

## Course Outline

**Code: EDU205**

### **Title: Professional Learning: Facilitating the Learning Environment**

<b>School:</b>	Education
<b>Teaching Session:</b>	Semester 2
<b>Year:</b>	2020
<b>Course Coordinator:</b>	Kairen Call Email: kcall@usc.edu.au
<b>Course Moderator:</b>	Dr Sharon Louth

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**

This course will develop your understanding of the classroom management strategies essential for effective teaching in the primary school context. Emphasis is placed on contextualising management strategies within a variety of curriculum contexts and developing teaching practices that cater for diversity within classrooms. This course uses peer teaching and feedback to develop multiple skills and competence in facilitating quality learning design and delivery. The 20-day block of Supervised Professional Experience provides you with the opportunity to apply a diversity of hands-on strategies that are driven by the essential classroom management skills.

##### **1.2 Course topics**

Australian Professional Standards for Teachers (Graduate Level)  
Theories of Learning  
Theories of Student Behaviour  
Essential Skills of Classroom Management  
Practical application of Behaviour Theories  
Managing disruptive behaviour.  
School wide Behaviour Plans / Models  
Preparation for Supervised Professional Experience

#### **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?

<b>Specific Learning Outcomes</b> On successful completion of this course you should be able to:	<b>Assessment Tasks</b> You will be assessed on the learning outcome in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to you becoming:
Understand and enact ethical teacher practices.	Tasks 1, 2, 3, 4 and 5	Ethical.
Identify and reflect on your personal and professional development needs during your teaching and learning experiences	Tasks 4 and 5	Sustainability-focussed.
Demonstrate knowledge of the Essential Skills of Classroom Management (ESCM). Model and identify these skills as observed within a classroom setting.	Tasks 2, 3 and 4	Knowledgeable.
Apply ESCM model and teaching techniques to engage students in a primary school environment	Tasks 3 and 4	Sustainability-focussed.
Work with other professionals and peers to develop classroom and behaviour management strategies	Tasks 4 and 5	Empowered.
Communicate appropriate messages within an educational setting using a range of communication techniques	Tasks 3, 4 and 5	Engaged.

#### 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

Students must be enrolled in ED304 Bachelor of Primary Education or ED306 Bachelor of Education (Primary) (Graduate Entry).

##### 5.2 Pre-requisites

(EDU106 and enrolled in Program ED304) or (EDU105 and enrolled in Program ED306)

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

Nil

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

Understanding of the Australian Professional Standards for Teachers.

## 6. How am I going to be assessed?

### 6.1 Grading scale

Limited – Pass (PU), Fail (UF)

### 6.2 Details of early feedback on progress

Students will receive weekly feedback on their progress when they complete the quizzes required in Task 2. They will also receive formative feedback through the completion of the Professional Journal. (Task 1). This will allow students to assess their progress in the course early in the semester.

### 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	Code of Conduct	Individual	N/A	Ongoing throughout course	Friday 4pm Week 2	Blackboard
2	Weekly Quiz	Individual	N/A	Weeks 2- 6	Prior to weekly tutorials	Blackboard
3	Classroom Management Plan infographic	Individual	N/A	500 word equivalent and 5 minutes	Weeks 8 & 9	In Tutorials and e-Portfolio
4	Supervised Professional Experience	Individual	N/A	20 days in-school setting	On completion of SPE	WILS
5	Professional Learning Plan and Professional Conversation	Individual	N/A	500 words and in class discussion	Debrief Session (TBA)	In Debrief

#### Assessment Task 1: Code of Conduct

<b>Goal:</b>	The goal of this task is to critically analyse the Code of Conduct for the School of Education and reflectively operate within its guidelines during a work integrated learning (WIL) experience.
<b>Product:</b>	WIL experience in accordance with the Code of Conduct
<b>Format:</b>	To acknowledge your agreement with the responsibilities and behaviours detailed with the Code of Conduct you must firstly sign the agreement and submit it. Secondly, you must conduct yourself in accordance with the Code of Conduct guidelines while completing your WIL (20 days in primary school setting), during lectures, tutorials and the debrief, as well as when identifiable as a USC student (W.F.E., Professional Development, broader on campus activities). To be eligible to pass, you are required to follow the code of conduct over the entirety of the course and complete the Supervised Professional Experience satisfactorily according to the criteria below.
<b>Criteria:</b>	The Course Tutor, Coordinator of Educational Partnerships and Professional learning, the Course Coordinator and the Professional Learning Liaison will evaluate your performance and the quality of your work and make an assessment against the following criteria: <ul style="list-style-type: none"> <li>• Signed and submitted Code of Conduct.</li> <li>• Demonstration of personal behaviour throughout the duration of the course, that</li> </ul>

