USC

C O U R S E   O U T L I N E

EDU719 **Teacher as Global Practitioner**

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2022	Semester 1

USC Sunshine Coast	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.
Online	ONLINE	You can do this course without coming onto campus.

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 deepen your understanding of your future professional roles within Australian and global education contexts. You will critically analyse the role of the teacher in local, state, national and global contexts and develop a clear professional identity of yourself as a reflexive and autonomous practitioner. You will use critical theory to investigate and analyse current issues in education ' asking questions around what is schooling, the purpose of education, and alternative pedagogies. Socio-cultural models of learning, and emancipatory and democratic philosophies of education will form part of a 'capstone' suite of courses that are designed to pique critical thinking.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous presentations, interviews, materials and activities as well as course readings and required texts prior to attending the tutorial/workshop.	2hrs	Week 1	7 times
Tutorial/Workshop 1 – The workshop/tutorial offers face-to-face on campus engagement in real time informed by learning materials	2hrs	Week 1	7 times
Seminar – Online	6hrs	Week 9	Once Only
Independent Study/Research – This independent study relates to workshop 1 and to the learning materials.	2hrs	Week 1	7 times
ONLINE			
Learning materials – You are required to engage and interact with asynchronous presentations, interviews, materials and activities as well as course readings and required texts prior to attending the tutorial/workshop.	2hrs	Week 1	7 times
Tutorial/Workshop 1 – The workshop is synchronous via Zoom, using technology-enabled learning and teaching experience that involves real-time engagement and application of learning materials.	2hrs	Week 1	7 times
Seminar – Online	6hrs	Week 9	Once Only
Independent Study/Research – This independent study relates to workshop 1 and to the learning materials.	2hrs	Week 1	7 times

1.3. Course Topics

1. Critical Pedagogy and ethical teaching
2. Social Justice and equity in the classroom – First Nations Ways of Being and Knowing
3. The impact of SES on Education; curriculum; alternative pedagogies; Biesta's domains of education
4. The purpose of education: equity, democracy, emancipation, the role of the teacher in local, state, national and global contexts
5. Power structures; what is curriculum? Setting up fair classrooms
6. Restorative practices

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
1 Evaluate sociocultural concepts to understand how schools and classrooms are in dialogue (how they interact)with the wider community.	Knowledgeable Ethical Sustainability-focussed	3 - Plan for and implement effective teaching and learning 4 - Create and maintain supportive and safe learning environments
2 Critically analyse the role of the teacher in local, state, national and global contexts and draw conclusions and make judgements about how schools and teachers respond to the social, cultural and socio-economic needs of their communities.	Creative and critical thinker Empowered Ethical	3.7 - Engage parents / carers in the educative process 4 - Create and maintain supportive and safe learning environments 4.1 - Support student participation 4.3 - Manage challenging behaviour 7 - Engage professionally with colleagues, parents/carers and the community 7.3 - Engage with the parents/carers
3 Consider your philosophy of education, drawing upon critical theory to analyse educational models and philosophies	Creative and critical thinker Empowered	1 - Know students and how they learn 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 4 - Create and maintain supportive and safe learning environments 4.1 - Support student participation 4.3 - Manage challenging behaviour 7 - Engage professionally with colleagues, parents/carers and the community 7.1 - Meet professional ethics and responsibilities
4 Critically analyse current issues in education, including issues of equity, democracy, emancipation and peace to evaluate models and philosophies of education.	Knowledgeable Creative and critical thinker Ethical Engaged	6 - Engage in professional learning 7 - Engage professionally with colleagues, parents/carers and the community

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

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

> Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

During week 4 there is a content based quiz.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1a	Quiz/zes	Individual	30%	30 questions, 40 minutes	Week 4	Online Test (Quiz)
All	1b	Oral and Written Piece	Individual	40%	10 minutes plus script	Week 7	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Group	30%	12 minutes plus script	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1a: Quiz

GOAL:	The goal of this task is to reflect on the big ideas presented in the first course readings in a Multiple Choice quiz comprised of 30 questions. The readings explore issues such as equity, democracy, emancipation, peace, and alternate pedagogies, and the purpose of education.
PRODUCT:	Quiz/zes
FORMAT:	Online quiz in which you will answer Multiple Choice questions which reflect on contemporary educational issues.

CRITERIA:	No.		Learning Outcome assessed
	1	Evaluate the role of the teacher in global contexts	2

All - Assessment Task 1b: Digital media presentation - What is the Purpose of Education?

GOAL:	The goal of this task is to critically analyse current issues in education, such as issues of equity, democracy, emancipation, peace, and alternate pedagogies, and the role of the teacher in local, state, national and global contexts. It is also to justify your philosophy of education, drawing upon critical theory to evaluate educational models and philosophies.
PRODUCT:	Oral and Written Piece
FORMAT:	This task encourages you to draw upon your learning in education. You are to evaluate wider global contexts of education and current issues that impact it, including the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. Use critical theory and course readings to investigate and analyse these contexts and issues, and create a presentation that attempts to answer the question: What is the purpose of education? Draw upon the course topics from lectures, tutorials and your wider reading. The expectation is that throughout your piece, you articulate, reflect on and explore your own philosophy of education at an advanced and integrated level. You can use PowToons, PPT, Video, Camtasia or any other digital media that suits your purpose.

CRITERIA:	No.		Learning Outcome assessed
	1	Application of critical theory to analyse current issues in education and the role of the teacher in global contexts.	① ③
	2	Exploration of your philosophy of education.	① ③ ④
	3	Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.	③

All - Assessment Task 2: School Community Profile Analysis

GOAL:	The goal of this task is to understand how schools and classrooms can impact student experience of learning; it is to understand how schools are in dialogue with the wider society through constructing a school/class community profile and analysing the data and available information on that school.
PRODUCT:	Oral and Written Piece
FORMAT:	In groups you will be required to present information about a particular school to its parent community. The panel should demonstrate knowledge of the school's unique offerings, and could include a range of current qualitative and quantitative data. Each panel member will present a response to a local parent's hypothetical question. Details of the schools, the types of questions and the data that you might use will be discussed in tutorials. You are to show, as a group, how schools and teachers respond to the social, cultural and socio-economic needs of their communities. At this level, it is expected that your approach is integrated and synthesized and well-supported by course materials and readings.

CRITERIA:	No.		Learning Outcome assessed
	1	Selection and organisation of data and evidence	②
	2	Critical analysis of available information to support perspectives on teaching in a particular school's context.	① ②
	3	Application of knowledge of social, cultural and socioeconomic concepts to draw conclusions and make evidence-based judgements about how schools and teachers respond to the social, cultural and socio-economic needs of a community	① ② ③ ④
	4	Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.	③ ④

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Week 1-7	Over the course of seven weeks we will discuss several of these topics in depth: emancipatory and democratic education: cultural identity, social justice and equity in education; education for peace Australian and international education systems; Critical theory; critical pedagogy (social justice and equity in education); Sociocultural and socio-economic factors impacting on education; emancipatory and democratic education: cultural identity, social justice and equity in education; professional teaching identity for a global community; globalisation and its impacts on teaching and learning in a diverse classroom; alternate pedagogies; adapting learning and teaching for community needs and diversity; relevant data to schools and their communities.

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 Canvas 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	EDITION	PUBLISHER
Recommended	Brad Gobby,Rebecca Walker	2017	Powers of Curriculum	n/a	Oxford University Press, USA

8.2. Specific requirements

Nil.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. 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.

10.6. 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.

10.7. 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.

10.8. 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: https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. 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