

EDU205 Professional Experience: Facilitating the Learning Environment

School: School of Education and Tertiary Access

2024 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

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 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:

- Classroom management and behaviour management
- Understanding challenging behaviours and disengaged students
- Code of Conduct
- Embedding guiding behaviour and classroom management strategies in professional practice
- Lesson planning and lesson sequences for student engagement
- Professional Knowledge, Professional Practice and Professional Engagement for Professional Experience (PEX)
- The Australian Curriculum and associated subject areas and achievement standards
- The teaching cycle (planning, teaching, assessing, reflecting and evaluating)

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	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 Demonstrate compliance with the Code of Conduct to different audiences.	Knowledgeable Ethical Sustainability-focussed	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 Communicate and apply the Essential Skills of Classroom Management (ESCM) and other approaches to managing behaviour in professional practice	Knowledgeable Ethical	1, 4, 4.1, 4.2, 4.3, 4.4
4 Select teaching strategies to support communication with different audiences.	Knowledgeable Empowered Engaged	6, 6.1, 6.2, 6.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
2	PROFESSIONAL KNOWLEDGE: Know the content and how to teach it
3	PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning

CODE	COMPETENCY
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.
6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
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.

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)

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

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 and an acknowledgement of understanding.	Week 2	Online Test (Quiz)
All	1b	Code of Conduct	Individual	Throughout the duration of the course.	Refer to Format	Online Assignment Submission with plagiarism check
All	2a	Quiz/zes	Individual	30 minutes	Refer to Format	Online Assignment Submission with plagiarism check
All	2b	Activity Participation	Group	This task has two parts: An Infographic: equivalent to 500 words. Oral justification: 5-minute presentation plus audience Q&A	Refer to Format	Online Assignment Submission with plagiarism check and in class
All	3	Activity Participation	Individual	Plan and enact a 10-minute mini-lesson. 500-word mini-lesson plan and reflection.	Refer to Format	Online Assignment Submission with plagiarism check and in class
All	4	Placement performance	Individual	7.25 hours each day for 20 consecutive days as scheduled. In addition to the initial site visit to meet the Supervising Teacher and Site Coordinator.	Refer to Format	SONIA
All	5	Artefact - Professional	Individual	2-hour debrief in your regular tutorial time. 500 words or equivalent.	Refer to Format	Online Assignment Submission with plagiarism check and in class

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

GOAL:	The goal of this task is to demonstrate your knowledge and understanding of your professional requirements.	
PRODUCT:	Quiz/zes	
FORMAT:	After reading through the School of Education and Tertiary Access (SETA) Code of Conduct, you will complete one online Code of Conduct quiz. When submitting your quiz you will be asked to acknowledge your understanding of the Code of Conduct document and expectations. If you do not understand any aspect of the Code of Conduct please ask your tutor for assistance before submitting your quiz responses. Week 2, Monday 4pm	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrated knowledge of the professional requirements of teachers (e.g., professional ethical obligations in the SETA Code of Conduct) 1
	2	Application of understanding of the requirement to adhere to the discipline-specific Code of Conduct throughout the duration of the course. 1
	3	Application of knowledge and understanding of the requirement to enact personal behaviour that is in accordance with the discipline-specific Code of Conduct. 1

All - Assessment Task 1b: Code of Conduct Adherence

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	
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.	
CRITERIA:	No.	Learning Outcome assessed
	1	Application of knowledge and understanding of professional ethical obligations evident through the professional adherence to the discipline-specific Code of Conduct throughout the duration of the course. 1
	2	Application of knowledge and understanding of the requirement to enact personal behaviour that is in accordance with the discipline-specific Code of Conduct. 1

All - Assessment Task 2a: Classroom Management

GOAL:	This assessment task includes two online quizzes about classroom management.	
PRODUCT:	Quiz/zes	
FORMAT:	This assessment provides you with an early opportunity for feedback on your understanding of evidence-based classroom management before developing your Task 2 Infographic. Available from Week 3.	

