

EDU308 Professional Experience: Differentiated Practice

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

This course has a strong focus on diversity that is underpinned by a deep understanding of pedagogies of equity & inclusivity. Consideration is given to educational policy on the implementation of an inclusive curriculum and also to the conceptualisation of "the differentiated curriculum" additionally as it pertains to the learning needs and contexts of children with disabilities and impairments, with learning difficulties, those with exceptional gifts and talents, those at-risk & those with high support needs. This course includes a 20 day Supervised Professional Experience component.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules and course readings.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – There will be a scheduled weekly tutorial of two hours. Tutorial notes will be available to accompany all tutorials to support your learning. Tutorials run from weeks 1-9. The final tutorial will be run as a debrief workshop in week 16.	2hrs	Week 1	9 times
Placement – This course includes a 20 day placement commencing in Week 11.	160hrs	Week 11	Once Only
Tutorial/Workshop 2 – Post placement Debrief tutorial	2hrs	Exam Period	Once Only

1.3. Course Topics

Module 1: Preparing for entry into the teaching profession

- Understanding who I am as a teacher
- Professional code of conduct
- Reflecting on the APSTs
- Review of final education requirements

Module 2: Synthesizing strategies for differentiated learning

- Synthesis of theories, practices, concepts, contexts and issues related to differentiated education, including multi-tiered system of support.
- Synthesis of teaching strategies to support meeting individual learner needs, including UDL
- Concepts of equity and diversity and the development of self-perception and identity

Module 3: Big picture practices

- Appraising the impact of teaching strategies on student learning outcomes, classroom management strategies including building relationships, establishing expectations, setting goals, the use of explicit instruction, and setting routines for safe learning environments.

Module 4: Professional Experience

- Pre-placement site visit
- 20 days supervised professional experience as per handbook
- Debrief tutorial

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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 Evidence the Australian Professional standards for teachers (APST) including codes of conduct, LANTITE, and professional experience.	Engaged	1.3, 1.4, 1.5, 1.6, 3.5, 4.1, 4.2, 7.2, 7.3
2 Apply knowledge, understanding and skills as a professional educator to interpret, implement, integrate and adapt learning for individuals and community needs and personally reflect on that process.	Empowered	1.3, 1.4, 1.5, 1.6, 4.1, 4.2, 6.1, 6.2, 7.2, 7.3
3 Collaborate professionally with colleagues, parents/carers and the community to facilitate productive relationships with all stake-holders to achieve educational outcomes	Engaged	1.3, 1.4, 1.5, 1.6, 3.5, 4.1, 4.2, 4.3, 4.4, 6.1, 7.2, 7.3
4 Demonstrate ethical practices, based on professional integrity, that support social justice and inclusion for all stakeholders in education.	Ethical	1.3, 1.4, 1.5, 1.6, 3.5, 4.1, 4.2, 6.1, 6.2, 7.2, 7.3
5 Demonstrate knowledge, skills, integrity and collaboration as a professional educator to develop and implement appropriate learning for individuals in a school setting.	Engaged	4.1, 4.2, 4.4, 6.1, 6.2, 7.2, 7.3

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
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.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
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.

CODE	COMPETENCY
4.4	Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
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
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.

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

(EDU339 and enrolled in ED303) or (EDU205 and enrolled in ED304 or ED306)

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

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

Students will be given feedback to accompany each task to assist the student to improve and progress through the course.

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	Quiz/zes	Individual	Online quizzes due Week 3 and in class presentation Week 3, upload Week 4.	Refer to Format	Online Submission
All	2	Oral	Individual	5 minute presentation per person	Week 8	In Class
All	3a	Placement performance	Individual	20 days	Refer to Format	SONIA
All	3b	Oral and Written Piece	Individual	15 mins	Refer to Format	In Class

All - Assessment Task 1: Professional Competencies

GOAL:	This task enables you to demonstrate your evidence of compliance with Professional Competencies associated with the teaching profession, including, i) The Professional Code of Conduct; ii) LANTITE; iii) APST evidence.													
PRODUCT:	Quiz/zes													
AUTHORSHIP STATEMENT:														
FORMAT:	<p>Part a) LANTITE Complete the online LANTITE quiz on Canvas and receive 100%.</p> <p>Part b) Code of Conduct Complete the online Code of Conduct quiz on Canvas and receive 100%.</p> <p>Part c) APST Evidence Collate APST evidence (based on focus standards). Complete EDU 308 Professional Learning Plan (template on CANVAS) including Standard 5. This will be presented to colleagues in Week 3 and submitted Week 4.</p> <p>Focus standards: APST. 1.4 - 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. APST 1.6 - Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. APST 2.4 - Demonstrate broad knowledge of, understanding of, and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. APST 3.7 - Describe a broad range of strategies for involving parents/carers in the educative process. APST 4.3 - Demonstrate knowledge of practical approaches to manage challenging behaviour. APST 5.3 - Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. APST 7.3 - Understand strategies for working effectively, sensitively and confidentially with parents/carers. APST 7.4 - Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p>													
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GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy													