	<p>is in accordance with the School of Education's Code of Conduct.</p> <ul style="list-style-type: none"> <li>• Demonstration of professional adherence to the discipline specific Code of Conduct.</li> <li>• Successful completion of the required 20 days of SPE.</li> <li>• Successful completion of the required 30 days of SPE.</li> </ul> <p><b>NB: This assessment task must receive a PASS grade to enable progression to the Supervised Professional Experience</b></p>
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### Assessment Task 2: Weekly Quizzes

<b>Goal:</b>	You will demonstrate your knowledge and understanding of the course content and its application to the primary school classroom.
<b>Product:</b>	Weekly online quizzes
<b>Format:</b>	<p>You will undertake weekly quizzes (from weeks 2-6) in order to demonstrate your depth of understanding of key principles and theories related to facilitating the learning environment.</p> <p>The quizzes will contain multiple choice questions and true/false responses which are derived from the weekly lecture content and course readings.</p>
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Demonstration of knowledge and understanding of classroom management theory for the primary school setting.</li> <li>• Demonstration of knowledge and understanding of classroom management practices within the primary school setting.</li> <li>• Written communication skills and academic literacies including English expression grammar, spelling, punctuation and APA referencing of sources.</li> </ul> <p><b>NB: This assessment task must receive a PASS grade to enable progression to the Supervised Professional Experience.</b></p>

### Assessment Task 3: Classroom Management Plan (Infographic and Presentation)

<b>Goal:</b>	You will apply your knowledge and understanding of classroom management and develop a classroom management plan for a Primary school classroom.
<b>Product:</b>	A 5-minute presentation of your classroom management plan infographic.
<b>Format:</b>	<p>You will need to complete the following steps to enable you to develop a classroom management plan for a primary school classroom;</p> <ol style="list-style-type: none"> <li>1. Draw from the classroom management theories, approaches and strategies provided in lectures, tutorials and course readings to develop your classroom management plan.</li> <li>2. Create an infographic to represent your classroom management plan.</li> <li>3. Present the key points from your classroom management plan infographic in a 5-minute presentation to your tutorial group.</li> <li>4. Upload your Classroom Management Plan to your Professional e-Portfolio.</li> </ol>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Demonstration of knowledge and understanding of effective classroom management theory</li> </ol>

	<ol style="list-style-type: none"> <li>2. Demonstration of knowledge and understanding of effective and ethical classroom management practices for the Primary classroom</li> <li>3. Demonstration of knowledge and understanding of the connection between the APST and effective classroom management</li> <li>4. Demonstration of digital technology capabilities to communicate messages effectively</li> <li>5. Demonstration of your oral communication skills to communicate messages effectively</li> </ol> <p><b>NB: This assessment task must receive a PASS grade to enable progression to the Supervised Professional Experience.</b></p>
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#### Assessment Task 4: Supervised Professional Experience

<b>Goal:</b>	You will apply and develop knowledge and understanding of Course topics on classroom strategies and behaviour management in an authentic context.
<b>Product:</b>	Emerging teaching competencies measured against the Australian Professional Standards for Teachers (APST) at the Graduate Career Stage.
<b>Format:</b>	Attendance at and completion of a 20-day block Supervised Professional Experience under the guidance of a Queensland registered teacher. Specific requirements and assessment criteria of the SPE are located in the SPE handbook on BlackBoard (see Professional Learning BlackBoard site). Your SPE Report will be submitted on WILS by your supervising teacher.
<b>Criteria:</b>	This task will be assessed against the Australian Professional Standards for Teachers (APST) at the Graduate Career Stage as indicated on the Supervised Professional Experience final report.

#### Assessment Task 5: Professional Learning Plan and Professional Conversation

<b>Goal:</b>	You will reflect on your application of classroom management knowledge and understanding and identify your classroom management professional learning needs.
<b>Product:</b>	Updated Professional Development Plan and Professional Conversation
<b>Format:</b>	<p>You will need to complete the following steps;</p> <ol style="list-style-type: none"> <li>1. Reflect on your SPE experiences and SPE Final Report.</li> <li>2. Identify your classroom management strengths and weaknesses against the APST.</li> <li>3. Update your Professional Learning Plan.</li> <li>4. Upload your Professional Learning Plan to your Professional e-Portfolio.</li> <li>5. Participate in a professional conversation with a group of peers and your tutor, using the Professional Learning Plan to guide your contribution to the conversation.</li> </ol> <p>NB. Professional Learning Plan Template is provided in Blackboard</p>
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Reflects on and identifies own classroom management strengths and weaknesses.</li> <li>• Identifies professional learning needs for successful classroom management, aligned to the APST descriptors.</li> <li>• Articulates knowledge and understanding of approaches and strategies used for classroom management.</li> <li>• Oral Communication Skills</li> </ul>

## 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.

There is also a 20-day Supervised Professional Experience required as part of this course.

This course will be delivered via technology-enabled learning and teaching. All lectures will remain in this mode for Semester 2 2020. When government guidelines allow, students that elected on-campus study via the class selection process will be advised when on campus tutorials and practical sessions will resume.

