USC

Course Outline

Code: EDU792
Professional Experience: Individual Learner Needs

School of: Education
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Tracey Sempowicz   Email: tsempowi@usc.edu.au
Course Moderator: TBA

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 develop specialised knowledge about supporting learners who have a range of abilities (physical, sensory, cognitive, language and/or social) through the conceptualisation of the differentiated curriculum. You will investigate and interpret policies, legislation and research that influence classroom practices for particular individual learning needs. You will develop a deep understanding of pedagogies of equity and inclusivity. You will analyse and interrogate concepts of gifted and talented, at risk, high support needs, disabilities, impairments, learning difficulties. This course includes a 20-day Supervised Professional experience component.

1.2   Course topics

•   Australian Professional Standards for Teacher, Code of Conduct
•   Theories, practices, concepts, contexts and issues of equity and inclusive education
•   Identification, teaching and classroom accommodation of students with disabilities
•   Assessment of students with special needs; accessing educational support services
•   Collaborative inter-professional practice, including the identification of key stakeholders
•   Social and interpersonal development
•   Working ethically, sensitively and confidentially with students and parents/carers
•   Lesson planning and implementation

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?

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:
Critically reflect on your beliefs, values and understanding as a teacher working with a wide range of individual learner needs and how this relates to your interactions with students, and your teaching design, planning, assessment and pedagogy.	Task 1, 2, 3, 4	Knowledgeable. Ethical.
Know and discuss the broad range of ethical and inclusive practices that support participation of all students in schools, including knowledge of legislation, policies and procedures.	Task 1, 2,3, 4	Empowered. Ethical.
Apply your knowledge, understanding and skills as a professional educator to interpret, implement, integrate and adapt learning for individual needs.	Task 1, 2, 3, 4	Empowered. Ethical.
Identify and promote the importance of professional collaborations with colleagues, parents/carers and the community to facilitate productive relationships with all stake-holders to achieve positive educational outcomes for individual students.	Task 1, 2, 3, 4	Engaged. 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

This course is only available to students enrolled in ED707 Master of Teaching (Primary).

5.2   Pre-requisites

EDU765

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

In week 3 of this course students will be given formative feedback on their understanding and implementation of the Code of Conduct during tutorials.

6.3   Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting	Duration / length	When should I submit?	Where should I submit it?	WIL or PC
1	Code of Conduct	Individual	PU/UF	Duration of the course	Friday, 5pm, Week 3	Blackboard	Yes
2	Learner Needs: Differentiated Lesson Plan	Individual	PU/UF	Lesson plan: 1500 words	Lesson Plan: Friday, 5 pm, Week 5.	Blackboard (SafeAssign).	Yes
3	Professional Evaluation and Presentation: Student Learning Needs	Group	PU/UF	15-20-minute presentation (group of 2-3) 2-page presentation summary	Weeks 9 and 10	In tutorial Blackboard, Monday, 9 am, Week 9	Yes
4	SPE Report and e-Portfolio	Individual	PU/UF	20 days	SPE Report to be uploaded to WILS. e-Portfolio to be uploaded prior to the commencement of the Debrief day.	WILS online	Yes

Assessment Task 1: 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/s:	1. Signed agreement uploaded to Blackboard (Friday, 5pm, Week 3) 2. WIL experience in accordance with the Code of Conduct
Format:	1. Critically analyse the Code of Conduct for the School of Education. Read and sign the agreement form and upload it to Blackboard. 2. 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.
Criteria:	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. 1. Demonstration of personal behaviour that is in accordance with the discipline specific Code of Conduct. 2. Demonstration of professional adherence to the discipline specific Code of Conduct. 3. Successful completion of the required 20 days of SPE.

Assessment Task 2: Differentiated Lesson Plan

Goal:	The goal of this task is to develop a lesson plan which demonstrates your ability to differentiate for a range of diverse learner needs in your class.
Product:	Lesson Plan for different learner needs.
Format:	Prepare a 45-minute lesson plan in your specialisation that includes strategies for catering for individual learner needs. You must demonstrate your knowledge of research and legislation for individual learner needs by incorporating differentiated practices (eg learning goals, strategies, resources and assessment adjustments) for the full range of abilities (physical, social and intellectual), to cater for literacy and numeracy needs, and to manage challenging behaviours. Include PCK for your specialisation, and safe and ethical use of ICT resources for students, and consider the involvement of parents/carers in your planning. Embed appropriate types of feedback to students in the lesson. Your lesson plan must include an evaluation section at the bottom in which you justify the choices, differentiation and classroom management strategies you have used.
Criteria:	1. Applied knowledge and understanding of educational research and legislation evident in lesson planning. 2. Implementation of engaging teaching strategies (pedagogical knowledge for your specialisation) and (formative) assessment processes for student learning. 3. Evidence of inclusion, differentiation and classroom management strategies, including the use of ICT and parental involvement where appropriate. 4. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.

