



COURSE OUTLINE

EDU419 Professional Experience: Individual Learner Needs

Course Coordinator: Allison Wright (awright2@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 2

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

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 of gifted and talented, at risk, high support needs, disabilities, impairments, learning difficulties. This course includes a 20-day Supervised Professional experience component.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times
Placement – 20 days placement	8hrs	Week 11	Not Yet Determined
Lecture – You are required to engage with an online lecture, associated activities and required/recommended course reading materials accessed through Blackboard and using the required text.	2hrs	Week 1	10 times

1.3. Course Topics

- Introduction to EDU419
- Policy and Legislation on a State, National and Global Platform - What does Support Reform look like?
- Learning Difficulty vs Learning Disability Students - including supporting students with a Learning Difficulty
- Supporting Students with Special Needs - Students with a Disability (Autism Spectrum Disorder; Intellectual Disability; Hearing Impairment)
- Supporting Students with Special Needs - Students with a Disability (Vision Impairment; Physical Impairment)
- Supporting Cultural Perspectives; Gifted and Talented; EALD; Gender Inclusivity - Who? What? When? Where? Why?
- Mental Health and Well Being Challenges and Support for your Students
- Managing Behavioural Needs of Students
- Engaging Students using Character Strengths
- 21st Century Learners - Where to from here?

2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study 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

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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 Ethical</p>	<p>1 - Know students and how they learn 1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 - Differentiate 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 2 - Know the content and how to teach it 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3 - Plan for and implement effective teaching and learning 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 3.6 - Evaluate and improve teaching programs 3.7 - Engage parents / carers in the educative process 5 - Assess, provide feedback and report on student learning 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data</p>

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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>2 Know and discuss the broad range of ethical and inclusive practices that support participation of all students in schools, including knowledge of legislation, policies and procedures.</p>	<p>Empowered Ethical</p>	<p>1 - Know students and how they learn 1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities 4 - Create and maintain supportive and safe learning environments 4.1 - Support student participation 4.2 - Manage classroom activities 4.3 - Manage challenging behaviour 4.4 - Maintain student safety 4.5 - Use ICT safely, responsibly and ethically 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements</p>
<p>3 Apply your knowledge, understanding and skills as a professional educator to interpret, implement, integrate and adapt learning for individual needs.</p>	<p>Empowered Ethical</p>	<p>5.3 - Make consistent and comparable judgements 5.4 - Interpret student data 6 - Engage in professional learning 6.1 - Identify and plan professional learning needs 6.2 - Engage in professional learning and improve practice 6.3 - Engage with colleagues and improve practice 6.4 - Apply professional learning and improve student learning</p>
<p>4 Identify and promote the importance of professional collaborations with colleagues, parents/carers and the community to facilitate productive relationships with all stake-holders to achieve positive educational outcomes for individual students.</p>	<p>Ethical Engaged</p>	<p>6 - Engage in professional learning 6.1 - Identify and plan professional learning needs 6.2 - Engage in professional learning and improve practice 6.3 - Engage with colleagues and improve practice 6.4 - Apply professional learning and improve student learning 7 - Engage professionally with colleagues, parents/carers and the community 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements 7.3 - Engage with the parents/carers 7.4 - Engage with professional teaching networks and broader communities</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

EDU328 and enrolled in Program AE304, ED303, ED304, ED306, ED315 or SE303

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

In week 3 of this course students will be given formative feedback on their understanding and implementation of the Code of Conduct during tutorials.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Code of Conduct	Individual	Duration of the course	Week 2	Online Assignment Submission
All	2	Written Piece	Individual	Lesson plan: 750 words	Week 4	Online Assignment Submission
All	3	Oral and Written Piece	Individual and Group	10 minute (maximum) individual presentation. 2-page presentation summary	Refer to Format	In Class
All	4	Oral and Written Piece	Individual	Part 1: WFE Evidence Log. Part 2: Written Reflection. Part 3: WFE Video Reflection Selfie	Week 9	Online Assignment Submission
All	5	Placement performance	Individual	20 days	Refer to Format	SONIA

All - Assessment Task 1: Code of Conduct

GOAL:	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.	
PRODUCT:	Code of Conduct	
FORMAT:	Critically analyse the Code of Conduct for the School of Education. Read and sign the agreement form and upload it to Blackboard. During your WIL experience, you are required to complete 20 days of work experience. To be eligible to pass, you are required to complete the Supervised Professional Experience Placement satisfactorily according to the criteria below. See Blackboard for your discipline specific Code of Conduct.	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstration of personal behaviour that is in accordance with the discipline specific Code of Conduct. 2
	2	Demonstration of professional adherence to the discipline specific Code of Conduct. 2
	3	Successful completion of the required 20 days of SPE 1 2 3 4

All - Assessment Task 2: Differentiated Lesson Plan

GOAL:	The goal of this task is to develop a lesson plan which demonstrates your ability to differentiate for a range of diverse learner needs in your class.	
PRODUCT:	Written Piece	
FORMAT:	Prepare a 45-minute lesson plan in your specialisation that includes strategies for catering for individual learner needs. You must demonstrate your knowledge of research and legislation for individual learner needs by incorporating differentiated practices (eg learning goals, strategies, resources and assessment adjustments) for the full range of abilities (physical, social and intellectual), to cater for literacy and numeracy needs, and to manage challenging behaviours. Include PCK for your specialisation, and safe and ethical use of ICT resources for students, and consider the involvement of parents/carers in your planning. Embed appropriate types of feedback to students in the lesson. Your lesson plan must include an evaluation section at the bottom in which you justify the choices, differentiation and classroom management strategies you have used. In addition, you will include identification of your professional learning needs in regard to this course and APST 4.3, 6.1, 6.2, 6.37.1, 7.2, 7.3, 7.4.	
CRITERIA:	No.	Learning Outcome assessed
	1	Applied knowledge and understanding of educational research and legislation evident in lesson planning. 2
	2	Implementation of engaging teaching strategies (pedagogical knowledge for your specialisation) and (formative) assessment processes for student learning. 1 3
	3	Evidence of inclusion, differentiation and classroom management strategies, including challenging behaviour and the use of ICT and parental involvement where appropriate 1 3 4
	4	Evaluation of the lesson plan and your professional learning needs. 1 3
	5	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy 1 2 3 4

