

EDU339 Professional Experience: Curriculum Approaches and Pedagogies

School: School of Education and Tertiary Access

2025 | Semester 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 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 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 subject areas for Year 4 and Year 5 with a focus on ACARA curriculum Technologies
- Code of Conduct and ethical behaviour for a school context
- Diversity, inclusion and differentiated practices 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
- Explicit Instruction
- Planning lesson sequences and activities for Year 4 and Year 5
- Professional Knowledge, Professional Practice and Professional Engagement for the 10-day PEx
- The teaching cycle including planning, teaching, assessing, reflecting and evaluating

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

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	1b	Quiz/zes	Individual	Semester of your enrolment in the course including the PEx	Week 13	Online Test (Quiz)
All	2	Portfolio	Individual	Assignment 2 is a 2000 word or equivalent. written submission that includes a digital portfolio.	Week 10	Online ePortfolio Submission
All	3	Artefact - Creative, and Oral	Individual	Assignment 3: is a 1000 word or equivalent written submission that includes a 10 minute presentation and an infographic.	Week 7	Online Assignment Submission with plagiarism check and in class
All	4	Artefact - Creative, and Written Piece	Individual and Group	Assignment 4: is a 2000 word or equivalent written submission that may include artefacts, visuals, resources and activities.	Refer to Format	Online Assignment Submission with plagiarism check and in class

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	5	Placement performance	Individual	7.25 hours each day for 10 consecutive days of the PEx, including the initial site visit to meet your Supervising Teacher, and a two hour debrief tutorial following completion of the PEx.	Week 13	Online Submission

All - Assessment Task 1b: Code of Conduct

GOAL:	The goal of Assignment 1b is to reflectively operate within the SETA Code of Conduct expectations during all WIL activities								
PRODUCT:	Quiz/zes								
FORMAT:	<p>Assignment 1b: requires you to conduct yourself in accordance with the SETA Code of Conduct 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 PEx site-based components for this course.</p> <p>The SETA Code of Conduct is located in Canvas for Assignment 1a and Assignment 1b, and can also be accessed online in Sonia.</p> <p>Assignment 1b: you must achieve a Pass (PU) to pass this course.</p>								
CRITERIA:	<table><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Demonstrate compliance with the SETA Code of Conduct in all WILS activities (WIL Procedures 6.5.1)</td><td>2</td></tr></tbody></table>			No.		Learning Outcome assessed	1	Demonstrate compliance with the SETA Code of Conduct in all WILS activities (WIL Procedures 6.5.1)	2
No.		Learning Outcome assessed							
1	Demonstrate compliance with the SETA Code of Conduct in all WILS activities (WIL Procedures 6.5.1)	2							
GENERIC SKILLS:	Communication, Problem solving, Organisation								

All - Assessment Task 2: APST Portfolio

GOAL:	The goal of Assignment 2 is to collate evidence of engagement with, and achievement of, a sample of APST at graduate stage in prior to school contexts and school contexts.		
PRODUCT:	Portfolio		
FORMAT:	<p>Assignment 2: requires you to evidence your engagement with, and achievement of, the APST in prior to school and school contexts.</p> <p>You must upload your Digital Portfolio to Canvas for initial feedback, due midnight Friday Week 3, and for additional feedback due midnight Friday Week 6.</p> <p>Final submission of your APST Digital Portfolio is uploaded to Canvas and due midnight Week 10. Assignment 2: you must achieve a Pass (PU) to pass the course.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Explanation of engagement with, and achievement of, the APST	3
	2	Description evidencing the APST	3
	3	Identification of alignment between the APST in prior to school and school contexts	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 Assignment 3 is to develop a personal classroom management plan demonstrating your knowledge of classroom behaviour, guiding behaviour, the Essential Skills of Classroom Management and Positive Behaviour for Learning		
PRODUCT:	Artefact - Creative, and Oral		
FORMAT:	<p>Assignment 3: requires you create an infographic of your Classroom Management Plan, There are two parts to Assignment 3.</p> <p>Oral: you have 10 minutes to present your Classroom Management Plan in class during the scheduled Week 7 or Week 8 tutorials.</p> <p>Artefact: Infographic is uploaded to Canvas and due midnight Friday Week 7.</p> <p>Assignment 3: you must achieve a Pass (PU) to progress to the PEx and pass the course.</p>		
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	Communication to engage and inform audience in professional learning	5
GENERIC SKILLS:	Problem solving, Organisation, Applying technologies		

All - Assessment Task 4: Lesson planning for a weekly sequence of learning activities

GOAL:	The goal of Assignment 4 is to work collaboratively in groups to demonstrate content knowledge, planning, and sequencing of learning activities to promote student learning																
PRODUCT:	Artefact - Creative, and Written Piece																
FORMAT:	<p>Assignment 4: requires you to work collaboratively in groups to plan a weekly learning sequence with activities and resources. There are two parts to Assignment 4: you are required in groups to participate in a 30 minute presentation to share a weekly learning sequence with activities in the scheduled Week 8 or Week 9 tutorials.</p> <p>Additionally, each individual group member must create a lesson plan to support the weekly learning sequence. The weekly learning sequence and individual lesson plan is uploaded to Canvas and due midnight Friday Week 8.</p> <p>Assignment 4: you must achieve a Pass (PU) to progress to the PEx, and pass the course.</p>																
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No.		Learning Outcome assessed															
1	Application of curriculum approaches in teaching	1															
2	Explanation of alignment in the teaching cycle using explicit instruction	4															
3	Collaboration in groups to evidence APST in teaching and learning	3															
4	Development of age appropriate learning activities and resources to support explicit teaching strategies	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 achievement of knowledge, practice and engagement of the APST as identified in the PEx Final Report.													
PRODUCT:	Placement performance													
FORMAT:	<p>Assignment 5: requires you to demonstrate achievement of the APST requirements through your professional knowledge, professional practice and professional engagement during the PEx. There are two part to Assignment 5.</p> <p>PEx: successful completion of the requirements of the 10 days PEx as outlined in the PEx Handbook.</p> <p>Debrief: attend the debrief as scheduled at the completion of the PEx, and upload your SWOT analysis to Canvas due midnight Friday Week 13.</p> <p>Assignment 5: you must achieve a Pass (PU) to pass the course.</p>													
CRITERIA:	<table> <thead> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> </thead> <tbody> <tr> <td>1</td><td>Evaluation of PEx experiences through reflection-for-action</td><td>3</td></tr> <tr> <td>2</td><td>Analysis of knowledge and practice for improved professional learning</td><td>5</td></tr> <tr> <td>3</td><td>Achievement of the APST criteria identified on the PEx Final Report</td><td>3</td></tr> </tbody> </table>	No.		Learning Outcome assessed	1	Evaluation of PEx experiences through reflection-for-action	3	2	Analysis of knowledge and practice for improved professional learning	5	3	Achievement of the APST criteria identified on the PEx Final Report	3	
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1	Evaluation of PEx experiences through reflection-for-action	3												
2	Analysis of knowledge and practice for improved professional learning	5												
3	Achievement of the APST criteria identified on the PEx Final Report	3												
GENERIC SKILLS:	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

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	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 PEX.

It is expected you will have access to the internet to access electronic material available online via the University Canvas and the library. It is also expected that you will have transportation to the PEX site required for 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. 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