COURSE OUTLINE

EDU205 Professional Experience: Facilitating the Learning Environment

School: School of Education and Tertiary Access

2026 | Trimester 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 unisc.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

In this course, you will develop knowledge of classroom management strategies that support effective teaching and learning in classrooms in primary schools. Emphasis is placed on approaches for guiding behaviours to meet the diverse needs of students with a range of capabilities including students with challenging behaviours. You will complete a 20-day block PEx to demonstrate the implementation of the Essential Skills of Classroom Management. You will teach a range of curriculum subject areas to strengthen your professional practice in planning, teaching, assessing and reflecting.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Learning materials are independently accessed in Canvas. They include course content, activities, readings and resources for active engagement and participation in the tutorials.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – Tutorials are on-campus synchronous tutorials, including technology-enabled blended learning.	2hrs	Week 1	10 times
Placement – PEx includes 20 days of placement in a primary school classroom. The PEx Handbook includes specific requirements for the PEx, including the PEx dates. The Handbook can be accessed in SONIA	160hrs	Week 11	Once Only

1.3. Course Topics

Course Topics:

- Embedding proactive classroom management strategies into professional practice, including building relationships, setting expectations, establishing rules and routines.
- Understanding and managing challenging behaviours and disengaged students and whole school approaches for positive behaviour
- Application of learning theory and contemporary literature to classroom management, including neuroscience
- Understanding and applying classroom management policy in practice to create safe and predictable learning environments
- Connecting effective classroom management with contextually responsive teaching practices
- Applying the Australian Curriculum to plan, sequence and assess engaging and effective learning sequences
- Understanding of and compliance with the SETA Code of Conduct
- Appling the APST through Professional Knowledge, Professional Practice and Professional Engagement

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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 Understand, enact, and comply with the professional practices as outlined in the SETA Code of Conduct.	Knowledgeable Empowered Ethical	7, 7.1, 7.2
2 Implement the Australian Curriculum subject areas across all aspects of the teaching cycle (planning, teaching, assessing, reflecting and evaluating) with reference to the APST.	Knowledgeable Engaged Sustainability-focussed	1, 2, 3, 4, 5.1
3 Understand and apply theory/literature/evidence-based classroom management strategies for ethical, contextual and responsive teaching practices.	Knowledgeable Empowered Ethical Problem solving	1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 7.1, 7.2
4 Select teaching strategies to support communication with different audiences.	Knowledgeable Empowered Engaged	6, 6.1, 6.2, 6.4
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	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.
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.
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.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
3	PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.7	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.
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
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.

CODE	COMPETENCY
6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
7	PROFESSIONAL ENGAGEMENT: Engage professionally with colleagues, parents/carers and the community
7.1	Meet professional ethics and responsibilities: Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2	Comply with legislative, administrative and organisational requirements: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3	Engage with the parents/carers: Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4	Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

(EDU106 and enrolled in Program ED304) or (EDU105 and enrolled in Program ED306)

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Understanding of the Australian Professional Standards for Teachers. (Graduate Stage)

5.5. Microcredential Information

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

Timely feedback is provided before Week 4 Census to support learning and guide subsequent assessment

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	Code of Conduct	Individual	Throughout the duration of the course.	Refer to Format	To be Negotiated
All	2a	Artefact - Professional, and Written Piece	Individual		Week 4	Online Assignment Submission with plagiarism check and in class
All	2b	Artefact - Professional, and Written Piece	Individual		Week 8	Online Assignment Submission with plagiarism check
All	3	Activity Participation	Individual	7.25 hours each day for 20 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	4	Activity Participation	Individual	Two-page guided reflection 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
AUTHORSHIP STATEMENT:	
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 2.
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:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy

All - Assessment Task 1b: Code of Conduct Adherance

GOAL:	The goal of this task is to reflectively operate within its guidelines for the duration of the course (including the WILS experience in school).
PRODUCT:	Code of Conduct
AUTHORSHIP STATEMENT:	
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 school-based components of this course. The SETA Code of Conduct is located in Canvas for this assessment task and in Sonia online. Submit: Week 15
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 2a: Professional e-Portfolio

GOAL:	The goal of this task is to reflect on your knowledge, understanding and practical application of evidence-based approaches that support teachers to proactively manage the classroom environment.
PRODUCT:	Artefact - Professional, and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Using the Professional e-Portfolio template, you will generate artefacts/evidence and annotations, demonstrating your knowledge and understanding of the course content from Weeks One to Three. 1) Select FOUR themes from Weeks One to Three, and provide a variety of evidence types demonstrating your engagement in the learning. For example, a video of you practising a classroom management strategy, a script, an environmental map, an infographic explainer aligned with course content, and/or a classroom management matrix. 2) Write a 150-200-word annotation for each theme addressed by the evidence/artefact. The annotations should be explicitly linked to criteria 1, 2 and 3. For support on writing annotations, see the Portfolio Guide in Canvas. 3) Place the piece of evidence/artefact and associated annotation in the relevant section of the APST-aligned Professional e-Portfolio.
CRITERIA:	