### 7.2 Course content

Week # / Module #	What key concepts/content will I learn?
Module 1	<p><b>An Introduction to Classroom Management</b> This module provides you with an opportunity to explore classroom management ethics, histories, theories and approaches. It will help you to know and understand what constitutes effective classroom management in a 21<sup>st</sup> century classroom.</p>
Module 2	<p><b>Classroom Management in Practice</b> This module will build on your understanding of the ethics, histories, theories and approaches of effective classroom management by exploring effective classroom management strategies.</p>
Module 3	<p><b>Classroom Management Planning</b> This module will require you to articulate your own beliefs about what constitutes effective classroom management in a 21<sup>st</sup> century classroom, and align these to professional ethics, histories, theories, approaches and strategies. You will examine classroom management plans and develop your own classroom management plan.</p>
Module 4	<p><b>Supervised Professional Experience</b> This module will provide you with an opportunity to explore and apply effective classroom management in your practice. You will be asked to reflect on classroom management approaches that you observe and your own classroom management skills. You will reflect on the theory that drives these approaches. You will also be required to consider your own classroom management professional learning needs</p>
Module 5	<p><b>Classroom Management Needs</b> This module will require you to explore and discuss your classroom management understanding and skills. You will develop a professional learning plan that addresses your strengths and weaknesses in preparation for on-going learning.</p>

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
Allen, J. & White, S.	2018	Learning to Teach in a New Era	Cambridge University Press

### 8.2 Specific requirements

Students are responsible for appropriate dress required for Supervised Professional Experience with a school.

## 9. Risk management

Health and safety risks 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

#### 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.

### Digital portfolio

As a student enrolled in this course you will have access to the Pebble Pad Digital Portfolio through the course Blackboard site. You are required to use this site, or similar digital portfolio platform as an electronic repository of evidence you will be required to gather to meet the Australian Professional Standards for Teachers. It is your responsibility to ensure you have adequate internet access to develop and populate your e-Portfolio.

### 10.3 Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or accommodations for assessment.

### 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](mailto: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 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

Tel: +61 7 5430 2890

Email: [studentcentral@usc.edu.au](mailto: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 level)
Task 1: Code of Conduct	6.1 Demonstrate an understanding of the role of the Australian professional standards for teachers in identifying professional learning needs 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practice 6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning

	<p>7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession</p> <p>7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</p> <p>7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p>
<p>Task 2: Weekly Quizzes</p>	<p>1.1 Demonstrate knowledge and understanding of students' social development and characteristics</p> <p>1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</p> <p>3.3 Include a range of teaching strategies</p> <p>3.5 Demonstrate a range of verbal and nonverbal communication strategies to support student engagement</p> <p>4.1 Identify and reflect on strategies to support inclusive participation and engagement in classroom activities</p> <p>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</p> <p>4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p>
<p>Task 3: Classroom Management Plan Infographic</p>	<p>1.1 Demonstrate knowledge and understanding of students' social development and characteristics</p> <p>1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</p> <p>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.</p> <p>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.</p> <p>1.5 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>1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</p> <p>4.1 Identify and reflect on strategies to support inclusive participation and engagement in classroom activities</p> <p>4.3 Demonstrate knowledge and practical approaches to manage challenging behaviour</p> <p>4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</p> <p>4.5 Demonstrate an understanding of the relevant issues and strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <p>6.1 Demonstrate an understanding of the role of the Australian professional standards for teachers in identifying professional learning needs</p> <p>7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</p> <p>7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</p>

Task 4: Supervised Professional Experience	<p>1.1 Demonstrate knowledge and understanding of students' social development and characteristics</p> <p>1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</p> <p>1.5 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>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p>2.2 Organise content into an effective learning and teaching sequence</p> <p>2.3 Use curriculum and assessment knowledge to design learning sequences and lesson plans</p> <p>3.1 Set learning goals that provide achievable challenges for students of varying abilities</p> <p>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies</p> <p>3.3 Include a range of teaching strategies</p> <p>3.4 Demonstrate knowledge of a range of resources</p> <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support engagement</p> <p>4.1 Identify and reflect on strategies to support inclusive participation and engagement in classroom activities</p> <p>4.2 Demonstrate the ability to give clear instructions</p> <p>4.3 Demonstrate knowledge and practical approaches to manage challenging behaviour</p> <p>5.1 Demonstrate understanding of assessment strategies, including formal and informal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning</p> <p>6.1 Demonstrate an understanding of the role of the Australian professional standards for teachers in identifying professional learning needs</p> <p>6.2 Understand the relevant and appropriate sources of professional learning for teachers</p> <p>6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practice</p> <p>6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning</p> <p>7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession</p> <p>7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</p>
Task 5: Course Debrief	<p>6.1 Demonstrate an understanding of the role of the Australian professional standards for teachers in identifying professional learning needs</p> <p>6.2 Understand the relevant and appropriate sources of professional learning for teachers</p> <p>6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practice</p> <p>6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning</p> <p>7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession</p>