All - Assessment Task 2: Planning for Differentiation

GOAL:	This task allows you as a Pre-service Teacher to document differentiated practice through applying teaching and learning strategies to address specific individual learner needs.	
PRODUCT:	Oral	
AUTHORSHIP STATEMENT:		
FORMAT:	<p>You will plan and document differentiated practice through applying teaching and learning strategies to address developing specific individual learner needs as applied to a specific scenario (AC portfolio work sample). Present evidence-based strategies, including your approach to collaborating with experts, setting student goals, and using multi-tiered systems of support, to your peers for review and feedback. Each group will present to the class.</p> <p>Format for group work:(groups of 4-5) Your group will focus on one key learning area and one year level. Each group member will focus on their own content description when developing teaching and learning strategies for the identified student using the annotated work samples as reference point and a guide.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Identification of student learning needs 2 4 5
	2	Demonstrate knowledge and understanding of teaching strategies to meet individual learner needs 2 4 5
	3	Justification of chosen strategies to ensure successful learning outcomes for the individual learner 2 4 5
	4	Linking theory and practice Visual, Oral and Written communication skills and academic literacies including grammar, English expression and technical accuracy 2 4 5
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy	

All - Assessment Task 3a: Professional Experience (P Ex)

GOAL:	This task is to apply and develop knowledge and understanding of your teaching competencies in an authentic school-based setting.	
PRODUCT:	Placement performance	
AUTHORSHIP STATEMENT:		
FORMAT:	<p>Submit on completion of P Ex.</p> <p>Attendance at and completion of a 20-day block Professional Experience under the guidance of a Queensland registered teacher. Specific requirements and assessment criteria of the P Ex are located in the P Ex handbook. Your PEx Report will be submitted on SONIA by your supervising teacher.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	This task will be assessed against the Australian Professional Standards for Teachers (APST) at the Graduate Career Stage as indicated on the Supervised Professional Experience final report 2 3 4 5
GENERIC SKILLS:		

All - Assessment Task 3b: Appraising Impact

GOAL:	This task enables you to evaluate the impact of your teaching on student learning outcomes																
PRODUCT:	Oral and Written Piece																
AUTHORSHIP STATEMENT:																	
FORMAT:	<p>You will plan (or co-plan with teacher supervisor) to address a skill or area identified by the teacher. You or your teacher will identify three groups within the classroom, and you will teach and assess your intervention over the four weeks. You will teach and refine your teaching over the four weeks of PEx and present your impact study at debrief. (The PEx requirements table gives one idea of what this may look like; however, be guided by your teacher.)</p> <p>Debrief: Evaluate the impact of your intervention on student learning outcomes and conduct peer moderation of your intervention and impact study. Drawing upon your classroom experiences and research-based literature, present your impact study, SWOT analysis, classroom management reflection demonstrating how you set expectations, built relationships and used explicit instruction, and course file in mandatory Debrief tutorial (check CANVAS for dates). Impact study includes the lesson plans, planning, records, work samples and reflections created for your task. Include an evaluation (200 words) justifying your decisions and connection to pedagogy.</p>																
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GENERIC SKILLS:																	

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.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1: Preparing for entering the teaching profession Weeks 1-3	Learning materials and readings Tutorial/workshop delivery
Module 2: Synthesizing strategies for differentiation Weeks 4-9	Learning materials and readings Tutorial/workshop delivery
Module 3: Professional experience Weeks 10 -16	Pre-placement site visit 20 days Professional experience Debrief tutorial post PEx

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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Cavanagh M, & Prescott A.	2022	Your Professional Experience Handbook	2nd	Pearson
Recommended	Deborah Green, Deborah Price	2024	Teaching to Transform Learning	n/a	Cambridge University Press

8.2. Specific requirements

Professional attire suitable for undertaking school-based Supervised Professional Experience will be required during the SPE component of this course.

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](#)