

EDU105

Professional Experience: The role of the teacher

School: School of Education and Tertiary Access

2025 | 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 is designed to develop your knowledge and understanding of the role of a teacher and how the Australian Professional Standards for Teachers support the growth of your professional knowledge, practice and engagement. You will be introduced to communication skills and strategies that enable you to engage effectively within a school community. You will also undertake a 10 day Professional Experience (PEX) in a primary school. A Course Debrief will follow the completion of your PEX to consolidate your learning and to plan your future development as a teacher.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage with online learning materials accessed through Canvas.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – A blended learning approach is used to deliver this course, including materials and activities accessed through Canvas. This course will be supported by face-to-face tutorials on campus.	2hrs	Week 1	10 times
Placement – This course includes a 10 day placement commencing after Week 10	72.5hrs	Week 11	Once Only
ONLINE			
Learning materials – You are required to engage with online learning materials accessed through Canvas.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – An online learning approach is used to deliver this course, including materials and activities accessed through Canvas. This course will be supported by zoom tutorials.	2hrs	Week 1	10 times
Placement – This course includes a 10 day placement commencing after Week 10	72.5hrs	Week 11	Once Only

1.3. Course Topics

- Professional conduct and ethical practice
- The aims and resources of broader teaching networks including; Education Queensland (EQ), Independent Schools Queensland (ISQ), the Australian Curriculum, the Queensland Curriculum and Assessment Authority (QCAA), the Queensland College of Teachers (QCT) and the Australian Institute of Teaching and School Leadership (AITSL)
- Teaching strategies for student engagement
- Observation, assessment, feedback and reflection
- Physical and social dimensions of learners
- Theories of teaching and learning in practice
- Professional communication and collaboration
- Ethical practice, legislative requirements and professional responsibilities
- Proactive approaches to classroom management including the Essential Skills for Classroom Management (ESCM) balance model, rules and routines and school-wide management frameworks and policy

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first 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 Understand, enact, and comply with the professional practices as outlined in the SETA Code of Conduct.	Knowledgeable Empowered Ethical	7.1, 7.2
2 Critique the roles, responsibilities and resources of broader networks and organisations including the Australian Institute for Teaching and School Leadership (AISTL), the Queensland College of Teachers (QCT), Education Queensland, and the Queensland Curriculum and Assessment Authority (QCAA) and the professional learning resources they provide to preservice and in-service teachers.	Knowledgeable Creative and critical thinker Empowered Engaged Collaboration	2.4, 7.4
3 Justify contemporary teaching through analysis of literature, policy and professional requirements including the Australian Professional Standards for Teachers (APST).	Knowledgeable Empowered Engaged	1.1, 1.2, 1.3, 6.2, 7.2, 7.4
4 Analyse the connections between student engagement, student needs, responsive teaching and classroom management through analysis of theory, literature and practice.	Knowledgeable Ethical Sustainability-focussed	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 3.3, 3.7, 6.2, 7.1, 7.2, 7.3
5 Demonstrate understanding of professional readiness, learning and professional communication through preparation, organisation, observation, reflective practice, professional collaboration, accepting and responding to feedback and the identification of professional learning needs and goals against the APST at the Graduate Level.	Knowledgeable Creative and critical thinker Engaged	6, 6.1, 6.2, 6.3, 6.4

* 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.

CODE	COMPETENCY
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.
2.1	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
2.4	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.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
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.
7.1	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

Enrolled in Program ED010, ED102 or ED304

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

At the end of Week 4 students will receive personal feedback on their progress following their completion of Task 2.

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	1a	Quiz/zes	Individual	This assignment includes one online quiz.	Week 1	Online Test (Quiz)
All	1b	Activity Participation	Individual	Throughout the duration of this course.	Refer to Format	To be Negotiated
All	2	Artefact - Professional, and Written Piece	Individual	2 Hour Workshop	Week 4	In Class
All	3a	Artefact - Creative, and Oral	Group	500 words equivalent	Week 9	In Class
All	3b	Artefact - Professional, and Written Piece	Individual	200 words	Week 9	Online Assignment Submission with plagiarism check
All	4	Placement performance	Individual	10 days PEx (see PEx calendar in Sonia for dates)	Refer to Format	SONIA
All	5	Written Piece	Individual	500 words and a 2-hour debrief workshop.	Refer to Format	Online Assignment Submission with plagiarism check

