



## Course Outline

**Code: EDU114**

### **Title: Professional Experience: Orientation to the Profession**

<b>School:</b>	Education
<b>Teaching Session:</b>	Semester 1
<b>Year:</b>	2019
<b>Course Coordinator:</b>	Dr Kenneth Young
<b>Course Moderator:</b>	Dr Beverly Dann

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 facilitate your successful transition into secondary teaching through a 5 day Supervised Professional Experience (SPE) placement. This safe early immersion into teaching allows you to develop initial understandings of learning theories in secondary contexts including ethical and professional requirements. This course prepares you with important literacy and numeracy skills awareness, practice simulated professional conversations, lesson observation skills and professional reflection that will be applied within the 5 day SPE and throughout your secondary program.

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

Australian Professional Standards for Teachers and ongoing professional development  
Personal Literacy and Numeracy requirements to reflect professional standards  
Physical social and emotional dimensions of learners and learning  
Linking learning theory with practice through lesson planning  
Support student engagement  
Student protection policy requirements, Code of Conduct and teacher ethical standards, including use of ICT in learning and teaching  
Observation of teaching experiences and professional reflection  
Preparation for undertaking Supervised Professional Experience (SPE)

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

100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time 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:
Identify and evaluate teacher professional requirements including: Australian Professional Standards for Teachers, literacy and numeracy, Code of Conduct, and reflective practice.	Tasks 1, 2, 3, 4, 5	Knowledgeable
Demonstrate knowledge of theories of learning and physical, intellectual, social and emotional dimensions of learners and how to observe these within professional contexts and apply to own lesson planning.	Tasks 2, 3, 4	Knowledgeable
Apply knowledge and understanding of personal literacy and numeracy needs to develop coherent plans to identify and achieve personal learning goals.	Task 1	Empowered
Utilise knowledge of professional ethics, observation and reflective practice to collaborate with peers, academic staff and supervising teachers. Accept and respond to feedback professionally in all communication to consolidate learning.	Tasks 2, 3, 4, 5	Empowered
Communicate to present a clear coherent and individual expression of knowledge and ideas. Use of verbal and nonverbal communication to maintain student engagement.	Tasks 1, 2, 3	Empowered

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1 Enrolment restrictions

Students must be enrolled in AE304 B Ed (Secondary)/ B Arts or SE303 B Ed (Secondary)/BSc or ED315 B Ed (Secondary)/B Rec Outdoor Env Studies.

##### 5.2 Pre-requisites

Nil

##### 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

This course will provide feedback via discussion, practice activities, and exemplars in tutorials prior to submission of assessment tasks. This feedback can guide your understanding of the tasks and the content required.

### 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?	PC or WIL
1	Literacy and Numeracy Personal Development Plan	Individual	PU/UF	750 words Reflection	Week 4 Friday 5pm	BlackBoard (SafeAssign)	Yes
2	Lesson Observation and Reflection	Individual	PU/UF	500 words	Week 7 Friday 5 pm	Blackboard (SafeAssign)	Yes
3	Mini Lesson and SPE Folder	Group Individual	PU/UF PU/UF	15 Minutes (group) 750 words (individual)	Weeks 9 and 10 in tutorials	In Tutorial	Yes Yes
4	SPE Report and ePortfolio	Individual	PU/UF	5 days	SPE Report: at the timetabled debrief day following completion of the SPE placement. ePortfolio: uploaded prior to debrief day.	Debrief venue, as per timetable. ePortfolio upload	Yes
[5]	Code of Conduct	Individual	PU/UF	Semester of Study	No submission required	N/A	Yes

**Assessment Task 1: Literacy and Numeracy Personal Development Plan**

<b>Goal:</b>	The goal of this task is to reflect on your own personal literacy and numeracy skills and to devise a Personal Development Plan.
<b>Product:</b>	Literacy and Numeracy Personal Development Plan
<b>Format:</b>	<p><b>Section 1:</b> In order to complete the Personal Development Plan, you will undertake online literacy and numeracy tests in Week 2. (Full details of how to do this will be available in the tutorials and through Blackboard).</p> <p><b>Section 2:</b> You will critically analyse the results of the online literacy and numeracy tests, clearly outlining strengths and areas for development. An overview of the test results will be attached as Appendix to the Personal Development Plan.</p> <p><b>Section 3:</b> You will synthesise test results and formulate a Personal Development Plan which clearly guides your future literacy &amp; numeracy skills development, intervention &amp; a time-line. Formative feedback will be provided prior to submission.</p> <p><i>N.B. This task must receive a PASS grade to enable progression to SPE.</i></p>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Identification of strengths and areas for development by undertaking online literacy and numeracy tests.</li> <li>2. Analysis of results of literacy and numeracy tests.</li> <li>3. Synthesis of results and creation of a Personal Development Plan in order to achieve personal learning goals.</li> <li>4. Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.</li> </ol>

**Assessment Task 2: 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 will also be used as a format for doing this during the Supervised Professional Experience (SPE) to examine professional practice in action.
<b>Product:</b>	Lesson Observation and Reflection.
<b>Format:</b>	<p>The Lesson Observation and Reflection includes 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. Differentiation and social and emotional dimensions of learners.</li> <li>4. Procedures (activities listed in sequence including accessing prior knowledge of students)</li> <li>5. Teaching Strategies</li> <li>6. Open and Closure (how the teacher opened the lesson, and how and when the teacher or students make the final summary/review of the main points of the lesson)</li> <li>7. Materials/resources used</li> <li>8. Other observations of the lesson, including identification of the APST</li> <li>9. Reflect on the theories of learning evident within the lesson and how the teacher responded to the physical, social and emotional dimensions of learners to design lesson sequence.</li> </ol> <p><i>N.B. This task must receive a PASS grade to enable progression to SPE.</i></p>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Knowledge and evaluation of learning and teaching theories.</li> <li>2. Identification of the Australian Professional Standards for Teachers (APST).</li> <li>3. Critical reflection on professional practice.</li> <li>4. Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.</li> </ol>

