



## COURSE OUTLINE

# EDU765 Professional Experience: Orientation to the Profession

**Course Coordinator:** Susan Simon (ssimon@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

This course is designed to develop specialised knowledge of, and facilitate your professional orientation to, school teaching through a 10 day Supervised Professional Experience (SPE) placement. You will critically analyse, reflect on, synthesise and evaluate broader perspectives related to the role of the teacher and the history and nature of schooling. These include ethical and professional requirements such as the USC Code of Conduct, Australian Professional Standards for Teachers, observation skills and preparation for teaching mini-lessons in your first SPE.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b> – There will be a scheduled weekly tutorial of two hours. Tutorial notes will be available to accompany all tutorials to support your learning.	2hrs	Week 1	10 times
<b>Placement</b> – This course includes a 10 day placement commencing in Week 11.	7.5hrs	Week 11	2 times
<b>Lecture</b> – There will be a scheduled weekly lecture of 2 hours. Weekly lecture notes will be available to accompany all lectures to support your learning.	2hrs	Week 1	10 times

### 1.3. Course Topics

- Schooling, learning and teaching over time.
- Professional development needs and responsibilities including student protection policy requirements.
- USC Code of Conduct and teacher ethical standards.
- Formative and summative assessment
- Australian Professional Standards for Teachers and ongoing professional development.
- Personal Literacy and Numeracy requirements to reflect professional standards.
- Observation of teaching experiences and professional reflections of teaching experiences.
- Introduction to lesson planning and the use of ICTs to enhance student learning
- Emerging professional identity and preparation for undertaking Supervised Professional Experience (SPE)

## 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 Demonstrate in-depth knowledge of teacher professionalism and teacher professional requirements including   Australian Professional Standards for Teachers and Child Protection legislation, literacy and numeracy competency, USC Code of Conduct.</p>	<p>Knowledgeable Empowered</p>	<p>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 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements</p>
<p>2 Apply knowledge and understanding of personal literacy and numeracy needs to develop coherent plans to identify and achieve personal learning goals</p>	<p>Empowered Engaged</p>	<p>1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.6 - Information and Communication Technology (ICT)</p>

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>3 Critically analyse effective teaching practice through observation and reflection, including integration of knowledge of child development in practice.</p>	Engaged	<p>1.1 - Physical, social and intellectual development and characteristics of students</p> <p>1.2 - Understand how students learn</p> <p>1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>2.1 - Content and teaching strategies of the teaching area</p> <p>2.2 - Content selection and organisation</p> <p>2.3 - Curriculum, assessment and reporting</p> <p>2.6 - Information and Communication Technology (ICT)</p> <p>6.3 - Engage with colleagues and improve practice</p>
<p>4 Demonstrate high levels of professional ethical practice and collaboration with peers, academic staff and supervising teachers, in order to accept and respond to feedback professionally in all communication.</p>	Ethical Engaged	<p>3.7 - Engage parents / carers in the educative process</p> <p>6.3 - Engage with colleagues and improve practice</p> <p>7.1 - Meet professional ethics and responsibilities</p> <p>7.3 - Engage with the parents/carers</p> <p>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

Enrolled in Program ED706 or ED707

### 5.2. Co-requisites

EDU764

### 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

Students will provide peer feedback to each other on Task 2 prior to Week 3.

### 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	All semester	Week 3	Online Assignment Submission with plagiarism check
All	2a	Artefact - Professional	Individual	500 words	Week 4	Online Assignment Submission with plagiarism check
All	2b	Artefact - Professional	Individual	500 words	Week 8	Online Assignment Submission with plagiarism check
All	3	Oral	Individual	One A4 page of notes. Conversation - approximately 10 minutes	Week 6	Online Assignment Submission with plagiarism check
All	4	Case Study	Individual	1000 words (500 words Observation and 500 words Reflection)	Week 10	Online Assignment Submission with plagiarism check
All	5	Placement performance	Individual	SPE Final Report: 10 days. Reflection: 1000 words	Week 13	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Code of Conduct adherence