All - Assessment Task 1a: Code of Conduct Acknowledgement and Quiz

GOAL:	The goal of this task is to demonstrate understanding of and compliance with the Code of Conduct for the School of Education and Tertiary Access (SETA).		
PRODUCT:	Quiz/zes		
FORMAT:	After studying the Code of Conduct in class and independently, you will complete the Code of Conduct Quiz to demonstrate and acknowledge your understanding of the content and expectations. NB. This assessment task must achieve a PASS result to be eligible for progression to Task.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate understanding of SETA Code of Conduct to enact professional practice (WIL Procedures 5.2.3)	1
GENERIC SKILLS:	Information literacy		

All - Assessment Task 1b: Code of Conduct Compliance

GOAL:	The goal of this task is to reflectively operate within the SETA Code of Conduct expectations during all WIL activities.		
PRODUCT:	Activity Participation		
FORMAT:	You must conduct yourself in accordance with the SETA Code of Conduct for the duration of the course and operate within its guidelines for the duration of the course. This period of time includes the university-based activities (workshops, tutorials, Zoom sessions and discussion board) and the site-based components of this course. The SETA Code of Conduct is located in Canvas for this assessment task and in Sonia online.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate compliance of the SETA Code of Conduct in all WILs Activities (WIL Procedures 6.5.1).	1
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 2: PEx Orientation Assessment

GOAL:	The goal of this task is to demonstrate (1) a clear and reasonable understanding of the PEx requirements, (2) the ability to communicate these requirements effectively and professionally, and (3) completion of all the UniSC documentation to commence their placement.		
PRODUCT:	Artefact - Professional, and Written Piece		
FORMAT:	During this workshop, you will demonstrate that you are prepared for the PEx by; 1. Showing that you have applied for, or have a current Blue Card linked to UniSC, 2. Demonstrating that you have completed all mandatory pre-place modules, 3. Evidencing that you have created an online file and hardcopy folder which contains all documentation that is outlined in the PEx handbook and learning materials, 4. Being dressed in attire suitable to the teaching profession, 5. Constructing a professional email, 6. Explaining the teaching and learning requirements of your PEx.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstration of compliance with UniSC PEx preparation requirements.	1 5
	2	Demonstration of professional and effective communication.	1 5
	3	Demonstration of selecting appropriate professional teaching attire.	1 5
	4	Articulation of PEx Requirements	5
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy		

All - Assessment Task 3a: Infographic and Presentation

GOAL:	The goal of this task is to demonstrate your understanding of effective contemporary teaching, professional learning and professional practice aligned with theory, literature and policy.		
PRODUCT:	Artefact - Creative, and Oral		
FORMAT:	<p>This assessment is in two parts.</p> <p>Part One: You will work in a group (3-4 students) to create an infographic on effective contemporary teaching. Your infographic will be informed by theory, literature and policy. The infographic will also refer to broader teaching networks for teacher professional learning. A bibliography using APA style must be included.</p> <p>Part Two: Each group will have 5 minutes to collaboratively, present their infographic during a tutorial, followed by 2 minutes to answer questions about it. The presentation should articulate the collaborative decision-making process for researching and designing the infographic and elaborate on its key content.</p> <p>NB: This assessment task must receive a PASS grade to enable progression to the next assessment.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrated understanding about the key characteristics of effective teachers and the external influences that shape their actions.	4
	2	Demonstrated application of pertinent theory and contemporary literature to develop key themes in your infographic.	3 4
	3	Demonstration of collaborative practices with peers in research, production and presentation.	5
	4	Demonstrated understanding of the aims and roles of broader teaching networks and organisations to support professional learning and practice.	2
	5	Demonstrated evidence of effective written and verbal communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	5
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 3b: Professional e-Portfolio Evidence

GOAL:	The goal of this task is to justify the alignment of portfolio evidence to a specific APST descriptor.		
PRODUCT:	Artefact - Professional, and Written Piece		
FORMAT:	<p>You will first identify the APST descriptor that best aligns with a key theme in your infographic. Then, you will add the infographic to your QCT professional e-portfolio as evidence of demonstrating that APST descriptor. You will then complete the justification template within your professional e-portfolio to explain how your infographic demonstrates your understanding of the specific APST descriptor.</p> <p>NB: This assessment task must receive a PASS grade to enable progression to the next assessment.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstration of awareness of APST descriptor alignment.	3
	2	Justification of evidence about effective teaching and learning.	3 5
	3	Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.	3 5
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 4: Professional Experience and associated documentation

