



COURSE OUTLINE

EDU714 Professional Experience: Managing Learning Environments

Course Coordinator: Kristy Patton (kpatton@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 critically reflect on professional practice and the management of learning environments through a 20 day SPE placement. You will apply deep knowledge of preventative and intervention strategies to facilitate student learning. You will apply your creativity and skills to your professional practice to make judgments and develop lesson plans. You will adhere to workplace health and safety requirements, university and employer codes of conduct, and update your portfolio to reflect and demonstrate your autonomy and ongoing achievement of the Australian Professional Standards for Teachers.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|--|--------|----------------|-----------|
| ON CAMPUS | | | |
| Tutorial/Workshop 1 – Tutorial | 2hrs | Week 1 | 10 times |
| Placement – 20 days of School placement | 145hrs | Week 11 | Once Only |
| Lecture – Lecture | 1hr | Week 1 | 10 times |

1.3. Course Topics

Topics in this course include:

- Classroom Management
- Essential Skills of Classroom Management
- Schooling in Australia
- Classroom pedagogical practices
- Teacher Ethics
- Student Protection Policy
- Preparation for Professional Experience.

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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>1 Apply knowledge and understanding of educational research that connects teaching strategies, behaviour management (both verbal and non-verbal) with learner engagement and inclusion.</p> | <p>Empowered Engaged</p> | <p>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 1.6 - Strategies to support full participation of students with disability 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.4 - Select and use resources 3.5 - Use effective classroom communication 3.7 - Engage parents / carers in the educative process 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 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 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements</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 Apply knowledge of teaching and learning, verbal and non-verbal behaviour management, and learner engagement to lesson planning and delivery; including beginning to make consistent judgements in assessment.</p> | <p>Empowered Engaged</p> | <p>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 1.6 - Strategies to support full participation of students with disability 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.4 - Select and use resources 3.5 - Use effective classroom communication 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 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 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements</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>3 Demonstrate and critically reflect on professional ethical practice based on the Australian Professional Standards for Teachers, Codes of Conduct and school-based policies and procedures, and WILS preplace tasks. Respond to mentor feedback to identify professional learning needs.</p> | <p>Ethical Engaged</p> | <p>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 1.6 - Strategies to support full participation of students with disability 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.5 - Use effective classroom communication 3.7 - Engage parents / carers in the educative process 4.1 - Support student participation 4.2 - Manage classroom activities 4.3 - Manage challenging behaviour 4.4 - Maintain student safety 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 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements</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>4 Demonstrate an understanding of the relevant issues and the strategies and resources available to support the safe, responsible and ethical use of ICT in learning and teaching, including parental/carer involvement where appropriate.</p> | <p>Empowered Ethical</p> | <p>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 1.6 - Strategies to support full participation of students with disability 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.4 - Select and use resources 3.5 - Use effective classroom communication 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> |

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

EDU765 and enrolled in Program ED706

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

Feedback will be provided to students in weeks two and three through tutorial discussions and reflections.

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 | Oral | Individual | Lesson plan: 2000 words Lesson delivery: 10 minutes | Refer to Format | Online Assignment Submission |
| All | 2 | Placement performance | Individual | 20 days | Refer to Format | SONIA |
| All | 3 | Code of Conduct | Individual | The duration of the course | Week 2 | Online Assignment Submission |

All - Assessment Task 1: Managing the Learning Environment Lesson Plan and Teaching Segment