All - Assessment Task 3: Professional Evaluation and Presentation: Student Learning Needs

GOAL:	The goal of this task is to work collaboratively with colleagues to discuss, negotiate and formulate appropriate plans for action to support students with individual learning needs in a provided scenario.	
PRODUCT:	Oral and Written Piece	
FORMAT:	<p>Submit: Week 7 (with presentations Week 7 and 8). Using the scenario provided, you are required to make a presentation to the school's Student Support Team for consultation and collaboration on future support plans for your class. You will work individually to: (1) identify the individual backgrounds and needs of the students in your class as a whole and 2 specific students with additional needs, (2) suggest interventions that you propose will be necessary to support your range of students (eg. in literacy, numeracy, physical, social, intellectual, behaviour, ICTs), and how these will be trialed and evaluated, (3) identify the key stakeholders you believe should be involved in specific interventions (including internal personnel and Advisory Visiting Teachers), (4) outline your communication strategy with all stakeholders including working effectively, sensitively and confidentially with parents/carer, (5) summarise and interpret assessment data/evidence and how you will use this for planning, (6) propose adjustments to possible assessment and how these might be moderated, (7) suggest strategies for transitioning your students into the next phase of schooling or work (if needed), (8) provide guidelines for future staff who will be working with your students and suggestions for future professional development that may be required to effectively cater to perceived needs and (9) explicitly identify legislative requirements and teaching strategies that support participation and learning of students with disability/learning impairments.</p> <p>The presentation: You are to upload a 2-page written summary of the key points of your presentation to Blackboard by Monday, 9 am, Week 7 and provide your tutor with a copy on the day of your presentation. Information should be referenced with current literature, legislation and learning theories. You will present your class to the Student Support Team (your tutorial class) in either Week 7 or 8 tutorial (to be negotiated with your tutor) for feedback and suggestions on future action plans.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge and understanding: inclusive and ethical practices support individual and community needs (including research and documentation of legislative requirements and teaching strategies that support student participation and learning). 1 2 3 4
	2	Application of skills: interprets, integrates, adapts learning and assessment for individual needs in a given scenario that contain a range of challenging issues 3
	3	Collaborative skills: working effectively, sensitively and confidentially with parents, support team and other internal and external parties (listening, responding, questioning, engaging with feedback). 4
	4	Oral communication skills: presents key ideas in a synthesised manner using inclusive language and effective time management. 1 2 3 4

All - Assessment Task 4: Professional Reflections

GOAL:	This task allows you as a Pre-service Teacher to document and reflect on your wider field experience (WFE) and reflect on how this relates to improving your practice to meet individual learner needs. You will also further develop your teaching philosophy through weaving these reflective practices with your theory-based curriculum.
PRODUCT:	Oral and Written Piece
FORMAT:	Completed WFE evidence log and reflections relating to meeting individual learner needs. A 5 minute video selfie of your reflections and evolving teaching philosophy will also accompany the evidence log and reflections.

CRITERIA:	No.	Learning Outcome assessed	
	1	Completion of WFE documentation	1
	2	Demonstrate knowledge and understanding through reflecting on experiences and how they inform your practice to meet individual learner needs	1
	3	Linking theory and practice through a teaching philosophy	1 2 3
	4	Written communication skills and academic literacies including grammar, English expression and technical accuracy	1 2 3 4

All - Assessment Task 5: PEx Report and e-Portfolio

GOAL:	The goal of this task is to engage in learning and teaching experiences in schools related to one of your teaching areas.		
PRODUCT:	Placement performance		
FORMAT:	You will engage in 20 days of Supervised Professional Experience. During this time you will undertake teaching, observations and reflections of learning and engage with the school community to explore professional practice. During this professional experience, you will be focused on developing your ability to design learning experiences that support diverse learners and developing your skills at managing the learning of individuals, small groups and the class as a whole group. You will also develop strategies to involve parents and carers as appropriate. Submission: PEx Report: automatically added to SONIA at the completion of the placement.		
CRITERIA:	No.	Learning Outcome assessed	
	1	Supervised Professional Experience Report form 1. Application of knowledge of lesson planning: individual, small group and whole class. 2. Application of knowledge of differentiation strategies. 3. Facilitation of student engagement	1 2 3 4
	2	e-Portfolio 4. Identification of professional development needs and goals. 5. Critical reflection on educational research and practice. 6. Written communication skills and academic literacies including grammar and English expression.	1 2 3 4

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.

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	Hyde, M., Carpenter, L. & Dole, S.	2017	Diversity, Inclusion and Engagement	Oxford 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. You will need to have professional attire suitable to wear on twenty days of supervised professional experience. You will need to access suitable transport to supervised professional experience venues for the duration of your supervised professional experience.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and a low level of health and safety risk exists. Some risks concerns may include working in an unknown environment as well as slip and trip hazards. 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

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

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.

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 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 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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au