Assessment Task 3: Professional Presentation: Assessing Student Learning Needs

Goal:	The goal of this task is to work collaboratively with colleagues to discuss, negotiate and formulate appropriate plans for action to support students with individual learning needs in a provided scenario.
Product:	Professional Presentation: Assessing Student Learning Needs
Format:	Using the scenario provided, you are required to make a presentation to the school's Student Support Team for consultation and collaboration on future support plans for your class. You will work collaboratively with **one or two** other pre-service teachers to: • identify the individual backgrounds and needs of the students in your class as a whole and 2 specific students with additional needs. • suggest interventions that you propose will be necessary to support your range of students (eg. in literacy, numeracy, physical, social, intellectual, behaviour, ICTs), and how these will be trialled and evaluated. • Identify the key stakeholders you believe should be involved in specific interventions (including internal personnel and Advisory Visiting Teachers). • outline your communication strategy with all stakeholders including parents. • summarise and interpret assessment data/evidence and how you will use this for planning. • propose adjustments to possible assessment and how these might be moderated. • suggest strategies for transitioning your students into the next phase of schooling or work (if needed). • provide guidelines for future staff who will be working with your students and suggestions for future professional development that may be required to effectively cater to perceived needs. **The presentation:**

	You are to upload a 2-page written summary of the key points of your presentation to Blackboard by Monday, 9 am, Week 9 and provide your tutor with a copy on the day of your presentation.
	You and your partner/s will present **(15-20 minutes including discussion)** your class to the Student Support Team (your tutorial class) in either Week 9 or 10 tutorial (to be negotiated with your tutor) for feedback and suggestions on future action plans.
Criteria:	1. **Knowledge and understanding:** inclusive and ethical practices support individual and community needs (including documentation and research). 2. **Application of skills**: interprets, integrates, adapts learning and assessment for individual needs in a given scenario. 3. **Collaborative skills:** engages with parents, support team and other internal and external parties (listening, responding, questioning, engaging with feedback). 4. **Oral communication skills:** presents key ideas in a synthesised manner using inclusive language and effective time management.

Assessment Task 4: SPE Report and e-Portfolio

Goal:	The goal of this task is to engage in learning and teaching experiences in schools related to one of your teaching areas.
Product:	A Supervised Professional Experience Report and ePortfolio.
Format:	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. In addition, you will complete the Pre-service Teacher Professional Profile (located in your SPE Handbook), have professional conversations and obtain feedback about your progress against the APST at the beginning and the end of your placement period. Your reflections should also include how you have responded to supervisor feedback and how this impacts on your professional development.
Criteria:	**Supervised Professional Experience Report form** *(see SPE Handbook)* 1. Application of knowledge of lesson planning: individual, small group and whole class. 2. Application of knowledge of differentiation strategies. 3. Facilitation of student engagement and participation in learning. **e-Portfolio** 4. Identification of professional development needs and goals. 5. Critical reflection on educational research and practice. 6. Written communication skills and academic literacies including grammar and English expression.