**Assessment Task 3: Mini Lesson and SPE Folder**

<b>Goal:</b>	The goal of this task is for you to design and develop a mini lesson and an SPE folder in readiness for your first Supervised Professional Experience (SPE) in school.
<b>Product:</b>	Mini Lesson and SPE folder.
<b>Format:</b>	<p>The <b>Mini Lesson</b> (group component) will include:</p> <ol style="list-style-type: none"> <li>1. Preparation of a 15 minute lesson plan (template on Blackboard) for a Year 8 class in a chosen learning area.</li> <li>2. Presentation of mini-lesson in the tutorial.</li> </ol> <p>The <b>SPE Folder</b> (individual component) will be prepared using the checklist on WILS. Formative feedback will be provided prior to presentation and submission of this task.</p> <p><i>N.B. This task must receive a PASS grade to enable progression to SPE.</i></p>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Lesson plan and presentation that demonstrates of a range of appropriate teaching strategies to engage the learner.</li> <li>2. Consideration of the physical, intellectual, social and emotional dimensions of the learner.</li> <li>3. Verbal and nonverbal communication skills to engage learners in the Mini Lesson.</li> <li>4. Compilation of a professional SPE Folder, utilising appropriate written skills for communication.</li> </ol>

**Assessment Task 4: Supervised Professional Experience Report and ePortfolio**

<b>Goal:</b>	The goal of this task is for you to professionally and ethically engage in observations and reflective practice in secondary school contexts to develop your own professional practice as an educator.
<b>Product:</b>	Supervised Professional Experience Report and ePortfolio
<b>Format:</b>	You will engage in 5 days of Supervised Professional Experience (SPE). During this time you will undertake observations and reflections of learning and teaching, and engage with the school community to explore professional practice (specifically the Australian Professional Standards for Teachers (APST)).
<b>Criteria:</b>	<p><b>Supervised Professional Experience Report</b></p> <p>Completion of the SPE Report addressing the following:</p> <ul style="list-style-type: none"> <li>Professional Knowledge</li> <li>Professional Practice</li> <li>Professional Engagement</li> </ul> <p><b>ePortfolio</b></p> <p>A completed ePortfolio (the checklist for this is on WILS)</p>

**Assessment Task 5: Code of Conduct**

<b>Goal:</b>	The goal of this task is for you to become familiar with the Code of Conduct for the School of Education and work within its guidelines during a work integrated learning (WIL) experience.
<b>Product:</b>	Code of Conduct
<b>Format:</b>	During your WIL experience, you are required to complete 5 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.  <i>N.B. This task must receive a PASS grade to enable progression to SPE.</i>
<b>Criteria:</b>	The Coordinator of Educational Partnerships and Professional Learning, the Course Coordinator or another nominated USC staff member will evaluate the standard and quality of your work. <ol style="list-style-type: none"> <li>1. Demonstration of personal behaviour that is in accordance with the discipline specific Code of Conduct.</li> <li>2. Demonstration of professional adherence to the discipline specific Code of Conduct.</li> <li>3. Successful completion of the required 5 days of SPE.</li> </ol>

**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 5-day Supervised Professional Experience as part of this course.

**7.2 Course content**

<b>Week # / Module #</b>	<b>What key concepts/content will I learn?</b>
Module 1 Weeks 1 - 4	Introduction to the Teaching Profession. An overview of The Australian Professional Standards for Teachers and the need for professional levels of personal literacy and numeracy. The identification of professional literacy and numeracy needs. Exploration of what it means to be a teacher. Code of Conduct for the School of Education.
Module 2 Weeks 4-7	Understanding 21 <sup>st</sup> century learners, student learning and learner diversity. Cotemporary learning theory connected to practice through lesson structure and planning.
Module 3 Weeks 8 -10	Planning for Practice: connecting pedagogy, assessment and curriculum. Professional, ethical and legal issues for teachers.
Module 4 SPE (5 days) & Debrief Day	Supervised Professional Experience in allocated schools. Professional review and reflection of SPE experiences.

Please note that the course activities may be subject to variation.

## 8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

### 8.1 Prescribed text(s)

N/A

### 8.2 Specific requirements

You will need to have a Blue Card, and wear professional attire suitable for supervised professional experience. You need to access suitable transport to supervised professional experience venues for the duration of your supervised professional experience.

## 9. Risk management

Health and safety risks have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2 Assessment: Additional requirements

#### Limited Graded Course:

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC. In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

### 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 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

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

#### 10.7 School specific information

Assessment Task	Australian Professional Standards for Teachers (Introductory)
1. Literacy and Numeracy Personal Development Plan	6.1, 6.2, 6.4, 7.4,
2. Lesson Observation and Reflection	1.1, 1.2, 1.3, 2.2, 3.5
3. Mini Lesson and SPE Folder	3.2, 3.3, 6.1, 7.1, 7.2, 7.4
4. Supervised Professional Experience: SPE Report ePortfolio	1.1, 1.2, 1.3, 2.2, 2.3, 2.6, 3.7, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4
5. Code of Conduct	7.1, 7.2