UniSC

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

EDU105 Professional Experience: The role of the teacher

School: School of Education and Tertiary Access

2024 | Semester 1

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

Ethical practice, legislative requirements and professional responsibilities

Australian Professional Standards for Teachers

Learning and teaching theories

Introduction to classroom management

Professional engagement with the supervising teacher

Emerging professional identity and preparation for undertaking Professional Experience (PEx)

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			

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 Review critically, analyse and synthesise teacher professional requirements including; APST, code of conduct and reflective practice.	Creative and critical thinker Empowered	1, 1.1, 1.2, 2.4, 2.6, 6.1, 7.1, 7.2
2 Demonstrate knowledge of teaching strategies and theories of learning and physical and social emotional dimensions of learners, and how to observe them within professional contexts.	Ethical Sustainability-focussed	1, 1.1, 1.2, 1.4, 1.6, 2.1, 3.3, 7.1, 7.2
3 Consolidate knowledge of professional ethics, observation and reflective practice and collaboration with peers, academic staff and supervising teachers to accept and respond to feedback professionally in all communication.	Knowledgeable Empowered	6.1, 6.2, 6.3, 7.1, 7.2, 7.4
4 Communicate to present a clear coherent and independent exposition of knowledge and ideas.	Knowledgeable Engaged	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 7.1, 7.2

* 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.
2.1	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.

CODE	COMPETENCY
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.
3.3	Use teaching strategies: Include a range of teaching strategies.
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.
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.
7.4	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, aligned with the Code of Conduct, 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	1	Code of Conduct	Individual	Semester of enrolment	Week 1	Online Submission
All	2	Artefact - Professional, and Written Piece	Individual	2 Hour Workshop	Week 4	In Class
All	3	Oral and Written Piece	Group	500 words equivalent	Week 10	In Class
All	4	Placement performance	Individual	10 days PEx	Week 13	SONIA
All	5	Activity Participation	Individual	2-hour workshop in Week 14	Refer to Format	Online Assignment Submission with plagiarism check and in class

All - 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 academic coursework and a work integrated learning (WIL) experience.
PRODUCT:	Code of Conduct
FORMAT:	To acknowledge your agreement with the responsibilities and behaviours detailed with the Code of Conduct you must successfully complete a short quiz during Week 1 tutorial. You must conduct yourself in accordance with the Code of Conduct guidelines while completing your PEx, during your class work on campus as well as when identifiable as a UniSC student. See Canvas for your discipline specific Code of Conduct. Screen shot of your results uploaded to canvas

CRITERIA:	No.		Learning Outcome assessed
	1	Critical review of Code of Conduct and completion of online quiz. Screen shot of your results uploaded to canvas	① ③ ④
	2	Display of professional behaviour in class activities (tutorials, course debrief) that is in accordance with the School of Education's Code of Conduct	① ③ ④

GENERIC SKILLS:	Information literacy

All - Assessment Task 2: PEx Orientation Assessment

GOAL:	The goal of this task is to ensure that students: (1) have a clear and reasonable understanding of the PEx requirements, (2) are able to communicate these requirements in an effective manner, and (3) have completed all the UniSC documentation to commence their placement.
PRODUCT:	Artefact - Professional, and Written Piece
FORMAT:	During this workshop you must provide evidence of the following: you have applied for, or have a current Blue Card linked to UniSC, you have completed all mandatory pre-place modules, you have created an online file and hardcopy folder which contains all documentation that is outlined in the PEx handbook and learning materials. You must also present yourself in attire suitable to the teaching profession, construct a professional email, and can explain the teaching and learning requirements of your PEx.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	All UniSC required PEx documentation completed	1
	2	Clear and reasonable understanding of PEx requirements.	1
	3	Professional and effective email communication	3
	4	Demonstration of professional and appropriate teaching attire	1

GENERIC SKILLS:	Communication, Problem solving, Organisation

All - Assessment Task 3: Infographic and Presentation

GOAL:	The goal of this task is to communicate your understanding of being an effective teacher and the outside influences which shape and guide their practice, using a visual medium.
PRODUCT:	Oral and Written Piece
FORMAT:	You will work in a group (3-4 students) to create an infographic on being an effective teacher in the 21st Century. Your infographic will be informed by literature and government policy, accordingly a short bibliography must be included. You will have 5 minutes (per group) in your tutorial to present your infographic, followed by 2 minutes to answer questions about it. Each member of the group is to present something from infographic. You will also submit the infographic individually via Canvas prior to your presentation in the tutorial. NB: This assessment task must receive a PASS grade to enable progression to the next assessment.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Knowledge and understanding of: (1) the key characteristics of effective teachers and the external influences that shape their actions, and (2) the Australian Professional Standards for Teachers (APST)	1 2
	2	Selection and use of appropriate literature to inform the key statements on the infographic	2
	3	Effective collaboration with producing and presenting	3
	4	Demonstrated evidence of effective written and verbal communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	4

GENERIC SKILLS:	Communication, Collaboration, 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 complete the 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.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Application and understanding of professional knowledge	2
	2	Application and understanding of professional practice	3
	3	Application and understanding of professional engagement	3 4

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy

All - Assessment Task 5: Course Debrief

GOAL:	The goal of this task is to reflect on your PEx experience to develop an extended understanding of the alignment between the APST, the teaching cycle and areas for professional learning.
PRODUCT:	Activity Participation
FORMAT:	You are required to complete a reflection-on-action using a SWOT analysis of your experiences during the PEx. The evidence you collected during the PEx will be evaluated against the Australian Professional Standards for Teachers at Graduate stage. You are also required to update your e-portfolio.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Analysis and critique of personal classroom learning and teaching processes	1
	2	Reflection on personal strengths and weaknesses associated with meeting the APST Standards (Graduate Level)	1 3
	3	Inclusion of latest SPE evidence in e-portfolio	1
	4	Effective written and verbal communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	4

GENERIC SKILLS:	Communication, Applying technologies, Information literacy

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,Michèle 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

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 UniSC.

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