

EDU408 Professional Experience: Teacher Identity and Professional Practice

School: School of Education and Tertiary Access

2026 Trimester 1

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

In this final Professional Experience (PEX) course you consolidate your professional knowledge, professional practice, and professional engagement to strengthen your developing teacher identity. You will complete a 25-day PEX in a Prep classroom to demonstrate your achievement of the APST at graduate level. As you prepare to transition into the profession, you will use evidence accumulated in your APST professional portfolio to demonstrate a cohesive alignment between quality intentional teaching and learning in prior to school and early school contexts.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Learning materials – Learning materials are independently accessed in Canvas. They include course content, activities, readings and resources for active engagement and participation in the online tutorials.	2hrs	Week 1	7 times
Tutorial/Workshop 1 – Tutorial 1: Seven two hour weekly online tutorials scheduled via zoom, involving active participation. Additional modalities may be used to support learning in this course.	2hrs	Week 1	7 times
Tutorial/Workshop 2 – Tutorial 2: Three one hour online tutorials scheduled via zoom, involving active participation. Additional modalities may be used to support learning in this course.	1hr	Week 1	3 times
Placement – After your initial site visit to meet with your Supervising Teacher and to spend time in the Prep classroom to prepare for the PEX, you will undertake 7.25 hours of PEX each day for 25 consecutive days of PEX in a Prep classroom, The PEX Handbook includes specific requirements for the PEX, and can be accessed on SONIA.	181.25hrs	Week 8	Once Only

1.3. Course Topics

Course topics:

- Holistic child development, brain health, emotions and well-being
- Ethical standards, Code of Conduct, child protection, trauma and healing
- The teaching cycle, including explicit teaching, reflective practice and teacher impact on student learning
- Positive behaviour for learning and strategies for managing challenging student behaviour
- Early Years Learning Framework, Queensland Kindergarten Guideline and the Australian Curriculum
- Evidencing achievement of the APST at Graduate Level
- The Teaching Performance Assessment (TPA) and classroom readiness

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	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 Understand, enact, and comply with the professional practices as outlined in the SETA Code of Conduct	Ethical	2.5, 7, 7.1, 7.2, 7.3
2 Evidence achievement of the Australian Professional Standards for Teachers (APST) at graduate level in prior to school and school contexts.	Knowledgeable Empowered Ethical Engaged	1, 2, 3, 4, 5, 6, 7
3 Implement all aspects of the teaching cycle in a Prep classroom using the Australian Curriculum and supporting early years documents and curriculum	Knowledgeable Creative and critical thinker Engaged	3, 4, 5
4 Analyse research to determine impact of knowledge and practice on developing teacher identity and student learning	Knowledgeable Creative and critical thinker Engaged	1, 2, 3, 4, 5, 6, 7
5 Evaluate readiness for the teaching profession through the EDU408 PEx and the QTPA.	Knowledgeable Empowered Ethical Engaged	1, 2, 3, 4, 5, 6, 7

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
2	PROFESSIONAL KNOWLEDGE: Know the content and how to teach it

CODE	COMPETENCY
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
3	PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning
4	PROFESSIONAL PRACTICE: Create and maintain supportive and safe learning environments
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.
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

EDU308 or EDU336 or EDU217 and enrolled in Program ED303 and the successful completion of LANTITE

5.2. Co-requisites

EDU415 and enrolled in ED303

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

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?
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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 25 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 the commencement of enrolment in the early childhood program.	Week 8	Online ePortfolio Submission
All	3	Oral and Written Piece	Individual	Assessment 3 consists of a 2,000 word (or equivalent) written component and a 15 minute in-class presentation.	Refer to Format	Online 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	4	Placement performance	Individual	Duration is a 25-day block PEx in a school (minimum 7.25 hours each day), including one initial PEx site visit to meet with the Supervising Teacher.	Refer to Format	SONIA
All	5	Oral and Written Piece	Individual	Assessment 5 consists of a 3000-word (or equivalent) written submission with a 15 minute interview with a QTPA panel.	Refer to Format	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Code of Conduct

