UniSC

COURSE OUTLINE

EDU106 Professional Experience: Connecting with Learning and Teaching

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.

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 professional placement course provides an introduction to classroom professional practice in primary schools. You will gain experience in designing, planning and implementing learning experiences which meet the needs of primary school children. You will develop an understanding of the Australian Professional Standards for Teachers (Graduate Level). You will undertake a 10 day Professional Experience (PEx) where you will have opportunity to develop your skills in learning engagement, classroom management and reflective practice.

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. These materials may include powerpoints, videos, readings etc.	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.	2hrs	Week 1	10 times
Placement – This course includes a 10 day placement in a Primary School setting. Dates can be found on Sonia Online.	72.5hrs	Week 12	Once Only

1.3. Course Topics

- UniSC Code of Conduct, ethical practice, legislative requirements, and professional responsibilities
- The Australian Professional Standards for Teachers as a professional learning mechanism
- School communities and parental engagement in the learning
- Data and evidence for student learning e.g. an introduction to formative feedback and summative assessment.
- Set learning goals that provide for varing student abilities and characteristics and plan lesson sequences using the Australian Curriculum for student engagement and learning
- Effective approaches and pedagogies to learning, e.g. inquiry and Universal Design for Learning (UDL)
- Evidence-based teaching and learning strategies
- 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
- Planning for student safety e.g. resources, transitions, safe and ethical use of ICT
- Professional communication and responding to feedback
- Formal and informal observation and reflection e.g. reflection-in and reflective-on action

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
2 Apply theory and contextual factors when planning for evidence-based, student-centred engaging lessons against the Australian Curriculum.	Knowledgeable Creative and critical thinker Empowered Organisation Information literacy	1, 1.1, 1.2, 1.3, 2, 2.1, 2.2, 2.5, 3, 3.1, 3.3, 3.4, 3.5, 4, 4.2, 5.1, 6.3, 7
3 Apply knowledge of evidence-based effective and proactive classroom management to support student engagement and learning.	Knowledgeable Creative and critical thinker Empowered Information literacy	3.5, 4, 4.1, 4.2, 4.3, 4.4, 4.5
4 Critically reflect and set goals on professional experiences, learning and practices to enhance understanding of effective teaching and learning aligned with the Australian Professional Standards for Teachers (Graduate Level).	Empowered Sustainability-focussed	6.1, 6.2, 6.3, 6.4
5 Demonstrate understanding of professional readiness through preparation, organisation, observation, reflective practice, professional collaboration, professional communication including with parents/carers, accepting and responding to feedback.	Knowledgeable Creative and critical thinker Engaged	3.7, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4

* 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.
2	PROFESSIONAL KNOWLEDGE: Know the content and how to teach it
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.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
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.
3.3	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
3.7	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.
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student 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.

CODE	COMPETENCY
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

EDU105 and enrolled in Program 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

In weeks 4 and 8 students will receive feedback on whether they are meeting expectations associated with the Code of Conduct.

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 assessment 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	Activity Participation	Individual	30 minutes	Refer to Format	Online Test (Quiz)
All	3	Activity Participation	Individual	800-1000 words and an 8-minute presentation	Refer to Format	Online Assignment Submission with plagiarism check and in class
All	4	Activity Participation	Individual	7.25 hours each day for 10 consecutive days as scheduled. In addition, an initial contact with the Supervising Teacher and Site Coordinator prior to placement. See the PEx calendar in Sonia for PEx dates.	Refer to Format	SONIA
All	5	Written Piece	Individual	500 words and a 2-hour debrief workshop.	Refer to Format	To be Negotiated

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	Critically review Code of Conduct and complete online quiz. Upload a screen shot of your results to canvas	

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 ⑤

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

All - Assessment Task 2: Learning and Teaching Quiz

GOAL:	The goal of this task is to demonstrate your understanding of planning for effective teaching and learning.
PRODUCT:	Activity Participation
FORMAT:	This quiz provides you with an early opportunity for feedback on your understanding of evidence-based planning for effective teaching and learning before developing your Task 3 lesson plan. The quiz will require you to apply your understanding of the theory, literature and learning content from Weeks One to Four. The quiz will be available from Week Three and close at the end of Week 4.

