COURSE OUTLINE

EDU339 Professional Experience: Curriculum Approaches and Pedagogies

School: School of Education and Tertiary Access

2026 | Trimester 1

UniSC Sunshine 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 Professional Experience (PEx) course, you are introduced to teaching in primary schools. You will complete a 10-day PEx in a middle - upper primary classroom where you will use your knowledge of the Australian Curriculum, explicit instruction, and pedagogies from your early childhood PEx. to participate in the teaching cycle for primary classrooms through intentional planning, teaching, assessing, and reflecting. You will continue to demonstrate your knowledge of the APST through evidencing quality examples of engagement and achievement in your APST digital portfolio.

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 learning content, activities, readings and resources for active engagement with course learning outcomes.	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 – After your initial site visit to meet with your Supervising Teacher and to spend time in the classroom to prepare for the PEx, you will undertake 7.25 hours of PEx each day for 10 consecutive days of PEx in a Year 4 or Year 5 classroom in a primary school. The PEx Handbook includes specific requirements for the PEx, and can be accessed on SONIA.	72.5hrs	Week 11	Once Only

1.3. Course Topics

Course topics:

- ACARA curriculum learning areas for Year 4 and Year 5 with a focus on ACARA curriculum Technologies
- Ethical standards, Code of Conduct, child protection, trauma and healing
- Diversity, inclusion differentiated practices and adjustments for students with a wide range of capabilities
- Effective use of resources to promote student participation and engagement.
- Essential Skills of Classroom Management and Positive Behaviour for Learning for managing challenging student behaviour
- High Impact Teaching Strategies including Explicit Instruction and the teaching cycle
- Planning lesson sequences and learning activities for Year 4 and Year 5
- Professional Knowledge, Professional Practice and Professional Engagement for the 10-day PEx
- Developing Teacher Identity, Wellbeing and Resilience

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 Reflect on and establish connections between curriculum approaches and teaching in the early years and in primary schools	Knowledgeable Engaged	1.1, 1.5, 2.1, 2.3, 3.2, 3.3, 5.4
2 Understand, enact, and comply with the professional practices as outlined in the SETA Code of Conduct	Ethical Sustainability-focussed	7.1, 7.2
3 Engage professionally in the school community to evidence engagement with the APST in the areas of Knowledge, Practice and Engagement	Engaged Sustainability-focussed	7.1, 7.2, 7.4
4 Plan and teach across a range of learning areas using collaborative, and explicit teaching strategies to promote learner engagement	Engaged	2.1, 2.6, 3.1, 3.2, 3.3, 4.1, 4.5, 5.2
5 Identify areas for professional learning and improved practice	Knowledgeable Engaged	6.1, 6.2, 6.3, 6.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
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.

CODE	COMPETENCY
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.
2.1	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
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
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.
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
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.
5.2	Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
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.
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.
7.1	Meet professional ethics and responsibilities: Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2	Comply with legislative, administrative and organisational requirements: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.4	Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

5. Am I eligible to enrol in this course?

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

5.1. Pre-requisites

EDU217 or EDU336 and enrolled in Program ED303

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

EDU215

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 receive timely feedback before Week 4 Census to support learning and guide subsequent assessments.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Code of Conduct	Individual	The PEx is a 10 consecutive day placement at a minimum of 7.25 hours each day, including an initial PEx site visit with the Supervising Teacher. Compliance with the Code of Conduct applies for the entire trimester of enrolment. The Code of Conduct quiz is a 15 minute quiz to be completed in Canvas by Monday 10:00am, Week 2	Refer to Format	Online Test (Quiz)
All	2	Portfolio	Individual	The length of the APST portfolio will vary depending on the observations, artefacts, and reflections included since enrolment in the early childhood program.	Week 11	Online ePortfolio Submission

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	3	Artefact - Creative, and Oral	Individual	The length of the written component is 1000 words (or equivalent), with a 10 minute in-class presentation.	Week 7	Online Assignment Submission with plagiarism check and in class
All	4	Oral and Written Piece	Individual and Group	Assessment 3 consists of a 2,000 word (or equivalent) written component and a 20 minute in-class presentation.	Refer to Format	Online Assignment Submission with plagiarism check and in class
All	5	Placement performance	Individual	Duration is 10-day block PEx in a school (minimum 7,25 hours each day), including one initial PEx site visit to meet with the Supervising Teacher, and a two hour debrief at the conclusion of the PEx.	Refer to Format	SONIA

All - Assessment Task 1: Code of Conduct

GOAL:	The goal of Assessment 1 is to demonstrate understanding of and compliance with, the Code of Conduct for the School of Education and Tertiary Access (SETA). You must achieve a Pass (PU) to pass this course.
PRODUCT:	Code of Conduct
AUTHORSHIP STATEMENT:	
FORMAT:	Assessment 1 includes submission of three components: a: Complete the Code of Conduct quiz in Canvas b:Upload an electronic copy of the Code of Conduct to Canvas c: Include a signed hard copy of the Code of Conduct in your EDU339 PEx file..
CRITERIA:	

