COURSE OUTLINE

EDU401 Teacher as Global Practitioner

School: School of Education and Tertiary Access

2026 | Semester 1

UniSC Sunshine Coast		
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.
Online	ONLINE	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

This course is designed to further develop your knowledge of, and engagement with, your future professional roles within an Australian and global education context. You will form understandings of teaching within state, national and global contexts and develop a clear personal identity of yourself as a reflexive teacher within these contexts. The course also includes the historical context of teaching within Australia and Queensland.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage with online pre-recorded presentations and asynchronous materials and activities prior to attending the workshop tutorial.	2hrs	Week 1	7 times
Tutorial/Workshop 1 – This will be an interactive tutorial and discussion	2hrs	Week 1	7 times
Tutorial/Workshop 2 – Consultations	3hrs	Week 7	Once Only
ONLINE			
Learning materials – You are required to engage with online pre-recorded presentations and asynchronous materials and activities prior to attending the workshop tutorial.	2hrs	Week 1	7 times
Tutorial/Workshop 1 – This will be an interactive tutorial with discussion	2hrs	Week 1	7 times
Tutorial/Workshop 2 – Consultations	3hrs	Week 7	Once Only

1.3. Course Topics

1. Critical Pedagogy and ethical teaching
2. Social Justice and equity in the classroom – First Nations Ways of Being and Knowing
3. The impact of SES on Education; curriculum; alternative pedagogies; Biesta's domains of education
4. The purpose of education: equity, democracy, emancipation, the role of the teacher in local, state, national and global contexts
5. Power structures; what is curriculum? Setting up fair classrooms
6. Restorative practices

2. What level is this course?

400 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 Explore sociocultural concepts in order to understand how schools and classrooms interact with the wider community.	Creative and critical thinker Ethical Sustainability-focussed	3, 4
2 Evaluate the role of the teacher in local, state, national and global contexts and consider how schools and teachers respond to the social, cultural and socio-economic needs of their communities.	Creative and critical thinker Ethical	3.7, 4, 4.1, 4.3, 7, 7.3
3 Consider your philosophy of education, drawing upon theory and practice	Ethical Sustainability-focussed	1, 1.2, 1.3, 1.4, 4, 4.1, 4.3, 7, 7.1
4 Evaluate current issues in education, including issues of equity, democracy, emancipation and peace	Ethical Sustainability-focussed	6, 7

* 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.
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.
3	PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning

CODE	COMPETENCY
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
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.
4.3	Manage challenging behaviour: Demonstrate knowledge of practical approaches to manage challenging behaviour.
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.
7.3	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

Enrolled in Program ED304

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

During week 4 there is a content based quiz.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	30%	30 questions, 40 minutes	Week 4	Online Test (Quiz)
All	2	Oral and Written Piece	Individual	40%	5 minutes with accompanying script	Week 7	Online Assignment Submission with plagiarism check
All	3	Oral and Written Piece	Group	30%	8 minute video panel presentation	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Quiz

GOAL:	The goal of this task is to reflect on the big ideas presented in the first course readings in a multiple choice quiz comprised of 30 questions. The readings explore issues such as equity, democracy, emancipation, peace, and alternate pedagogies, and the purpose of education	
PRODUCT:	Quiz/zes	
FORMAT:	Online quiz in which you will answer Multiple Choice questions which reflect on contemporary educational issues.	
CRITERIA:	No.	Learning Outcome assessed
	1 Evaluate the role of the teacher in global contexts	① ②
GENERIC SKILLS:		

All - Assessment Task 2: Digital Media Presentation and script

GOAL:	The goal of this task is to evaluate current issues in education such as issues of equity, democracy, emancipation and peace, and alternate pedagogies; it is to discuss the role of the teacher in local, state, national and global contexts and to explore your philosophy of education and reflect on what insights you may have gained over the duration of the course.	
PRODUCT:	Oral and Written Piece	
FORMAT:	This task requires you to evaluate wider global contexts of education and consider current issues that impact it in a video presentation of 5 minutes. The presentation responds to the question: What is the purpose of education? Draw upon the course topics and activities from learning materials and tutorials, your classroom experience and your wider reading. Submit a referenced script of the video at the same time.	
CRITERIA:	No.	Learning Outcome assessed
	1 Knowledge and understanding of the role of the teacher in global contexts	① ④
	2 Demonstration of understanding of social justice in contemporary educational contexts.	② ④
	3 Oral and written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy	③ ④
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies	

All - Assessment Task 3: School Community video panel presentation

GOAL:	The goal of this task is to understand how schools and classrooms are 'in conversation with' the wider society through creating a panel that presents critical information to parents about a particular school and how it is attempting to serve its community.
PRODUCT:	Oral and Written Piece
FORMAT:	In groups you will be required to present information about a particular school to its parent community. The panel should demonstrate knowledge of the school's unique offerings, and could include a range of current qualitative and quantitative data. Each panel member will present a response to a local parent's hypothetical question. Details of the schools, the types of questions and the data that you might use will be discussed in tutorials. You are to show, as a group, how schools and teachers respond to the social, cultural and socio- economic needs of their communities. Submit a video and a referenced script.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Selection and organisation of data and evidence to generate a community profile	②
	2	Evaluation of available information to generate considerations for teaching in that school's context	① ④
	3	Application of knowledge of social, cultural and socioeconomic concepts to draw conclusions about how schools respond to the social, cultural and socio-economic needs of their communities.	③
	4	Oral and written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy	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.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Weeks 1 - 7	Over the course of seven weeks we will discuss several of these topics in depth: emancipatory and democratic education: cultural identity, social justice and equity in education; education for peace Australian and international education systems; Critical theory; critical pedagogy (social justice and equity in education); Sociocultural and socio-economic factors impacting on education; emancipatory and democratic education: cultural identity, social justice and equity in education; professional teaching identity for a global community; globalisation and its impacts on teaching and learning in a diverse classroom; alternate pedagogies; adapting learning and teaching for community needs and diversity; relevant data to schools and their communities.

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	Brad Gobby,Rebecca Walker	2017	Powers of Curriculum	n/a	Oxford University Press, USA

8.2. Specific requirements

None

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

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

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

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