<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>	Code of Conduct		
<b>FORMAT:</b>	After studying the Code of Conduct in class and independently, you sign the Code of Conduct provided. Your signed document must be uploaded to Blackboard by the due date and prior to going onto a school site on your first SPE. During your WIL experience, you are required to complete 10 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.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Demonstration of personal behaviour that is in accordance with the discipline specific Code of Conduct	1 4
	2	Demonstration of professional adherence to the discipline specific Code of Conduct.	1 4
	3	Successful completion of the required 10 days of SPE.	1 4

**All - Assessment Task 2a:** Professional Learning Plan for Literacy and Numeracy

<b>GOAL:</b>	The goal of this task is to evaluate your personal literacy and numeracy skills (Task 2a) and other professional development needs (Task 2b), and further refine and develop these skills by identifying personal learning goals and sourcing appropriate on-going professional development to support your identified learning goals. You will also contribute to your capacity to provide and receive feedback through peer review of these professional learning plans.		
<b>PRODUCT:</b>	Artefact - Professional		
<b>FORMAT:</b>	2a: Professional Learning Plan for Literacy and Numeracy (to be shared with a class peer in Week 3 tutorial) Professional development audit and plan that includes the following components: <ul style="list-style-type: none"> <li>• A summary of personal literacy and numeracy strengths and areas for improvement as identified from selected test instruments and other data sources.</li> <li>• Identification and justification of a suite of literacy and numeracy goals that contribute to the achievement of the professional requirement for teacher literacy and numeracy.</li> <li>• Identification and justification of a suite of professional learning experiences that support your development in literacy and numeracy to achieve literacy and numeracy levels required of the profession by the final year of your program. The Task 2a Peer Review template is collaboratively completed, signed and uploaded to BlackBoard by Monday Week 4.</li> </ul>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Analysis and description of your personal skill requirements for literacy and numeracy (Task 2a), and other professional development needs (Task 2b) that you have identified.	1 2 4
	2	Identification of professional learning opportunities to enhance your personal skill development requirements	1 2 4
	3	Justification of your personal learning goals to enhance personal skill development requirements	1 2 4
	4	Formulation of peer feedback which effectively contributes to others' professional learning skills development.	1 2 4

**All - Assessment Task 2b:** Professional Learning Plan for professional development across the APSTs.

<b>GOAL:</b>	The goal of this task is to evaluate your personal literacy and numeracy skills (Task 2a) and other professional development needs (Task 2b), and further refine and develop these skills by identifying personal learning goals and sourcing appropriate on-going professional development to support your identified learning goals. You will also contribute to your capacity to provide and receive feedback through peer review of these professional learning plans.
<b>PRODUCT:</b>	Artefact - Professional
<b>FORMAT:</b>	2b: Professional Learning Plan for Development across the APSTs (to be shared with a class peer in Week 7 tutorial) Professional development audit and plan that includes the following components: <ul style="list-style-type: none"> <li>• A summary of professional knowledge and strengths, and areas for improvement as identified from lecture and tutorial stimulus material and other data sources.</li> <li>• Identification and justification of a suite of professional development goals that contribute to the achievement of the professional requirements for the Australian Professional Standards for Teachers (APST) (specifically addressing APST 6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs and APST 6.2 Understand the relevant and appropriate sources of professional learning for teachers).</li> <li>• Identification and justification of a suite of professional learning experiences that support your development across all mandated APSTs.</li> </ul> <p>The Task 2b Peer Review template is collaboratively completed, signed and uploaded to BlackBoard by Tuesday Week 8.</p> <p>Page 5</p> <p>Course Outline: EDU765 Professional Experience: Orientation to the Profession</p> <p>NB: This assessment task must receive a PASS grade to enable progression to Task 5.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Analysis and description of your personal skill requirements for literacy and numeracy (Task 2a), and other professional development needs (Task 2b) that you have identified. <span style="float: right;">1 2 4</span>
	2	Identification of professional learning opportunities to enhance your personal skill development requirements <span style="float: right;">1 2 4</span>
	3	Justification of your personal learning goals to enhance personal skill development requirements <span style="float: right;">1 2 4</span>
	4	Formulation of peer feedback which effectively contributes to others' professional learning skills development. <span style="float: right;">1 2 4</span>