GOAL:	The goal of Assessment 1 is to demonstrate understanding 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		
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 EDU408 PEx file.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate understanding of SETA Code of Conduct to enact professional practice (WIL Procedures 5.2.3)	1
	2	Compliance with the Code of Conduct for the duration of EDU408 including the PEx	1
GENERIC SKILLS:	Collaboration, Problem solving, Organisation		

All - Assessment Task 2: APST Digital Portfolio

GOAL:	<p>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.</p> <p>You must achieve a Pass (PU) to pass this course.</p>													
PRODUCT:	Portfolio													
FORMAT:	<p>The completed APST Digital Portfolio is uploaded using the designated Canvas submission options by Monday 10:00am, Week 8.</p> <p>For initial feedback, students are encouraged to submit the APST Digital Portfolio in Canvas by Monday 10:00am, Week 5.</p>													
CRITERIA:	<table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Compilation of quality examples evidencing achievement of the APST at graduate level in prior to school and school contexts</td><td>2</td></tr> <tr> <td>2</td><td>Explanation of evidence to demonstrate achievement of the APST at graduate level in prior to school and school contexts</td><td>2</td></tr> <tr> <td>3</td><td>Identification of alignment between the APST at graduate stage and developing teacher identity</td><td>2 4</td></tr> </table>	No.		Learning Outcome assessed	1	Compilation of quality examples evidencing achievement of the APST at graduate level in prior to school and school contexts	2	2	Explanation of evidence to demonstrate achievement of the APST at graduate level in prior to school and school contexts	2	3	Identification of alignment between the APST at graduate stage and developing teacher identity	2 4	
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2	Explanation of evidence to demonstrate achievement of the APST at graduate level in prior to school and school contexts	2												
3	Identification of alignment between the APST at graduate stage and developing teacher identity	2 4												
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies													

All - Assessment Task 3: Intention Teaching Sequence

GOAL:	<p>The goal of Assessment 3 is to develop and present a cohesive, intentional teaching sequence at Prep level, focused on an allocated learning area, with consideration for diversity and the needs of students with disability.</p> <p>You must achieve a Pass (PU) to pass this course.</p>																
PRODUCT:	Oral and Written Piece																
FORMAT:	<p>The intentional teaching sequence, is to be completed using the University's secure online assessment platform indicated in Canvas. The written component is due by Monday 10:00 am, Week 6.</p> <p>The in-class presentation of the intentional teaching is due in Week 5.</p>																
CRITERIA:	<table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Application of strategies that consider each aspect of the teaching cycle (planning, teaching, assessing, reflecting and evaluation).</td><td>3</td></tr> <tr> <td>2</td><td>Explanation of content and explicit teaching strategies and resources for students in Prep</td><td>3</td></tr> <tr> <td>3</td><td>Presentation of a sequence of age-appropriate learning activities for students in Prep</td><td>5</td></tr> <tr> <td>4</td><td>Consideration of diversity and disability learner needs in planning and implementation of the teaching sequence</td><td>4</td></tr> </table>	No.		Learning Outcome assessed	1	Application of strategies that consider each aspect of the teaching cycle (planning, teaching, assessing, reflecting and evaluation).	3	2	Explanation of content and explicit teaching strategies and resources for students in Prep	3	3	Presentation of a sequence of age-appropriate learning activities for students in Prep	5	4	Consideration of diversity and disability learner needs in planning and implementation of the teaching sequence	4	
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2	Explanation of content and explicit teaching strategies and resources for students in Prep	3															
3	Presentation of a sequence of age-appropriate learning activities for students in Prep	5															
4	Consideration of diversity and disability learner needs in planning and implementation of the teaching sequence	4															
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy																

All - Assessment Task 4: Professional Experience (PEX)

