

Course Outline

Code: EDU328

Title: Professional Experience: Managing Learning Environments

Faculty of:	Science, Health, Education and Engineering
School of:	Education
Teaching Session:	Semester 1
Year:	2019
Course Coordinator:	Associate Professor Michael Nagel
Course Moderator:	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 allows you to practice adapting your planned lesson in response to challenging classroom behaviours. You will be introduced to key preventative and intervention strategies associated with managing learning. During your 25-day Supervised Professional Experience (SPE) placement you will observe, teach and reflect on your developing professional practice. You will also plan further self-directed professional learning or Wider Field Experience (WFE) and update your ePortfolio to reflect your ongoing achievement of the Australian Professional Standards for Teachers (APST) at graduate level.

1.2 Course topics

- Understanding the adolescent learner and ecological models of schools.
- Classroom management practices and teaching strategies for inclusion and engagement.
- Professional reflection of teaching experiences.
- Observation of teaching experiences.
- Teacher ethical standards and Code of Conduct.
- Student protection legislative policy requirements.
- Australian Professional Standards for Teachers.

2. What level is this course?

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th year of an undergraduate program

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Apply knowledge and understanding of legislative requirements and educational research that connects teaching strategies, behaviour management skills (both verbal and nonverbal) with learner engagement and inclusion.	Task 1: Code of Conduct Task 3: Managing the learning environment Task 4: Supervised Professional Experience.	Empowered.
Design a Wider Field Experience program that supports your achievement of personal professional development goals.	Task 2: Wider Field Experience Plan	Creative and critical thinkers.
Apply and reflect on knowledge of teaching strategies and learning goals, behaviour management and learner engagement to lesson planning and delivery, including handling challenging behaviour.	Task 3: Managing the learning environment Task 4: Supervised Professional Experience	Empowered.
Demonstrate and reflect on professional ethical practice based on the Australian Professional Standards, Codes of Conduct and school-based policies and procedures.	Task 1: Code of Conduct Task 4: Supervised Professional Experience.	Ethical.

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 ED306 or AE304 or SE303 or ED307 or ED315

5.2 Pre-requisites

EDU114

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

Early feedback is provided in tutorials beginning week 3. This feedback will focus on draft plans for WFE and on components of lesson planning.

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?	WIL or PC
1	Code of Conduct	Individual	PU/UF	Semester of study	Nil -no submission required	N/A	Yes
2	Wider Field Experience Plan	Individual	PU/UF	800 words	Friday 4pm, Week 4	Upload to Blackboard in ePortfolio	Yes
3	Managing the learning environment	Individual	PU/UF	Lesson plan: 1500 words Lesson delivery: 10 minutes	Lesson Plan: Week 6 tutorial. Teaching segment; Weeks 7 – 10.	In tutorial. Teaching segment delivered during designated tutorial classes commencing week 7	Yes
4	Supervised Professional Experience: SPE Report & ePortfolio	Individual	PU/UF	25 days	SPE Report to be submitted at the Debrief day. ePortfolio to be uploaded by the commencement of the debrief day	Debrief venue, as per timetable and Portfolio Upload to Blackboard	Yes

Assessment Task 1: Code of Conduct

Goal:	The goal of this task is 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.
Product:	WIL experience in accordance with the Code of Conduct.
Format:	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.
Criteria:	The Coordinator of Educational Partnerships and Professional Learning, the Course Coordinator or another nominated USC staff member will evaluate your standard and quality of your work and make an assessment against the following criteria: <ul style="list-style-type: none"> • Behaviour that is in accordance with the discipline Code of Conduct • Adherence to the discipline Code of Conduct • Completion of the required 25 days of SPE
Generic Skill assessed	
Communication	Graduate
Collaboration	Graduate
Organisation	Graduate

Assessment Task 2: Wider Field Experience Plan

Goal:	The goal of this task is to develop a plan to engage in Wider Field Experience with young people or professionals that will support you to achieve the APST at the graduate level. Wider Field Experience is your opportunity to develop your teaching and leadership capacity through professional development activities and/or projects in schools or community settings.
Product:	Wider Field Experience Plan
Format:	Developing ongoing professional learning plans is an integral part of the professional life of a teacher. Undertake a self-assessment of your strengths and weaknesses in terms of the Australian Professional Standards for Teachers (APST) so you can design a plan for your participation in 15 days or 75 hours of Wider Field Experience (WFE). WFE requires you to engage in activities that could be considered as part of a teacher's role and professional growth. For example, teachers are leaders; they lead and organise others or create events and experiences for students and members of the learning community; they engage in professional development; they work with individual students and with groups; they liaise with support services, are role models in the community and they mentor young people and coach teams. Develop a WFE project management plan using the ePortfolio format. Your plan should illustrate how each project/professional development activity you will be involved with contributes to your professional learning goal and provides evidence towards the achievement of the Professional Standards. Each project you intend to complete will have a separate section with contacts, time frame, report and reflection.
Criteria:	<ul style="list-style-type: none"> • Personal professional development needs and goals
Generic skill assessed	
Organisation	Graduate
Applying technologies	Graduate