CRITERIA:	No.	Learning Outcome assessed
	1	Articulation of the key features of the Essential Skills for Classroom management. 3
	2	Explanation of evidence-based classroom management. 3
	3	Application of evidence-based teaching strategies for effective classroom management. 4

All - Assessment Task 2b: Classroom Management Infographic

GOAL:	The goal is to create and justify an evidence-based classroom management infographic.	
PRODUCT:	Activity Participation	
FORMAT:	<p>For this task, you will apply your knowledge of evidence-based classroom management, coupled with the feedback from the online classroom management quiz.</p> <p>Part 1: You will work in a group of three people to create and present an infographic to represent effective classroom management and student engagement. Your infographic must explicitly align with theory, literature, the Essential Skills for Classroom Management (ESCM) and the APST. Upload the infographic to your QCT professional e-portfolio under APST 4.1 (including references) and submit via Canvas by 4 pm Friday Week 4,</p> <p>Part 2: In your group of three, you will present your infographic to your peers in the tutorial. Group presentations occur in Week 5 tutorials.</p> <p>NB: You must receive a PASS grade for this task to enable progression in this course and for you to proceed to placement. Please refer to Canvas for further details regarding each assessment part.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Integration of evidence-based approaches for managing classroom behaviours. 3
	2	Identification of relevant APST at the Graduate career stage. 2 3
	3	Communication of the key features of the Essential Skills of Classroom Management. 3
	4	Application of evidence-based teaching strategies to support student engagement and learning. 4
	5	Justification of infographic content aligned with evidence-based approaches to classroom management. 3 4

All - Assessment Task 3: Micro-teaching Activity

GOAL:	The goal of this task is to apply evidence-based approaches when planning for student engagement and enacting classroom management.
PRODUCT:	Activity Participation
FORMAT:	<p>This assessment is in three parts:</p> <p>Part One - Plan for effective teaching and learning: Develop a curriculum-aligned 10-minute mini-lesson for the case study group (provided). Submit your mini-lesson plan with Part Three of this task via Canvas.</p> <p>Part Two - Teach for successful student outcomes: During the Week 7 tutorial, your peers will act in the role of the case study group, while you enact the mini-lesson and respond to unplanned case-specific behaviours.</p> <p>Part Three – Reflect for professional growth: Complete the Guided Reflection section in the mini-lesson plan (APST 4.3), add to your professional portfolio and upload to Canvas, Friday Week 8.</p> <p>NB: You must receive a PASS grade for this task to enable progression in this course and for you to proceed to placement. Please refer to Canvas for further details regarding each assessment part.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Creation of a case-specific engaging mini-lesson using an Australian Curriculum Learning Area. 2
	2	Justification of case-specific evidence-based strategies to support student engagement. 3
	3	Application of the Ten Essential Skills for Classroom Management. 2 3
	4	Reflection on the effectiveness of planned and enacted strategies for effective case-specific classroom management. 2 3
	5	Demonstration of effective written and oral communication skills. 4

All - Assessment Task 4: 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:	Placement performance								
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.								
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Implementation of learning and teaching 2</td> </tr> <tr> <td>2</td> <td>Communication of the ESCM and other approaches for managing classroom behaviour 3</td> </tr> <tr> <td>3</td> <td>Evaluation of teaching strategies for diverse learners 4</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Implementation of learning and teaching 2	2	Communication of the ESCM and other approaches for managing classroom behaviour 3	3	Evaluation of teaching strategies for diverse learners 4
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3	Evaluation of teaching strategies for diverse learners 4								

All - Assessment Task 5: PEx Compulsory Debrief.

GOAL:	The goal of this task is to reflect on your application of classroom management theory in your professional practice.								
PRODUCT:	Artefact - Professional								
FORMAT:	Complete a guided reflection, connecting the theory from this course with your practice during the PEx. Refer to the ECSM and pertinent literature to validate your claims. Submit to Canvas on the day of the debrief session.								
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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

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](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