UniSC

COURSE OUTLINE

EDU381 Professional Experience: Developing Teacher Identity and Leadership

School: School of Education and Tertiary Access

2026 | Trimester 2

UniSC Sunshine Coast

BLENDED LEARNING You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

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 course, you consolidate your understanding of leadership and advocacy in early childhood through researching effective leadership attributes. Teaching in an early learning context, you confidently demonstrate your emerging teacher identity by evidencing deep knowledge of children and their learning. You evidence inclusive and culturally sensitive practices through play-based pedagogies and curriculum approaches that meet the needs of all children. Your active engagement with families and the community, evidences their involvement in the educative process of early learning.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Students independently access course learning materials in Canvas. Learning materials include course learning content, activities, readings and resources for active engagement with EDU381 course learning outcomes.	1hr	Week 1	9 times
Tutorial/Workshop 1 – Tutorials are on-campus synchronous tutorials, including technology-enabled blended learning.	2hrs	Week 1	10 times
Placement – To fully prepare for the Professional Experience, you are required to make an initial site visit to meet with your Supervising Teacher, and familiarise yourself with the early learning context. You will undertake 7.25 hours each day for the 20 day PEx. The PEx Handbook includes specific requirements of the placement. The Handbook and additional requirements for the PEx can be accessed at UniSC Sonia.	145hrs	Week 11	Once Only

1.3. Course Topics

- Australian Professional Standards for Teachers (Graduate stage)
- Collaboration and Co-Teaching in early learning contexts
- Comply with legislative and ethical responsibilites
- Developing oral language, early reading and literacy
- Engaging with families and the early learning community
- Emerging Teacher Identity
- Guiding behaviours and creating supportive learning environments
- Leadership and advocacy
- Pedagogically appropriate intentional teaching and learning approaches
- Reflection-for-action for improved practice

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 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 Critically analyse leadership attributes and approaches through research	Creative and critical thinker	1.2
2 Reflect on professional knowledge, professional practice and professional engagement to establish emerging teacher identity	Empowered	1, 2, 3, 4, 5, 6, 7
3 Comply with legislative and ethical requirements of the early learning community and sector	Ethical	7.1, 7.2
4 Implement play-based and curriculum pedagogies within an inclusive and culturally sensitive learning context	Creative and critical thinker	1, 2
5 Understand, enact, and comply with the professional practices as outlines in the SETA Code of Conduct.	Ethical	7.1, 7.2

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
2	PROFESSIONAL KNOWLEDGE: Know the content and how to teach it
3	PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning
4	PROFESSIONAL PRACTICE: Create and maintain supportive and safe learning environments

CODE	COMPETENCY
5	PROFESSIONAL PRACTICE: Assess, provide feedback and report on student learning
6	PROFESSIONAL ENGAGEMENT: Engage in professional 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

EDU380 and enrolled in Program UB009

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

EDU409

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

Early peer feedback is provided on Assessment Task 2: APST Developing Teacher Identity digital portfolio in Week 3. The feedback should be used to inform your final submission in Week 8.

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	Throughout trimester of enrolment.	Week 3	SONIA
All	2	Portfolio	Individual	3000 words or equivalent	Week 8	Online Submission
All	3	Placement performance	Individual	7.25 hours each day over a 20 day Professional Experience.	Refer to Format	Online Submission

All - Assessment Task 1: Code of Conduct

GOAL:	The goal of this task is to demonstrate understanding of, compliance and adherence to the Code of Conduct for the School of Education and Tertiary Access (SETA).
PRODUCT:	Code of Conduct
FORMAT:	You will complete the Code of Conduct to demonstrate understanding of the content and expectations. 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 university based activities (workshops, tutorials, Zoom sessions and discussion board) and the site-based components of the course.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Demonstrate understanding of SETA Code of Conduct to enact professional practice	5
	2	Demonstrate compliance of the SETA Code of Conduct in all WILs Activities.	5

GENERIC SKILLS:	Collaboration, Problem solving, Organisation

All - Assessment Task 2: APST: Emerging Teacher Identity Portfolio

GOAL:	The goal of Assessment 2 is to collate evidence of engagement with and achievement of the APST at graduate stage in prior to school early learning contexts.
PRODUCT:	Portfolio
FORMAT:	Assessment 2 is in 2 parts: Part 1: You will share your portfolio with peers in Week 3 and receive and provide Peer Feedback. Part 2: Your portfolio is due midnight Friday Week 8, submitted electronically in Canvas for marking and feedback.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Evidence of engagement with the NQS and APST in early learning contexts	3
	2	Knowledge of early learning contexts accommodating a range of ages from babies-five years old (prior to formal schooling)	2 4
	3	Proficient English writing skills and organisation to evidence professional knowledge, professional practice and professional engagement	2

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

All - Assessment Task 3: Professional Experience

GOAL:	The goal of Assessment 3 is to demonstrate leadership and teaching competencies in an early learning context.
PRODUCT:	Placement performance
FORMAT:	Assessment 3 is in two parts: Part 1: undertake and complete the requirements of the 20 day Professional Experience as outlined in the PEx Handbook. Part 2: Attend the Professional Experience Debrief tutorial as scheduled. A completed reflection on the Professional Experience with a focus on your Leadership and Developing Teacher Identity is due midnight Friday Week 15 submitted electronically in Canvas.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	The PEx report will be assessed and completed by your Supervising Teacher.	**1**
	2	Reflection and evaluation of Professional Experience focusing on leadership and identity in an early learning context.	**2**
GENERIC SKILLS:	Communication, Problem solving, Organisation, 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

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

8.2. Specific requirements

Valid Blue Card for undertaking the Professional Experience in an early childhood context. It is expected you will have access to the internet to access electronic materials available online via UniSC Canvas, Sonia and the library. It is also expected you will have transportation to the Professional Experience site required for this course.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. 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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 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 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