

EDU308 Professional Experience: Differentiated Practice

School: School of Education and Tertiary Access

2022 | Semester 2

UniSC Sunshine Coast
UniSC Moreton Bay
UniSC Fraser 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 usc.edu.au 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 has a strong focus on diversity that is underpinned by a deep understanding of pedagogies of equity & inclusivity. Consideration is given to educational policy on the implementation of an inclusive curriculum and also to the conceptualisation of "the differentiated curriculum" additionally as it pertains to the learning needs and contexts of children with disabilities and impairments, with learning difficulties, those with exceptional gifts and talents, those at-risk & those with high support needs. This course includes a 20 day Supervised Professional Experience component.

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 materials and activities accessed through Canvas modules and course readings.	2hrs	Week 1	10 times
Tutorial/Workshop 1 – There will be a scheduled weekly tutorial of two hours. Tutorial notes will be available to accompany all tutorials to support your learning. Tutorials run from weeks 1-9. The final tutorial will be run as a debrief workshop in week 16.	2hrs	Week 1	10 times
Placement – This course includes a 20 day placement commencing in Week 11.	160hrs	Week 11	Once Only
Seminar – Online	2hrs	Week 2	3 times
ONLINE			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules and course readings.	2hrs	Week 1	10 times
Tutorial/Workshop 1 – There will be a scheduled weekly Zoom tutorial of two hours. Tutorial notes will be available to accompany all tutorials to support your learning. Tutorials run from weeks 1-9. The final tutorial will be run as a debrief workshop in week 16.	2hrs	Week 1	10 times
Placement – This course includes a 20 day placement commencing in Week 11.	160hrs	Week 11	Once Only
Seminar – Online	2hrs	Week 2	3 times

1.3. Course Topics

Module 1: Preparing for entry into the teaching profession

- Understanding who I am as a teacher
- Professional code of conduct
- Reflecting on the APSTs
- Review of final education requirements

Module 2: Synthesizing strategies for differentiated learning

- Synthesis of theories, practices, concepts, contexts and issues related to differentiated education
- Synthesis of teaching strategies to support meeting individual learner needs
- Concepts of equity and diversity and the development of self-perception and identity
- Appraising the impact of teaching strategies on student learning outcomes

Module 3: Professional Experience

- Pre-placement site visit
- 20 days supervised professional experience as per handbook
- Debrief tutorial

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study 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?

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 Evidence the Australian Professional standards for teachers (APST) including codes of conduct, LANTITE, and professional experience.	Engaged	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 5, 5.1, 5.2, 5.3, 5.4, 5.5, 6, 6.1, 6.2, 6.3, 6.4, 7, 7.1, 7.2, 7.3, 7.4
2 Apply knowledge, understanding and skills as a professional educator to interpret, implement, integrate and adapt learning for individuals and community needs and personally reflect on that process.	Empowered	1, 3, 6, 7
3 Collaborate professionally with colleagues, parents/carers and the community to facilitate productive relationships with all stake-holders to achieve educational outcomes	Engaged	1, 4, 5, 6, 7
4 Demonstrate ethical practices, based on professional integrity, that support social justice and inclusion for all stakeholders in education.	Ethical	1, 2, 3, 4, 5, 6, 7
5 Demonstrate knowledge, skills, integrity and collaboration as a professional educator to develop and implement appropriate learning for individuals in a school setting.	Engaged	7

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: 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	Strategies for teaching Aboriginal and Torres Strait Islander students: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6	Strategies to support full participation of students with disability: Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
2	PROFESSIONAL KNOWLEDGE: Know the content and how to teach it

CODE	COMPETENCY
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3	PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
4	PROFESSIONAL PRACTICE: Create and maintain supportive and safe learning environments
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
4.3	Manage challenging behaviour: Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4	Maintain student safety: 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: 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	PROFESSIONAL PRACTICE: Assess, provide feedback and report on student learning
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
5.3	Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

CODE	COMPETENCY
5.5	Report on student achievement: Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement
6	PROFESSIONAL ENGAGEMENT: Engage in professional learning
6.1	Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
7	PROFESSIONAL ENGAGEMENT: Engage professionally with colleagues, parents/carers and the community
7.1	Meet professional ethics and responsibilities: Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2	Comply with legislative, administrative and organisational requirements: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3	Engage with the parents/carers: Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4	Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

5. Am I eligible to enrol in this course?

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

5.1. Pre-requisites

(EDU339 and enrolled in ED303) or (EDU205 and enrolled in ED304 or ED306)

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

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 be given feedback to accompany each task to assist the student to improve and progress through the course.