| GOAL: | The goal of this task is to practise your teaching in relation to managing a diverse learning environment. You will implement your planning in a simulated classroom context. | | | | | | | | | | | | | | | | | | | |
|------------------|--|---------------------------|--|---------------------------|---|--|---|---|--|---|---|---|---|---|--|---|---|---|---|--|
| PRODUCT: | Oral | | | | | | | | | | | | | | | | | | | |
| FORMAT: | Submit: Lesson Plan: Friday, 5 pm, Week 5. Teaching segment; Weeks 6 - 10. Prepare a 45 minute lesson plan for one of your teaching areas that includes strategies for managing the learning environment. You must demonstrate learning goals, differentiation strategies and resources for the full range of abilities, and use of formative feedback. Include safe and ethical use of ICT resources for students in your planning. Choose 10 minutes of your lesson and deliver the teaching segment. Reflexively managing the learning environment to support student learning, engagement and safety as appropriate for the phase of learning. During the lesson a variety of classroom management challenges may be encountered through roles played by class members. You as the teacher will need to manage the challenges as they occur. You may need to adapt your prepared lesson plan and teaching strategies in response to the needs presented by the students and the learning behaviours presented. | | | | | | | | | | | | | | | | | | | |
| CRITERIA: | <table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Applied knowledge and understanding of educational research evident in lesson planning</td> <td>1</td> </tr> <tr> <td>2</td> <td>Implementation of engaging teaching strategies and (formative) assessment processes for student learning</td> <td>2</td> </tr> <tr> <td>3</td> <td>Evidence of inclusion, differentiation and classroom management strategies and resources, including the use of ICT and parental involvement where appropriate</td> <td>1</td> </tr> <tr> <td>4</td> <td>Communication skills – oral presentation with multimodal support</td> <td>4</td> </tr> <tr> <td>5</td> <td>Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy</td> <td>4</td> </tr> </tbody> </table> | No. | | Learning Outcome assessed | 1 | Applied knowledge and understanding of educational research evident in lesson planning | 1 | 2 | Implementation of engaging teaching strategies and (formative) assessment processes for student learning | 2 | 3 | Evidence of inclusion, differentiation and classroom management strategies and resources, including the use of ICT and parental involvement where appropriate | 1 | 4 | Communication skills – oral presentation with multimodal support | 4 | 5 | Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy | 4 | |
| No. | | Learning Outcome assessed | | | | | | | | | | | | | | | | | | |
| 1 | Applied knowledge and understanding of educational research evident in lesson planning | 1 | | | | | | | | | | | | | | | | | | |
| 2 | Implementation of engaging teaching strategies and (formative) assessment processes for student learning | 2 | | | | | | | | | | | | | | | | | | |
| 3 | Evidence of inclusion, differentiation and classroom management strategies and resources, including the use of ICT and parental involvement where appropriate | 1 | | | | | | | | | | | | | | | | | | |
| 4 | Communication skills – oral presentation with multimodal support | 4 | | | | | | | | | | | | | | | | | | |
| 5 | Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy | 4 | | | | | | | | | | | | | | | | | | |

All - Assessment Task 2: Supervised Professional Experience SPE Report and ePortfolio

| | |
|-----------------|---|
| GOAL: | The goal of this task is to engage in learning and teaching experiences in secondary schools related to one of your teaching areas. |
| PRODUCT: | Placement performance |
| FORMAT: | Submit: SPE Report: automatically added to SONIA at the completion of the SPE Report Form. 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 focussed 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. Your reflections should also include how you have responded to supervisor feedback and how this impacts on your professional development. |

| CRITERIA: | No. | Learning Outcome assessed |
|-----------|-----|--|
| | 1 | Application of knowledge of lesson planning: individual, small group and whole class. ② |
| | 2 | Application of knowledge of classroom management strategies ② |
| | 3 | Facilitation of student engagement and participation in learning. ① |
| | 4 | Identification of professional development needs and goals ③ |
| | 5 | Critical reflection on educational research and practice. ③ |
| | 6 | Written communication skills and academic literacies including grammar and English expression. ② |

All - Assessment Task 3: 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: | 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. | | | | | | | | |
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| No. | Learning Outcome assessed | | | | | | | | |
| 1 | Demonstration of personal behaviour that is in accordance with the discipline specific Code of Conduct. ③ | | | | | | | | |
| 2 | Demonstration of professional adherence to the discipline specific Code of Conduct. ③ | | | | | | | | |
| 3 | Successful completion of the required 20 days of SPE. ③ | | | | | | | | |

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 | Roffey, S. | 2011 | The New Teacher's Survival Guide to Behaviour | Sage Publications Ltd |

8.2. Specific requirements

You will need to have professional attire suitable to wear on 20 days of supervised professional experience. You 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