



## Course Outline

**Code: EDU308**

### **Title: Professional Experience: Differentiated Practice**

<b>School:</b>	Education
<b>Teaching Session:</b>	Semester 2
<b>Year:</b>	2020
<b>Course Coordinator:</b>	Dr Sharon Louth email: slouth@usc.edu.au
<b>Course Moderator:</b>	Dr Kenneth Young

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 has a strong focus on diversity that is underpinned by a deep understanding of pedagogies of equity and differentiation. Consideration is given to educational policy on the implementation of a differentiated curriculum as it pertains to the learning styles, needs and contexts of children with disabilities and impairments, with learning difficulties, those with exceptional gifts and talents, those at-risk and those with high support needs. This course includes a 20 day Supervised Professional Experience component.

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

- Applying the Australian Professional Standards for Teachers to personal teaching performance
- Evidence based practice to cater for individual learner needs
- Synthesis of theories, strategies, practices, concepts, contexts and issues related to differentiated education
- Concepts of equity and diversity and the development of self-perception and identity
- Appraising the impact of teaching through differentiated practice on student learning

#### **2. What level is this course?**

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th 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:
Evidence the Australian Professional standards for teachers (APST) including codes of conduct, LANTITE, and professional experience.	Task 1	Engaged.
Apply knowledge, understanding and skills as a professional educator to interpret, implement, integrate and adapt learning for individuals and community needs and personally reflect on that process.	Task 1, 2 and 3	Empowered
Collaborate professionally with colleagues, parents/carers and the community to facilitate productive relationships with all stake-holders to achieve educational outcomes	Task 3	Engaged.
Demonstrate ethical practices, based on professional integrity, that support social justice and inclusion for all stakeholders in education.	Task 2, 3	Ethical.
Demonstrate knowledge, skills, integrity and collaboration as a professional educator to develop and implement appropriate learning for individuals in a school setting.	Task 1, 2 and 3	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

Enrolled in ED304, ED306 or ED303

##### 5.2 Pre-requisites

(EDU339 and enrolled in ED303) or (EDU205 and enrolled in ED304 or ED306 and WFE

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

Nil

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

Nil

## 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 be given feedback to accompany each task to assist the student to improve and progress through the course.

### 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	Professional Competencies	Individual	N/A	3 x 30 min quizzes In class presentation (20 mins)	Week 3 and 4	Online quiz on Blackboard and In class presentation
2	Planning for Differentiation	Group	N/A	In Class Presentation (20 mins)	Week 8	In class presentation
3a	Supervised Professional Experience	Individual	N/A	20 days	On completion of SPE	WILS
3b	Appraising impact	Individual	N/A	In class presentation (20 mins)	Debrief meeting, as timetabled	In class

#### Assessment Task 1: Professional Competencies

<b>Goal:</b>	This task enables you to demonstrate your evidence of compliance with Professional Competencies associated with the teaching profession, including, i) The Professional Code of Conduct; ii) LANTITE; iii) WFE requirements iv) APST evidence.
<b>Product:</b>	3 x Online Quizzes and In class presentation (20 mins max)
<b>Format:</b>	This assessment task has four distinct parts: Part One: Code of Conduct statement via quiz Part Two: LANTITE statement via quiz Part Three: WFE statement via quiz Part Four: Present your completed APST grid based on the evidence you have collected to date and highlight areas requiring attention (on the template provided) accompanied with ideas to address evidence gaps
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Evidence of Code of Conduct</li> <li>2. Evidence of LANTITE.</li> <li>3. Evidence of WFE</li> <li>4. Evidence of APST</li> </ol>

**Assessment Task 2: Planning for Differentiation**

<b>Goal:</b>	This task allows you as a Pre-service Teacher to document differentiated practice through applying teaching and learning strategies to address specific individual learner needs.
<b>Product:</b>	Group presentation of teaching and learning strategies applied to a specific scenario
<b>Format:</b>	A 20 minute group presentation
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Identification of student learning needs</li> <li>• Demonstrate knowledge and understanding of teaching strategies to meet individual learner needs</li> <li>• Justification of chosen strategies to ensure successful learning outcomes for the individual learner</li> <li>• Linking theory and practice Visual, Oral and Written communication skills and academic literacies including grammar, English expression and technical accuracy</li> </ul>

**Assessment Task 3a: Supervised Professional Experience.**

<b>Goal:</b>	This task is to apply and develop knowledge and understanding of your teaching competencies in an authentic school-based setting.
<b>Product:</b>	Supervised Professional Experience report
<b>Format:</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

**Assessment Task 3b: Appraising Impact**

<b>Goal:</b>	This task enables you to evaluate the impact of your teaching on student learning outcomes
<b>Product:</b>	Reflection
<b>Format:</b>	Debrief Day involving peer moderation of impact and SWOT analysis on the impact of your teaching on student learning outcomes
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• identification of strengths and discussion relating to results</li> <li>• identification of areas of concern and discussion relating to results</li> <li>• suggestions/modifications for future</li> <li>• communication skills and academic literacies</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: (Weeks 1-3)	<ul style="list-style-type: none"> <li>• Understanding who I am as a teacher</li> <li>• Professional Code of Conduct</li> <li>• Reflecting on the APSTs</li> <li>• Review of final education requirements</li> </ul>
Module 2: Weeks 4-9)	<ul style="list-style-type: none"> <li>• Synthesis of theories, practices, concepts, contexts and issues related to differentiated education.</li> <li>• Synthesis of teaching strategies to support meeting individual learner needs</li> <li>• Concepts of equity and diversity and the development of self-perception and identity.</li> <li>• Appraising the impact of teaching strategies on student learning outcomes</li> </ul>
Module 3: (Week 10 -16)	<ul style="list-style-type: none"> <li>• Pre placement site visit</li> <li>• 20 days Supervised Professional Experience as per handbook</li> <li>• Debrief</li> </ul>

Please note that the course content 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 Recommended text(s)

Whitton, D. (2017). *Teaching and learning strategies*. Port Melbourne, VIC: Cambridge University Press

### 8.2 Specific requirements

Professional attire suitable for undertaking school-based Supervised Professional Experience will be required during the SPE component of this course.

## 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

### Limited Graded Course:

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

## 10.3 Assessment: Submission penalties

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

## 10.4 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 South Bank** - 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	National Professional Standards for Teachers (Graduate)
Task 1: Professional competencies	Standards 1 – 7 (as appropriate to the individual student)
Task 2: Planning for differentiation	Standards 1 – 7 (as appropriate to the individual student)
Task 3: Supervised Professional Experience	Standards 1 – 7 (as applicable to the stage of preservice teacher education program).