GOAL:	The goal of this task is to engage professionally with students and supervising teachers whilst observing and reflecting on professional practice in primary school contexts to develop your own professional practice as a teacher.		
PRODUCT:	Placement performance		
FORMAT:	During your PEx you are required to demonstrate professional knowledge, professional practice and professional engagement outlined in the PEx Handbook for EDU105. To be eligible to Pass you are required to complete the PEx satisfactorily according to the criteria listed on the EDU105 PEx Final Report. Your PEx Final Report will be completed by your Supervising Teacher and submitted through Sonia. Please ensure you read, sign and submit your Final Report.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrated understanding of professional knowledge (Australian Professional Standards for Teachers) as indicated in the Final PEx report.	1 4
	2	Demonstrated understanding of professional practice (Australian Professional Standards for Teachers) as indicated in the Final PEx report.	1 3
	3	Demonstrated understanding of professional engagement (Australian Professional Standards for Teachers) as indicated in the Final PEx report.	1 3 5
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 5: Guided Reflection and Debrief

GOAL:	The goal of this task is to reflect on your PEx experience and your learning from the course, to demonstrate understanding of effective teaching and student engagement in learning.		
PRODUCT:	Written Piece		
FORMAT:	<p>This assessment task is in Two Parts:</p> <p>Part One: Complete a guided reflection before the debrief session.</p> <p>Part Two: Use the completed section of your guided reflection to complete your debrief activities.</p> <p>The guided reflection template is available on Canvas. Upload to Canvas on the day of the debrief workshop.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Analysis and critique of effective teaching and learning processes	3 4
	2	Reflective analysis of professional learning strengths and needs against the APST at the Graduate Level.	3 5
	3	Demonstrated understanding of broader teaching networks and organisations for professional practice.	2 5
	4	Effective written and verbal communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	5
GENERIC SKILLS:	Communication, Collaboration, Applying technologies, Information literacy		

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
2020 AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS				
All delivery modes	Activity Participation	Code of Conduct Compliance	7.1	Practiced
			7.2	Practiced
	Artefact - Creative, and Oral	Infographic and Presentation	1.1	Taught
			1.2	Taught
			6.1	Taught
			6.2	Taught
			6.4	Taught
			7.1	Taught
			7.4	Taught
	Artefact - Professional, and Written Piece	PEx Orientation Assessment	6.3	Taught, Practiced
			7.1	Taught, Practiced
			7.2	Taught, Practiced
		Professional e-Portfolio Evidence	6.1	Taught
			6.2	Taught
	Placement performance	Professional Experience and associated documentation	1.1	Practiced
			1.2	Practiced
			2.1	Practiced
			2.2	Practiced
			2.3	Practiced
			3.1	Practiced
			3.3	Practiced
			3.4	Practiced
			3.5	Practiced
			4.1	Practiced
			4.2	Practiced
			5.1	Practiced
			5.2	Practiced
			6.1	Practiced
			6.3	Practiced
			7.1	Practiced
			7.2	Practiced
	Quiz/zes	Code of Conduct Acknowledgement and Quiz	7.1	Taught
			7.2	Taught
	Written Piece	Guided Reflection and Debrief	6.1	Taught, Practiced
			6.2	Taught, Practiced
			6.3	Taught, Practiced
			6.4	Taught, Practiced
			7.4	Taught, Practiced

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.

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
Required	Rick Churchill,Amanda Keddie,Julianne Moss,Michael C. Nagel,Kylie Shaw,Jenny Mackay,Will Letts,Michelle McGill,Jantiena Batt,Karley Beckman,Tiffani Apps,Peter Grainger	2022	Teaching, Making A Difference	5th Edition	Wiley

8.2. Specific requirements

To undertake this course, students must possess a Blue Card (application for this document is made by the University; students should consult the Professional Experience Handbook for further details). It is expected that you will have access to the internet to access electronic material available online via the University Canvas site and the library. It is also expected that you will have transportation to the PEx site provided for this course and have appropriate professional attire for the ten days of PEx

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

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 5.1.1.3 and 5.1.1.4 of the Grades and Grade Point Average (GPA) - Academic Policy.

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.

Refer to the Assessment: Courses and Coursework Programs – Procedures.

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