electronic device to complete each of the online in-class quizzes.</p>
<b>PRODUCT:</b>	Quiz/zes
<b>FORMAT:</b>	<p>You will need an electronic device to complete each of the online in-class quizzes.</p> <p>The Week 2, 3, 4, 5 and 6 online in-class quizzes are a combination of multiple choice and short answer questions sourced from your e-text and class work.</p> <p>The Week 10 online in-class quiz requires essay style responses to scenarios.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Legislation and policies on inclusive practices
	2	Diverse needs and disabilities in early years
	3	Adaptation and intervention in early learning
	4	Guidance and managing behaviour in early learning
	5	Assessment criteria are mapped to the course learning outcomes. <span style="float: right;">1 2 3 4</span>

### All - Assessment Task 2: Diverse Needs Teaching Workshop

<b>GOAL:</b>	The goal of this task is for you to work collaboratively in small groups to implement a diverse needs teaching workshop.	
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece	
<b>FORMAT:</b>	<p>Due in weeks 6 and 7 (as allocated). Your group will be provided with a class scenario, a subject area and a diverse need for this task</p> <p>You will work collaboratively to:</p> <ul style="list-style-type: none"> <li>- prepare a one-page e-hand out on the diverse need, including considerations and adjustments for planning, teaching and assessing the diverse need allocated to your group. Your hand out will include support agencies and useful websites relevant to your diverse need topic;</li> <li>- create a lesson plan in full for the whole class including the diverse need students;</li> <li>- implement the lesson plan as part of the teaching workshop. Each student in the group is required to implement a section of the lesson plan; and</li> <li>- provide a summary of the work undertaken for the teaching workshop.</li> </ul>	
<b>CRITERIA:</b>	No.	Learning Outcome assessed
	1	Knowledge of diverse needs and its implications on inclusive practice
	2	Evidence of inclusive practices in teaching segment
	3	Adjustments include examples of accommodation and modification to meet diverse needs
	4	Demonstration of effective planning, teaching and assessment strategies for whole class and diverse needs students
	5	Written communication skills and academic literacies including English expression and grammar, spelling, punctuation, APA referencing conventions
	6	Oral communication skills appropriate to the audience

## 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. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1	<ul style="list-style-type: none"> <li>• Understanding Inclusive education in prior to school and early school contexts;</li> <li>• Legislation and policy including Human Rights, Disability and Inclusion; and</li> <li>• Creating inclusive learning environments for children in prior to school and students in school contexts.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>• Diversity:</li> <li>• Cultural and linguistic diversity, gifted and talented, Aboriginal and Torres Strait Islander Learners including EAL/D;</li> <li>• Disability, health issues and well being; and</li> <li>• Assistive Technologies.</li> </ul>
Module 3	Inclusion and Diversity (EYLF, QKLG and Australian Curriculum); <ul style="list-style-type: none"> <li>• Inclusive practices and intervention;</li> <li>• Planning for inclusion in prior to school and early school contexts;</li> <li>• Adjustments to meet the needs of students across a full range of capabilities;</li> <li>• Differentiation within the teaching cycle (planning, teaching, assessing, reflecting and evaluating);</li> </ul>
Module 4	<ul style="list-style-type: none"> <li>• Understanding the nature of behaviour problems and their causes;</li> <li>• Recognising the role of home, society and schooling in managing behaviour problems including bullying and Cyber bullying;</li> <li>• Different discipline models and theory-based discipline models including guidance behaviour and the Essential Skills of Classroom Management;</li> <li>• Whole school and class approaches for managing challenging behaviour.</li> </ul>

## 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 Blackboard 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	PUBLISHER
Required	Please take advantage of the discount code listed on EDU218 Blackboard before purchasing the e-text. The e-text for use in EDU218 is: Foreman, P., & Arthur-Kelly, M. (Eds)	2017	Inclusion in Action.	Cengage Australia

### 8.2. Specific requirements

Current Blue Card for place-based field trip.

It is expected that you will have access to the internet to access electronic material available online via the University Blackboard 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 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. 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](mailto:studentcentral@usc.edu.au).

### 10.5. 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](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.6. 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](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

### 10.7. 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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