UniSC

COURSE OUTLINE

EDU328 Professional Experience: Managing Learning Environments

School: School of Education and Tertiary Access

2024 | Semester 2

UniSC Sunshine Coast | **BLENDED LEARNING** | Most of your course is on campus but you may be able to do some components of this course online.

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 allows you to practice adapting your teaching 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.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Prerecorded videos and associated activities to introduce main concepts each week and consolidate modules.	1.8hrs	Week 1	10 times
Tutorial/Workshop 1 – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through CANVAS. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times
Placement – 25 days placement commences week 11	150hrs	Week 11	Once Only

1.3. Course Topics

Understanding the adolescent learner. Understanding behaviour and managing emotional states

Managing the learning environment with the learner in mind.

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

Supervised Professional Experience (SPE) within a school context.

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 On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute for Teaching and School Leadership
1 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.	Empowered	1, 1.2, 3, 4, 4.2, 4.3, 6
2 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.	Empowered	1, 1.2, 4.2, 4.3, 6
3 Demonstrate and reflect on professional ethical practice based on the Australian Professional Standards, Codes of Conduct and school-based policies and procedures.	Ethical	6, 6.3, 6.4, 7, 7.1
4 Identify strategies to support inclusive student participation and engagement in classroom activities.	Knowledgeable	4.1
5 Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	Empowered	4.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
3	PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning
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

CODE	COMPETENCY
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.
6	PROFESSIONAL ENGAGEMENT: Engage in professional learning
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.

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

EDU114 and enrolled in program ED306, ED315, AE304, SE303 or ED307

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

Feedback is provided to students in weeks two and three through tutorial discussions and reflections..

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	Code of Conduct	Individual	Semester of study	Week 3	Online Submission
All	2	Oral and Written Piece	Individual	Lesson delivery:10 minutes	Refer to Format	Online Submission
All	3	Placement performance	Individual	25 days	Refer to Format	To Supervisor

All - 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:	Code of Conduct
FORMAT:	During your WIL experience you are required to complete 25 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 CANVAS for your discipline specific Code of Conduct. To be submitted online via CANVAS and hard copy in tutorial.

CRITERIA:	No.		Learning Outcome assessed
	1	Behaviour that is in accordance with the discipline Code of Conduct	③
	2	Adherence to the discipline Code of Conduct	① ③
	3	Completion of the required 25 days of SPE	① ② ③

All - Assessment Task 2: Lesson Plan and Teaching Segment

GOAL:	The goal of this task is to provide a simulated classroom context for you to practise your planning and the adaptions required when managing a learning environment.
PRODUCT:	Oral and Written Piece
FORMAT:	Submit: Lesson Plan: Week 6 tutorial. Teaching segment;Weeks 7 - 10. 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.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. At the conclusion of the teaching episode you will need to add a personal reflection of your experience to the plan. To be submitted online via CANVAS and hard copy in tutorial.

CRITERIA:	No.		Learning Outcome assessed
	1	Lesson segment planning and reflection	②
	2	Teaching strategies	②
	3	Inclusion and classroom management including legislative policy	① ② ③
	4	Communication both verbal and non-verbal	②
	5	Identify strategies to support inclusive student participation and engagement	④

All - Assessment Task 3: 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:	Placement performance
FORMAT:	Submit: SPE Report to be submitted at the Debrief day. ePortfolio to be uploaded by the commencement of the debrief day. 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:	No.		Learning Outcome assessed
	1	Lesson planning: individual, small group and whole class	②
	2	Behaviour management	① ② ③
	3	Student engagement and participation	① ② ③
	4	Professional practice	① ② ③
	5	Professional development needs and goals	② ③
	6	Communication both verbal and non-verbal	② ③
	7	ePortfolio • Professional development needs and goals • Reflection on educational research and practice	①
	8	Describe strategies that support students' well-being and safety	⑤

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 Week 1 - 4 Understanding the adolescent learner. Understanding behaviour and managing emotional states	Learning materials and tutorial activities. WFE folio including plan and timeline completed in this module. Text book assigned chapters and pre-readings listed on CANVAS
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 CANVAS
Module 2 Week 5- 6 Managing the learning environment with the learner in mind	Learning materials and tutorial activities. Text book assigned chapters and pre-readings listed on CANVAS
Module 4 SPE 25 days 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.

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

There are no required/recommended resources for this course.

8.2. 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. 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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 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 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