USC

Course Outline

Code: EDU218
Title: Inclusive Practices and Intervention in Early Learning

Faculty: Science, Health, Education and Engineering
School: Education
Teaching Session: Semester 1
Year: 2019
Course Coordinator: Dr Anne Drabble   Email: adrabble@usc.edu.au   Tel: 54565514
Course Moderator: Dr Beverly Dann

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   Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Non SPE school visits	Visits to a local school may be organised to provide you with classroom experience and interactions with diverse needs students.

2.   What level is this course?
200 level Developing - Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd 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?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Examine and evaluate current legislation and policies on inclusive practice and apply them to decision making in early years contexts.	Task 2: Literature review Task 3: Diverse needs teaching workshop	Empowered
Collaborate in groups and apply knowledge of diverse needs and disabilities to adapt the curriculum and develop differentiated learning, teaching and assessment strategies in literacy that include the extended use of ICT for learners.	Task 3: Diverse needs teaching workshop	Sustainability Focused
Synthesise information to demonstrate effective planning and assessment strategies that considers the needs of students with challenging behaviours	Task 2: Literature review Task 3: Diverse needs teaching workshop	Sustainability Focused
Collaborate in groups and apply knowledge of managing behaviour, diverse needs and disabilities to adapt the curriculum and develop differentiated learning, teaching and assessment strategies in literacy that include the extended use of ICT for learners	Task 3: Diverse needs teaching workshop Task 1 &Task 4: In class tests and exam	Ethical
Engage in discussions around educational policy on literacy and numeracy and identify your personal professional development needs in literacy and numeracy.	Task 2: Literature review Task 3: Diverse needs teaching workshop Task 1 & Task 4: In class tests and exam	Empowered
Examine and evaluate current legislation and policies and discipline models on classroom behaviours and inclusive practice in order to apply them to decision making in Early Years contexts.	Task 2: Literature review Task 3: Diverse needs teaching workshop Task 1 & Task 4: In class tests and exam	Sustainability focused

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 Enrolment restrictions

Enrolment restricted to students enrolled in program AE302, ED303, ED304, ED601, ED602, UU301 and XU301

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

EDU343 or EDU643

5.5 Specific assumed prior knowledge and skills (where applicable)
Nil

6. How am I going to be assessed?

6.1 Grading scale
Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress
Task 4 Week 10 exam is weighted at 40%. To ensure you are well supported, online in class tests weighted at 20% is scheduled in Weeks 2, 4, 6 and 8.. The online tests will provide you with early feedback and exam experience to manage course content. .

6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Online in class tests	Individual	20%	500 words	Weeks 2, 4, 6, and 8	In your scheduled classes. You are required to have access to a digital device to complete the in-class tests.
2	Literature review	Individual	20%	1500 words	Week 5 Friday 3pm	Blackboard **Safe Assign**
3	Diverse Needs teaching workshop	Group/Individual	20%	1500-word equivalent	Week 6 and Week 7 (as allocated)	Documents are required in hard copy for your tutor at the time of your teaching workshop. Individual sections are to be submitted individually to Blackboard **Safe Assign** prior to your workshop, and the e-handout emailed to your tutor at least 2 days prior to your workshop.
4	In class written exam	Individual	40%	1500 words	Week 10	In your scheduled classes
			100%			

Assessment Task 1: Online in- class tests

Goal:	Demonstrate your understanding of diversity and inclusive practices.
Product:	On line in class tests
Format:	The in-class tests will provide you with the opportunity to evidence your knowledge of diversity, diverse needs and inclusion in early years contexts (prior to school and school) gained from our class work and your e-text. • you will need to bring an electronic device to complete the online tests. • the in-class tests will be a combination of multiple choice and short answer questions sourced from your e-text and class work. • thirty minutes has been allocated for each in-class test.
Criteria:	1. Legislation and policies on inclusive practices; 2. Diverse needs and disabilities in early years; 3. Adaptation and intervention in early learning; and 4. Guidance and managing behaviour in early learning

Assessment Task 2: Literature review

Goal:	To research relevant information on a diverse needs topic
Product:	Summary of literature search and literature review
Format:	You will be allocated a diverse needs topic to research. You will use your research skills and the knowledge gained from the Information Literacy sessions provided in Week 1 and Week 2 to respond to this task. Additional information is provided on Blackboard. Part One: • complete a literature search on your diverse needs topic, • create a summary of the information collated from your search including useful websites and support agencies. Part Two: • select a scholarly article relevant to your diverse needs topic, code it and prepare an executive summary using the headings provided on Blackboard. • a coded copy of your scholarly article is required with your assessment submission.
Criteria:	1. Relevance of information and weblinks on diverse needs topic; 2. Interpretation of the purpose of the article; design of the study; conclusion; 3. Appropriateness of coding used to interpret the article; 4. Implications for planning, practice and assessment; 5. Precision and accuracy of executive summary; and 6. Written communication skills and academic literacies including English expression and grammar, spelling, punctuation, APA referencing conventions.