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

7.2   Course content

Week # / Module #	What key concepts/content will I learn?
Weeks 1 - 2	Current legislation, policies and practices that influence the support of students with individual learning needs in Australian schools. • Australian Professional Standards • Code of Conduct Embracing inclusion: An examination of teacher attitudes, values and beliefs: • Examine your attitude. • What should teachers know? • The philosophy of inclusion • A whole-person approach • A strengths-based framework Understanding individual learner needs: For example, learners with: • Intellectual Disability (ID) • Learning Disability (LD) • Speech and language impairments • Attention Deficit Hyperactivity Disorder (ADHD)
Weeks 3 - 4	Embracing inclusion: Understanding diversity • Diverse learners and the Australian Curriculum Approaches to designing curriculum to support all learners • Examining models which address ways to plan and cater for the successful learning of all students, Eg Universal Design for Learning(UDL) and Differentiated Instruction (DI) models • Understanding key terminology, Eg accommodations, modifications and adjustments • Using technology in the inclusive classroom • Individual student plans Understanding individual learner needs: For example, learners who are: • deaf or hard of hearing • blind or with a vision impairment • physical disabilities • health problems • gifts and talents • diverse cultural and linguistic backgrounds • adverse family circumstances
Weeks 5 - 6	Understanding individual learner needs: • Students on the Autism Spectrum: Understanding strengths, challenges and opportunities for inclusion. Encouraging positive interactions: Collaboration and co-teaching • identify internal and external supports for teachers of children with additional learning needs. • A whole-of-school approach to developing a Professional Learning Community (Eg working with a Student Support Team and external professionals) • successful co-operative planning and models for co-teaching.
Weeks 7 - 8	Planning for individual support needs: • developing individual support plans, including assessment and moderation • identify literacy and numeracy difficulties and how to plan for individual needs • identify the needs of students with challenging and very challenging behaviours

	• identify positive classroom strategies which minimise disruption and engage all students, including those with additional needs • identify specific ways to foster behavioural engagement of children with additional needs Understanding individual learner needs: • students with mental health disorders
Module 5 Weeks 9 - 10	Planning for Effective Transitions: • Working ethically, sensitively and confidentially with parents and carers • Kindy to Foundation year • Primary to Secondary • Secondary to Tertiary study/the workforce WEEK 9 and 10: Assessment 3 presentations
Week 11 - 14	20 days Supervised Professional Experience as per handbook

Please note course content is 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
Hyde, M., Carpenter, L. & Dole, S.	2017	Diversity, Inclusion and Engagement (Third Edition)	Oxford Press

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

Professional attire suitable for undertaking school-based Supervised Professional Experience will be required during the SPE component of this course. You will need to have professional attire suitable to wear on twenty 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.   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

Safe Assign:
In order to minimise incidents of plagiarism and collusion, this course may require that some of its assessment tasks are submitted electronically via Safe Assign. This software allows for text comparisons to be made between your submitted assessment item and all other work that Safe Assign has access to. If required, details of how to submit via Safe Assign will be provided on the Blackboard site of the course.

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 University of the Sunshine Coast.

In a course using Limited Grades, all assessment tasks relating to a work integrated learning (WIL) activity or a professional competency (PC) task are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

Unless otherwise indicated assessment tasks are completed and submitted by the individual student.

Submission penalties:
Penalties may apply for late submission of assessment tasks. You must contact your course coordinator if you require an extension or alternate assessment.

10.3   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

10.4   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

10.5   General Enquiries

In person:
- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - 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

10.6   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	National Professional Standards for Teachers (Graduate)
Task 1. Code of Conduct	3.3 Include a range of teaching strategies. 3.7 Describe a broad range of strategies for involving parents/carers in the educative process. 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. 6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers. 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.
Task 2: Differentia-ted Lesson Plan	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the 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 the design learning sequences and lesson plans. 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 Include a range of teaching strategies. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 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 behavior. 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching. 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. 6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
Task 3: Professional Presentation: Student Learning Needs	1.1 Physical, social and intellectual development and characteristics of students 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. 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 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching. 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. 6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.

	7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers. 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.
Task 4: SPE Report and ePortfolio	1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. 1.4 1.5 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the 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 2.6 3.3 3.4 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 5.1 5.2 5.3 5.4 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. 7.1 7.2 7.3 7.4

Overview of the Master of Teaching (Primary) Program	
Orientation to the profession: EDU764 Quality Teaching and Learning EDU765 Professional Experience: Orientation to the Profession	
Developing professional knowledge and skills: EDU712 Diversity and Inclusion EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning EDU717 Using Data for Learning EDU729 Professional Experience: Individual Learner Needs	**Developing curriculum and pedagogy knowledge and skills:** EDU767 Teaching Primary School English: Curriculum and Pedagogy EDU768 Teaching Mathematics in the Early Years EDU769 Teaching Science in Primary School EDU774 Teaching Primary School Mathematics EDU776 Teaching Reading and Writing in Primary School EDU777 Teaching Arts in the Primary Schools EDU778 Teaching History and Geography in Primary School EDU779 Teaching Health and Physical Education in Primary School EDU780 Teaching Technologies in Primary School
Synthesis of professional knowledge in practice and research: EDU718 Teacher as Researcher EDU720 Professional Experience: The Professional Teacher	