### All - Assessment Task 3: Professional Conversation

<b>GOAL:</b>	The goal of this task is to participate in a simulated first conversation with a teacher or school coordinator at your Supervised Professional Experience (SPE) site to further refine your skills and confidence to engage in professional discourse in a school context. You will also develop your capacity to provide and receive feedback through peer review.	
<b>PRODUCT:</b>	Oral	
<b>FORMAT:</b>	<p>As a beginning teacher you will be involved in numerous professional conversations. In this task you will engage in a simulated first meeting at your Supervised Professional Experience (SPE) site with a class peer during Week 5 tutorial.</p> <p>For this simulated activity you need to present as you would on the first day of your Supervised Professional Experience. You should be prepared to discuss and negotiate your aims and goals for the supervised professional experience, demonstrate your current knowledge of professional ethics and legislation, explain and discuss professional experience documentation and reporting processes and demonstrate your readiness to receive and engage with professional feedback as a learner.</p> <p>After you have held your conversation, the Task 3 peer review template is collaboratively completed, signed and inserted into your A4 page of notes, before uploading to BlackBoard by Monday Week 6.</p> <p>NB: This assessment task must receive a PASS grade to enable progression to Task 5.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstration of your depth of knowledge of professional standards and ethics. <span style="float: right;">1 3 4</span>
	2	Critical analysis of your personal professional development needs and goals. <span style="float: right;">1 3 4</span>
	3	Application of your knowledge of professional communication processes. <span style="float: right;">1 3 4</span>
	4	Formulation of peer feedback which effectively contributes to others' professional learning skills development. <span style="float: right;">1 3 4</span>

**All - Assessment Task 4:** Lesson Observation and Reflection

<b>GOAL:</b>	The goal of this task is to provide you with a simulated experience of undertaking a lesson observation and reflection that you will use as a format during your Supervised Professional Experience (SPE) to examine professional practice in action. You will also develop your capacity to provide and receive feedback through collegial discussion.	
<b>PRODUCT:</b>	Case Study	
<b>FORMAT:</b>	<p>The Observation activity for this task will take place in Week 9 and be based on the template provided. Your response will include the following components:</p> <ol style="list-style-type: none"> <li>1. Goal: Identify the goal for student learning.</li> <li>2. Lesson Objectives: Identify the specific objectives for the students.</li> <li>3. Procedures (Activities listed in sequence including accessing prior knowledge of students).</li> <li>4. Instructional Strategies/Learning Modalities.</li> </ol> <p>Page 6 Course Outline: EDU765 Professional Experience: Orientation to the Profession</p> <ol style="list-style-type: none"> <li>5. Open and Closure (How the teacher opened the lesson and how and when will the teacher or students make the final summary/review of the main points of the lesson).</li> <li>6. Materials/resources used.</li> <li>7. Assessment opportunities (formative or summative)</li> <li>8. Any other observations of the lesson.</li> </ol> <p>After recording your observations, you will collegially discuss and share your findings in a small group (maximum 4 people). At the culmination of this discussion, you will complete and sign a Declaration of Contribution to Collegial Discussion which must be inserted into your individually completed Reflection template to be submitted by Monday Week 10. This template requires you to identify the APSTs demonstrated in the lesson, and then to write a 500-word Reflective Statement about how what you have observed will have relevance to your future development as a teacher.</p> <p>NB: This assessment task must receive a PASS grade to enable progression to Task 5.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Identification and description of classroom learning and teaching processes for students' developmental needs. <span style="float: right;">1 2 3 4</span>
	2	Critical analysis of classroom learning and teaching processes, including evidence of observations of professional conduct and application of research and legislation. <span style="float: right;">1 2 3 4</span>
	3	Professional reflection on educational research and practice, including APA6 referencing for academic or professional resources. <span style="float: right;">1 2 3 4</span>
	4	Demonstration of your capacity to provide and receive feedback through collegial discussion. <span style="float: right;">1 2 3 4</span>