No.		Learning Outcome assessed
1	Demonstrate understanding of SETA Code of Conduct to enact professional practice (WIL Procedures 5.2.3)	2
2	Compliance with the Code of Conduct for the duration of EDU339 including the PEx	2

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation

All - Assessment Task 2: APST Digital Portfolio

GOAL:	The goal of Assessment 2 is to provide evidence demonstrating achievement of the relevant APST at graduate stage in both prior to school contexts and school contexts demonstrating understanding of your won professional learning needs. You must achieve a Pass (PU) to pass this course.
PRODUCT:	Portfolio
AUTHORSHIP STATEMENT:	
FORMAT:	The APST Digital Portfolio is uploaded using the designated Canvas submission options by Monday 10:00am, Week 11. For initial feedback, students are encouraged to submit the APST Digital Portfolio in Canvas by Monday10.00am, Week 3.
CRITERIA:	

No.		Learning Outcome assessed
1	Compilation of quality examples evidencing achievement of the APST at graduate level in prior to school and school contexts	3
2	Explanation of evidence to demonstrate achievement of the APST at graduate level in prior to school and school contexts	3
3	Identification of alignment between the APST at graduate stage and developing teacher identity	1

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

All - Assessment Task 3: Infographic: My Classroom Management Plan

GOAL:	The goal of Assessment 3 is to develop a personal classroom management plan to demonstrate your knowledge of managing classroom behaviour, guiding behaviour, the Essential Skills of Classroom Management and Positive Behaviour for Learning
PRODUCT:	Artefact - Creative, and Oral
AUTHORSHIP STATEMENT:	
FORMAT:	The infographic, is completed using the University's secure online assessment platform indicated in Canvas. The written component is due by Monday 10:00am, Week 5 with the in-class presentations due in Week 5 or Week 6.

CRITERIA:

No.		Learning Outcome assessed
1	Application of appropriate classroom management strategies for a school context	1
2	Explanation of alignment of classroom management plan with relevant theorists, ESCM, PBL and the APST	3
3	Application of techniques that positively and effectively manage behaviour in classroom contexts, including using calm, consistent and proportional responses, behaviour modelling and providing feedback to give attention to the desired behaviour.	4
4	Communication to engage and inform audience in professional learning	5

GENERIC SKILLS:	Problem solving, Organisation, Applying technologies

All - Assessment Task 4: Teaching a Lesson Sequence

GOAL:	The goal of Assignment 4 is to work collaboratively in groups to develop and present a planned explicit teaching sequence in an allocated learning area to promote student learning, student feedback and reporting to parents. You must achieve a Pass (PU) to pass this course.
PRODUCT:	Oral and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	The Lesson Sequence is completed using the University's secure online assessment platform indicated in Canvas. The written component is due by Monday 10:00 am, Week 8. The presentation of the Lesson Sequence is due in-class in Week 8 or Week 9.

CRITERIA:

No.		Learning Outcome assessed
1	Application of the Australian Curriculum and Queensland Kindergarten Learning Guideline to inform effective planning	1
2	Analysis of alignment across the teaching cycle through the application of explicit teaching	4
3	Collaborative engagement to demonstrate achievement of the APST within teaching and learning contexts	3
4	Design of age-appropriate learning activities and resources to support explicit teaching strategies that promote student learning, student feedback and reporting to parents	4

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

All - Assessment Task 5: Professional Experience (PEx) and Debrief

GOAL:	The goal of Assignment 5 is to demonstrate knowledge, practice and engagement against the APST at Graduate stage as identified in the PEx Final Report. You must achieve a Pass (PU) to pass this course.
PRODUCT:	Placement performance
AUTHORSHIP STATEMENT:	
FORMAT:	PEx: complete the requirements of the 10 days as outlined in the PEx Handbook, with all PEx documentation completed and signed in SONIA Attendance at the scheduled debrief is compulsory.
CRITERIA:	

No.		Learning Outcome assessed
1	Evaluation of the APST listed for the Final PEx Report	3
2	Analysis of knowledge, practice, and engagement for strengthening professional learning	5
3	Achievement of the APST criteria as identified on the PEx Final Report	3

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

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

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	Iva Strnadová,Michael Arthur-Kelly,Phil Foreman	2021	Inclusion in Action 6e	n/a	Cengage AU

8.2. Specific requirements

Current Blue Card for place-based field trip and the 10 day block Professional Experience (PEx)
Students are expected to have access to reliable transport to and from their PEx site, as well as internet access to engage with online learning materials available through the University's Canvas platform and the library.

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