No.		Learning Outcome assessed
1	Justification for the use of evidence-based proactive classroom management strategies for establishing and maintaining expectations, including rules and routines and 'Do Nows'.	3 4
2	Analysis of evidence-based proactive classroom management strategies and how they relate to creating safe and supportive environments for learning.	3
3	Application of the Essential Skills for Classroom Management and their alignment with a positive classroom ecology.	5
4	Alignment of evidence/artefact to the Australian Professional Standards for Teachers.	3 5
5	Demonstration of professional communication skills, including the acknowledgement of pertinent sources.	1 2 3 5

GENERIC SKILLS:	Communication, Organisation, Applying technologies, Information literacy

All - Assessment Task 2b: Professional e-Portfolio

GOAL:	The goal of this task is to reflect on your knowledge, understanding and practical application of evidence-based approaches that support teachers to proactively manage the classroom environment.
PRODUCT:	Artefact - Professional, and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Using the Professional e-Portfolio template, you will generate artefacts/evidence and annotations, demonstrating your knowledge and understanding of the course content from Weeks Four to Seven. 1) Select FOUR themes from Weeks Four to Seven, and provide a variety of evidence types demonstrating your engagement in the learning. For example, Banking time scripts, video and/or script of enacting transitions, plan for enacting desired behaviours, simple and complex transitions, video of enacting indirect and de-escalating strategies, scenario responses, school-wide classroom management systems evaluations. 2) Write a 150-200-word annotation for each theme addressed by the evidence/artefact. The annotations should be explicitly linked to criteria 1, 2 and 3. For support on writing annotations, see the Portfolio Guide in Canvas. 3) Place the piece of evidence/artefact and associated annotation in the relevant section of the APST-aligned Professional e-Portfolio.
CRITERIA:	

No.		Learning Outcome assessed
1	Justification for the use of evidence-based proactive classroom management strategies for establishing and maintaining expectations.	3 4
2	Analysis of evidence-based proactive classroom management strategies and how they relate to creating safe and supportive environments for learning.	3
3	Application of the Essential Skills for Classroom Management and their alignment with a positive classroom ecology.	5
4	Alignment of evidence/artefact to the Australian Professional Standards for Teachers.	3 5
5	Demonstration of professional communication skills, including the acknowledgement of pertinent sources.	1 2 3 5

GENERIC SKILLS:	Communication, Organisation, Information literacy

All - Assessment Task 3: EDU205 PEx

GOAL:	The goal of this task is to engage professionally within the school context whilst observing, planning, teaching, and reflecting on your professional and classroom management practice aligned with the APST and theory.
PRODUCT:	Activity Participation
AUTHORSHIP STATEMENT:	
FORMAT:	You will engage with the school community to explore professional practice during 20 days of Professional Experience (PEx). During this time, you will observe, plan, and teach mini-lessons and reflect on evidence-based classroom management and school-wide policies in practice. Refer to your PEx Handbook in Sonia for PEx requirements, workloads and templates. To be eligible to Pass you are required to complete the PEx satisfactorily according to the criteria listed on the EDU205 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. Submit: Week 15
CRITERIA:	

No.		Learning Outcome assessed
1	Demonstrated understanding of professional knowledge (Australian Professional Standards for Teachers) as indicated in the Final PEx report.	2 4
2	Demonstrated understanding of professional practice (Australian Professional Standards for Teachers) as indicated in the Final PEx report.	3
3	Demonstrated understanding of professional engagement (Australian Professional Standards for Teachers) as indicated in the Final PEx report.	1 4 5

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

All - Assessment Task 4: Guided Reflection and Debrief

GOAL:	The goal of this task is to reflect on your application of classroom management theory in your professional practice.
PRODUCT:	Activity Participation
AUTHORSHIP STATEMENT:	
FORMAT:	This assessment task is in Two Parts: Part One: Complete Part One of the Guided Reflection before the debrief session. Part Two: Complete Part Two of the Guided Reflection during the debrief workshop. The guided reflection template is available on Canvas. Upload to Canvas at the end of the debrief workshop. Submit: Week 15
CRITERIA:	

No.		Learning Outcome assessed
1	Identification of classroom management policy, systems and approaches.	3
2	Analysis of effective classroom management for teaching and learning.	2 3 4 5
3	Reflection and analysis of professional learning strengths and needs against the APST at the Graduate Level.	5
4	Demonstration of professional oral and written communication skills.	5

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

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	EDU205 PEx	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
			4.3	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
		Guided Reflection and Debrief	6.1	Practiced
			6.2	Practiced
			6.3	Practiced
			6.4	Practiced
			7.1	Practiced
			7.2	Practiced
			7.4	Practiced
	Artefact - Professional, and Written Piece	Professional e-Portfolio	1.1	Practiced
			1.2	Practiced
			1.5	Practiced
			2.1	Practiced
			2.2	Practiced

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			3.1	Practiced
			3.2	Practiced
			3.3	Practiced
			3.4	Practiced
			3.5	Practiced
			5.1	Practiced
			5.2	Practiced
			6.4	Practiced
			7.1	Practiced
			7.2	Practiced
	Code of Conduct	Code of Conduct Adherance	7.1	Practiced
			7.2	Practiced
	Quiz/zes	Code of Conduct Acknowledgement and Quiz	7.1	Practiced
			7.2	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

> There are no required/recommended resources for this course.

8.2. Specific requirements

Current Blue Card for PEx required in this course.
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 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. 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

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central