GOAL:	<p>The goal of Assessment 4 is to demonstrate professional knowledge, professional practice and professional engagement against the APST at Graduate level as identified in the PEX Final Report.</p> <p>You must achieve a Pass (PU) to pass this course.</p>													
PRODUCT:	Placement performance													
FORMAT:	PEX: complete the requirements of the 25 days as outlined in the PEX Handbook, with all PEX documentation completed and signed in SONIA													
CRITERIA:	<table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td> <p>Evaluation of the APST listed for the Interim Report</p> <ul style="list-style-type: none"> Below Developing Towards Graduate level Developing Towards Graduate Level </td><td>5</td></tr> <tr> <td>2</td><td> <p>Evaluation of the APST listed for the Final Report:</p> <p>Achievement Standards used on the report include:</p> <ul style="list-style-type: none"> Below Graduate Level Developing Towards Graduate Level Graduate Level Exceeding Graduate Level </td><td>5</td></tr> <tr> <td>3</td><td>Evaluation is undertaken by the Supervising Teacher, in collaboration with relevant PEX site staff and University staff.</td><td>3</td></tr> </table>	No.		Learning Outcome assessed	1	<p>Evaluation of the APST listed for the Interim Report</p> <ul style="list-style-type: none"> Below Developing Towards Graduate level Developing Towards Graduate Level 	5	2	<p>Evaluation of the APST listed for the Final Report:</p> <p>Achievement Standards used on the report include:</p> <ul style="list-style-type: none"> Below Graduate Level Developing Towards Graduate Level Graduate Level Exceeding Graduate Level 	5	3	Evaluation is undertaken by the Supervising Teacher, in collaboration with relevant PEX site staff and University staff.	3	
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GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy													

All - Assessment Task 5: Quality Teaching Performance Assessment (QTPA)

GOAL:	<p>The goal of Assessment 5 is to demonstrate successful achievement of the criteria identified in the Quality Teaching Performance Assessment (QTPA).</p> <p>You must achieve a Pass (PU) to pass this course</p>													
PRODUCT:	Oral and Written Piece													
FORMAT:	<p>Assessment 5 has two components, a written submission and an oral interview.</p> <p>You are required to refer to the QTPA Handbook for detailed information.</p> <p>The written submission is due 5 days after the completion of your EDU408 PEX and uploaded to Canvas by 4:00 pm, on the due date.</p> <p>Advice regarding the date and time of the interview will be provided by student email.</p>													
CRITERIA:	<table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Evaluation of context, data and learning sequences to the teaching cycle.</td><td>5</td></tr> <tr> <td>2</td><td>Application of theoretical and fundamental concepts of the teaching cycle to enrich a developing teacher identity.</td><td>4 5</td></tr> <tr> <td>3</td><td> <p>Appraisal of Impact of Teaching.</p> <p>For illustrative features of the above criteria please refer to: Quality Teaching Performance Assessment: Instructions for preservice teachers.</p> </td><td>5</td></tr> </table>	No.		Learning Outcome assessed	1	Evaluation of context, data and learning sequences to the teaching cycle.	5	2	Application of theoretical and fundamental concepts of the teaching cycle to enrich a developing teacher identity.	4 5	3	<p>Appraisal of Impact of Teaching.</p> <p>For illustrative features of the above criteria please refer to: Quality Teaching Performance Assessment: Instructions for preservice teachers.</p>	5	
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1	Evaluation of context, data and learning sequences to the teaching cycle.	5												
2	Application of theoretical and fundamental concepts of the teaching cycle to enrich a developing teacher identity.	4 5												
3	<p>Appraisal of Impact of Teaching.</p> <p>For illustrative features of the above criteria please refer to: Quality Teaching Performance Assessment: Instructions for preservice teachers.</p>	5												
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

There are no required/recommended resources for this course.

8.2. Specific requirements

Current Blue Card for place-based field trip and the 25 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.

All assessment tasks in this course are PC/WIL tasks.

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