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	Quiz/zes	Individual	2 online quizzes and in class presentation	Refer to Format	Online Submission
All	2	Oral and Written Piece	Individual	20 min presentation (5 min per person)	Week 8	In Class
All	3a	Placement performance	Individual	20 days	Refer to Format	SONIA
All	3b	Oral and Written Piece	Individual	10-15 mins	Refer to Format	In Class

All - Assessment Task 1: Professional Competencies

GOAL:	This task enables you to demonstrate your evidence of compliance with Professional Competencies associated with the teaching profession, including, i) The Professional Code of Conduct; ii) LANTITE; iii) APST evidence.					
PRODUCT:	Quiz/zes					
FORMAT:	<p>This assessment task has three distinct parts:</p> <p>Part One: Code of Conduct statement via quiz</p> <p>Part Two: LANTITE statement via quiz</p> <p>Part Three: Present your completed APST grid based on the evidence you have collected to date and highlight areas requiring attention (on the template provided) accompanied with ideas to address evidence gaps</p> <p>Submitted by week 4</p>					
CRITERIA:	No.					Learning Outcome assessed
	1	Evidence of Code of Conduct				1
	2	Evidence of LANTITE				1
	3	Evaluation of personal learning needs and reflection on APSTs requiring further attention				1 2 5
	4	Ethical use and secure display of class/individual student data/information.				1 2 5
	5	Written communication skills and academic literacies including grammar, English expression and technical accuracy.				2 5
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy					

All - Assessment Task 2: Planning for Differentiation

GOAL:	This task allows you as a Pre-service Teacher to document differentiated practice through applying teaching and learning strategies to address specific individual learner needs.		
PRODUCT:	Oral and Written Piece		
FORMAT:	Group presentation in class		
CRITERIA:	No.		Learning Outcome assessed
	1	Identification of student learning needs	2 4 5
	2	Demonstrate knowledge and understanding of teaching strategies to meet individual learner needs	2 4 5
	3	Justification of chosen strategies to ensure successful learning outcomes for the individual learner	2 4 5
	4	Linking theory and practice Visual, Oral and Written communication skills and academic literacies including grammar, English expression and technical accuracy	2 4 5
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 3a: Supervised Professional Experience

GOAL:	This task is to apply and develop knowledge and understanding of your teaching competencies in an authentic school-based setting.		
PRODUCT:	Placement performance		
FORMAT:	Submit: On completion of SPE. Attendance at and completion of a 20-day block Supervised Professional Experience under the guidance of a Queensland registered teacher. Specific requirements and assessment criteria of the SPE are located in the SPE handbook on Canvas. Your SPE Report will be submitted on WILS by your supervising teacher		
CRITERIA:	No.		Learning Outcome assessed
	1	This task will be assessed against the Australian Professional Standards for Teachers (APST) at the Graduate Career Stage as indicated on the Supervised Professional Experience final report	2 3 4 5
GENERIC SKILLS:			

All - Assessment Task 3b: Appraising Impact

GOAL:	This task enables you to evaluate the impact of your teaching on student learning outcomes					
PRODUCT:	Oral and Written Piece					
FORMAT:	Submit: Debrief meeting, as timetabled. Debrief Day involving peer moderation of impact and SWOT analysis on the impact of your teaching on student learning outcomes					
CRITERIA:	No.	Learning Outcome assessed				
	1	identification of strengths and discussion relating to results	2	3	4	5
	2	identification of areas of concern and discussion relating to results	2	3	4	5
	3	suggestions/modifications for future	2	3	4	5
	4	communication skills and academic literacies	2	3	4	5
GENERIC SKILLS:						

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. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1: Preparing for entering the teaching profession Weeks 1-3	Pre-recorded learning materials and readings Tutorial/workshop delivery
Module 2: Synthesizing strategies for differentiation Weeks 4-9	Pre-recorded learning materials and readings Tutorial/workshop delivery
Module 3: Professional experience Weeks 10-16	Pre-placement site visit 20 days Professional experience Debrief tutorial post PEx

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	Diana Whitton	2015	Teaching and Learning Strategies	n/a	Cambridge University Press
Recommended	Eric H. Frangenheim	2017	Reflections on Classroom Thinking Strategies	Eleventh Edition	Rodin Educational Consultancy

8.2. Specific requirements

Professional attire suitable for undertaking school-based Supervised Professional Experience will be required during the SPE component of this course.

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 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

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. SafeUniSC

UniSC 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 SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC 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](tel:0754301226) 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC 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:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au