Assessment Task 3: Diverse Needs Teaching Workshop

Goal:	The goal of this task is for you to work collaboratively to implement a diverse needs teaching workshop
Product:	A teaching workshop highlighting teacher/ teaching considerations and adjustments required for planning, teaching and assessing to meet the needs of all students including students with diverse needs
Format:	Your group will be provided with a class scenario, a subject area and a diverse need for this task You will work collaboratively to: • prepare a one-page e-hand out on the diverse need, including teacher/teaching considerations such as adjustments, accommodations and modifications for planning, teaching and assessing the diverse need allocated to your group; • create a lesson plan in full for the whole class including the diverse need students; • implement the lesson plan as part of the teaching workshop. Each student is required to implement a section of the lesson plan; and • provide a summary of the work undertaken for the teaching workshop.
Criteria:	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; and 6. Oral communication skills appropriate to the audience.

Assessment Task 4: In class exam

Goal:	Demonstrate your understanding of diversity and inclusive practices.
Product:	In class written exam
Format:	The in-class exams will provide you with the opportunity to evidence your knowledge of diversity, diverse needs and inclusion in early years contexts. • provide information on the diverse need; • identify adjustments to the learning environment; • create strategies to promote inclusion; and • provide an example of differentiated planning, teaching and assessment. The in-class written exam in Week 10 will be 1.5 hours with 5 minutes reading time. You can bring an A4 page of notes into the exam. Please check Blackboard for additional information.
Criteria:	1. Legislation and policies on inclusive practices; 2. Diverse needs and disabilities in early years; 3. Adaptation and intervention in early learning; and 4. Guidance and managing behaviour in early learning

7. What are the course activities?

7.1 Directed study hours

The directed study hours for this course are a portion of the workload for this course. A 12-unit course will have a total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.2 Course content

Week # / Module #	What key concepts/content will I learn?
Module 1	Legislation and policies on inclusion and inclusive practice Understanding inclusion in the early years Inclusive programs for young children Inclusion in the curriculum Creating inclusive learning environments. Planning for inclusion in the early years.
Module 2	Diversity and differentiation Similarities and differences among children Diverse needs including gender and gifted and talented learners Cultural and linguistic diversity Supporting children with disabilities and health issues Facilitating language, communication and literacies Use of ICT to promote cognitive and social development
Module 3	ACARA English, Mathematics and Science Developing digital learning activities using ACARA English (Language, Literature, and Literacy) Developing digital learning activities using ACARA Mathematics (Number and Algebra, Measurement and Geometry, Statistics and Probability). Developing digital learning activities using ACARA Science (Science Understanding, Science Human Endeavour and Science Inquiry Skills) ACARA General Capabilities: P – Year 6
Module 4	Understanding the nature of behaviour problems and their causes Recognising the roles of home, society and school in creating discipline problems Different discipline models and theory based discipline models including guidance behaviour Preventive and Intervention/ corrective strategies School wide strategies Managing Aboriginal and Torres Strait students' learning styles and behaviour.

Please note that the course activities may be subject to variation.

8.   What resources do I need to undertake this course?

Please note that 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)

Author	Year	Title	Publisher
Foreman, P., & Arthur-Kelly, M. (Eds)	2017	Inclusion in Action. (5ᵗʰ Ed).	Cengage Australia

This text is available as an e-text. Students are encouraged to check Blackboard for a **discount code** prior to purchasing their e-text to obtain an additional discount.
.https://www.cengagebrain.com.au/shop/isbn/9780170376174?parent_category_rn=&top_category=&urlLangId=-1&errorViewName=ProductDisplayErrorView&categoryId=&urlRequestType=Base&partNumber=9780170376174&cid=ausprodpage

8.2   Specific requirements

Nil

9.   Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module 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:
a)   The final mark is in the percentage range 47% to 49.4%
b)   The course is graded using the Standard Grading scale
c)   You have not failed an assessment task in the course due to academic misconduct

10.3   Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

10.4   Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5   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

10.6   General Enquiries

In person:
- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **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

Tel: +61 7 5430 2890
Email: studentcentral@usc.edu.au

10.7   School specific information

The assessment tasks in this course support pre-service teachers to *explicitly* demonstrate the following Australian Professional Standards for Teachers (Graduate)

Assessment Task	Australian Professional Standards for Teachers (Graduate)	National Quality Standard
Task 2: Literature review	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability 3.7 Describe a broad range of strategies for involving parents/carers in the educative process 3.7 Describe a broad range of strategies for involving parents/carers in the educative process 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements	1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing; confidence as learners and effectiveness as communicators. 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program. 5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.
Task 3: Diverse Needs Teaching Workshop	1.3 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 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 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of ability 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1.1.5 Every child is supported to participate in the program. 3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments. 3.3.1 Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space. 5.1 Respectful and equitable relationships are developed and maintained with each child.

	3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. 3.5 Demonstrate a range of verbal and nonverbal communication strategies to support student engagement 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.	
Task 1 and Task 4: In class tests and exams	1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio economic backgrounds 1.4 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 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour 4.4 Describe strategies that support students' wellbeing and safety working within school and /or system, curriculum and legislative requirements.	