## All - Assessment Task 5: Supervised Professional Experience Report and Reflection

<b>GOAL:</b>	The goal of this task is to engage professionally with students and supervising teachers whilst observing, participating and reflecting on professional practice in secondary school contexts in order to develop your own professional practice as a teacher.	
<b>PRODUCT:</b>	Placement performance	
<b>FORMAT:</b>	<p>Supervised Professional Experience Report:</p> <p>You will engage in 10 days of Supervised Professional Experience (SPE). During this time, you will undertake observations and reflections of learning, teach mini-lessons, and engage with the school community to explore professional practice. A report on your effective undertaking of the SPE forms the first part of this task and this must be submitted into WILS by the site coordinator of the school where you undertake SPE.</p> <p>Reflection:</p> <p>Whilst in your school, you will also collect artefacts you believe will be useful as future teaching resources. Some of these can be referenced in your Reflection (as indicated below) and you may also choose to include them in your e-Portfolio at a later date to demonstrate your development as a teacher and your understanding of the APST (Australian Professional Standard for Teachers).</p> <p>Your Reflection must include these sections:</p> <ol style="list-style-type: none"> <li>1. Statement of Understanding: Describe how your teaching philosophy has been influenced during your first SPE. What is meant by 'impact', 'lesson sequence', 'data' and 'evidence'? (Refer to selected artefacts in appendices as evidence). (400 words)</li> <li>2. Theory and Practice: Identify three examples of connections between educational theory and what you experienced on your SPE. (400 words)</li> <li>3. Professional Learning: Page 7 Course Outline: EDU765 Professional Experience: Orientation to the Profession Identify two areas of professional growth or development that you would like to work on before your next professional experience. Identify the APST (Australian Professional Standard for Teachers) that is best associated with your growth areas. (200 words)</li> <li>4. Reference List (not counted in word count)</li> <li>5. Appendices (three to five artefacts) (not counted in word count).</li> </ol>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Application of knowledge of learning and teaching strategies, and child development. <span style="float: right;">1 3 4</span>
	2	Application of knowledge of professional practices <span style="float: right;">1 3 4</span>
	3	Identification of personal professional development needs and goals <span style="float: right;">1 3 4</span>
	4	Professional engagement and reflection on the nexus of educational research and practice <span style="float: right;">1 3 4</span>

## 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.



## 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1 - Weeks 1 - 3	Introduction to the Teaching Profession. Teacher identity. Literacy and Numeracy. Codes of Conduct. Understanding 21st century learners, student learning and learner diversity. Schools and School Systems: history, approach and expectations Task 1 commences in this module.
Module 2 Weeks 4-7	Planning for Practice: connecting pedagogy, assessment and curriculum. Professional, ethical and legal issues for teachers. Child Safety and Child protection legislation. Lesson development and structure. Formative and summative assessment. Tasks 2 and 3 completed in this module.
Module 3 Weeks 8 -10	Simulation activities and impromptu micro lessons. Professional observation and reflective practice. Preparing for SPE. Task 4 completed in this module.
Module 4 10 days SPE and Debrief Day	Readings and viewings as per blackboard  Tasks 1 completed in this module. Task 5 completed in this module.

## 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

There are no required/recommended resources for this course.

### 8.2. Specific requirements

You will need to have professional attire suitable to wear on ten 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](mailto: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](mailto: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](mailto: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

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