Assessment Task 3: Managing the Learning Environment

Goal:	The goal of this task is to provide a simulated classroom context for you to practise your planning and the adaptations required when managing a learning environment.	
Product:	10 minute lesson segment presentation and plan	
Format:	<p>Prepare a lesson plan for a 10 minute teaching segment in one of your teaching areas that includes plans for managing the learning environment. You must demonstrate learning goals for the full range of abilities. This lesson plan will be submitted in Week 6 prior to the commencement of all lesson presentations.</p> <p>Deliver the 10 minute teaching segment and respond by managing the learning environment to support student learning, inclusion, engagement and safety as appropriate for the phase of learning. During the lesson a variety of classroom management challenges will 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. At the conclusion of the teaching episode you will need to add a personal reflection of your experience to the plan and resubmit the plan and reflection.</p>	
Criteria:	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • Lesson segment planning and reflection • Teaching strategies • Inclusion and classroom management including legislative policy • Communication both verbal and non-verbal 	
Generic skill assessed		Skill assessment level
Organisation		Graduate

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

Goal:	The goal of this task is to engage in teaching and learning experiences in secondary schools related to one of your teaching areas.	
Product:	A Supervised Professional Experience Report and ePortfolio	
Format:	You will engage in 25 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.	
Criteria:	<p>Supervised Professional Experience Report form</p> <ul style="list-style-type: none"> • Lesson planning: individual, small group and whole class • Behaviour management • Student engagement and participation • Professional practice • Professional development needs and goals • Communication both verbal and non-verbal <p>ePortfolio</p> <ul style="list-style-type: none"> • Professional development needs and goals • Reflection on educational research and practice 	
Generic skill assessed		Skill assessment level
Organisation		Graduate
Problem solving		Graduate

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 25-day Supervised Professional Experience required as part of this course.

7.2 Course content

Teaching Week / Module	What key concepts/content will I learn?	What activities will I engage in to learn the concepts/content?	
		Directed Study Activities	Independent Study Activities
Module 1 Week 1 - 4	Understanding the adolescent learner. Understanding behaviour and managing emotional states	Lecture and tutorial activities. WFE folio including plan and timeline completed in this module.	Text book assigned chapters and pre-readings listed on Blackboard
Module 2 Week 5- 6	Managing the learning environment with the learner in mind.	Lecture and tutorial activities.	Text book assigned chapters and pre-readings listed on Blackboard
Module 3 Week 7 - 10	You as a Teacher: Managing your classroom. Explore personal values, attributes and qualities and your professional development learning needs. You and your biggest challenges: Personalise your Classroom Management Strategies	Simulated classroom task 1 begins. Supervised Practical Experience: What is expected?	Text book assigned chapters and pre-readings listed on Blackboard
Module 4 SPE 25 days and	Supervised Professional Experience (SPE) within a school context.	As directed by the school and supervising teacher.	Independent preparation, observations, lesson planning, and reflection.
Debrief Day	Submission of professional experience report and ePortfolio. Group discussion and reflection on learning.		

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)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
Jensen, E.	2003	Tools for Engagement: Managing Emotional States for Learner Success.	The Brain Store

8.2 Required and recommended readings

Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

8.3 Specific requirements

You will need to have professional attire suitable to wear on 25 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. Risk management

Health and safety risks for this course have been assessed as low.

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

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

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

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

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

10.2 Assessment: Additional requirements

Limited Graded Course:

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

10.3 Assessment: Submission penalties

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

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

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

10.7 School specific information

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following Australian Professional Standards for Teachers (Graduate):

Assessment Task	Australian Professional Standards for Teachers (Graduate)
Task 1: Code of Conduct	7.1 Meet professional ethics and responsibilities 7.2 Comply with legislative, administrative and organizational requirements
Task 2: Wider Field Experience Plan	6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. 6.2 Understand the relevant and appropriate sources of professional learning for teachers.
Task 3: Managing The Learning Environment	3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. 4.3 Demonstrate knowledge of practical approaches to manage challenging behavior. 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
Task 4: Supervised Professional Experience	1.1 Physical, social and intellectual development and characteristics of students. 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds. 2.1 Content and teaching strategies of the teaching area 2.2 Organise content into an effective learning and teaching sequence. 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. 2.5 Literacy and numeracy strategies 2.6 Information and Communication Technology (ICT) 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 3.3 Use effective classroom communication. 3.4 Select and use resources. 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement 3.7 Describe a broad range of strategies for involving parents/carers in the educative process. 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour. 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. 4.5 Use ICT safely, responsibly and ethically. 5.4 Interpret student data 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. 6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.