CRITERIA:	No.		Learning Outcome assessed
	1	Articulation of approaches to planning for evidence-based effective teaching and learning.	② ③
	2	Communication of evidence-based pedagogies and teaching strategies for student engagement.	③ ⑤
	3	Articulation of evidence-based classroom management practices.	② ③

GENERIC SKILLS:	Communication, Information literacy

All - Assessment Task 3: Lesson Plan and presentation (Years P-6)

GOAL:	The goal of this task is to apply evidence-based teaching strategies in lesson planning to engage the learner.
PRODUCT:	Activity Participation
FORMAT:	This task is in Three Parts. Part One: You are required to create an individual lesson plan for a case study group of primary-aged students (provided) utilising the EDU106 lesson plan template available on Canvas. Part Two: You will teach an 8-minute section of your lesson to a small group of your peers, who will be in the role of the case study students, during tutorials in weeks 8-9. Part Three: After teaching the lesson, you will complete the reflection section of the lesson plan template. Upload to Canvas within 24 hours of enacting your mini-lesson.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Knowledge of the Australian Curriculum, evidence-based teaching strategies and effective classroom management when planning learning activities for primary students.	② ③ ④
	2	Effective communication of expectations, management of learning activities, and questioning to facilitate student learning.	② ③ ④
	3	Reflection on planning and teaching performance.	④ ⑤
	4	Demonstrated understanding of planning for context (case study group).	②
	5	Written and verbal communication skills and academic literacies including English expression, grammar, spelling, punctuation, and APA referencing conventions	
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy		

All - Assessment Task 4: Professional Experience

GOAL:	The goal of this task is to demonstrate achievement of the APST criteria listed on the PEx Final Report through professional knowledge, professional practice and professional engagement.
PRODUCT:	Activity Participation
FORMAT:	During your PEx you are required to demonstrate professional knowledge, professional practice and professional engagement outlined in the PEx Handbook for EDU106. To be eligible to Pass you are required to complete the PEx satisfactorily according to the criteria listed on the EDU106 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.	② ③ ④
	2	Demonstrated understanding of professional practice (Australian Professional Standards for Teachers) as indicated in the Final PEx report.	② ③ ④
	3	Demonstrated understanding of professional engagement (Australian Professional Standards for Teachers) as indicated in the Final PEx report.	① ③ ④ 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 learning from the course, to demonstrate understanding of the components of planning for effective teaching and student engagement in learning.
PRODUCT:	Written Piece
FORMAT:	This assessment task is in Two Parts: Part One: Complete a guided reflection before the debrief session. Part Two: Use the completed section of your guided reflection to complete your debrief activities. The guided reflection template is available on Canvas. Upload to Canvas on the day of the debrief workshop.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Analysis and critique of effective teaching and learning practices.	② ③ ④
	2	Reflection and analysis of professional learning strengths and needs against the APST at the Graduate Level.	④ ⑤
	3	Demonstrated understanding of the factors that impact teaching and learning decisions.	② ③ ④
	4	Effective written and verbal communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, 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				
		Code of Conduct Compliance	7.1	Practiced
			7.2	Practiced
		Learning and Teaching Quiz	1.1	Practiced
			1.2	Practiced
			3.4	Practiced
			3.7	Practiced
			4.1	Practiced
			4.4	Practiced
			5.1	Practiced
			5.2	Practiced
		Lesson Plan and presentation (Years P-6)	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
			4.4	Practiced
			6.1	Practiced
			6.2	Practiced
			6.3	Practiced
	Activity Participation		6.4	Practiced
			7.1	Practiced
All delivery modes			7.2	Practiced

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
		Professional Experience	1.1	Practiced
			1.2	Practiced
			1.5	Practiced
			2.1	Practiced
			2.2	Practiced
			2.3	Practiced
			3.1	Practiced
			3.2	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
			6.2	Practiced
			6.3	Practiced
			6.4	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	Practiced
			6.2	Practiced
			6.3	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
Recommended	Churchill/John Wiley & Sons Australia	2022	Teaching Making A Difference	5	John Wiley & Sons Australia
Recommended	Roy Killen	2016	Effective Teaching Strategies	7	Cengage Learning

8.2. Specific requirements

To undertake this course, students must possess a Blue Card (application for this document is made through 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?

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

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 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