COURSE OUTLINE

EDU428 Professional Sustainability

School: School of Education and Tertiary Access

2026 | Trimester 2

UniSC Sunshine Coast UniSC Moreton Bay 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 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

As part of the capstone suite of final year courses, this course explores professional sustainability and wellbeing in the teaching profession. Specifically, this course investigates purposes of education and curriculum and connects these with the development of teacher identity in context. The role of teachers as public intellectuals in different contexts, including regional, remote and remote settings, will be studied, and preservice teachers will be equipped with restorative practice strategies to enhance their professional sustainability.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage with online learning materials and activities prior to attending the workshop tutorial.	2hrs	Week 1	7 times
Tutorial/Workshop 1 – On campus tutorial	2hrs	Week 1	7 times
ONLINE			
Learning materials – You are required to engage with online learning materials and activities prior to attending the workshop tutorial.	2hrs	Week 1	7 times
Tutorial/Workshop 1 – Online synchronous tutorial.	2hrs	Week 1	7 times

1.3. Course Topics

- Purposes of education and curriculum.
- Professional sustainability and teacher wellbeing.
- Development of teacher identity, influences of worldviews and applied ethics.
- Teaching in and for context: how teachers meet the world with specific examples of restorative rules and routines that are shown by the research to be effective and how to use them in a lesson.
- Focus: effectively model restorative behaviour and explicitly prompt restorative behaviour by setting and reinforcing expectations in circles, chats and classroom conferences.
- Focus: International, Rural, regional and remote contexts – professional sustainability in place
- Focus: alternative schooling contexts – Steiner, Montessori, Reggio Emilia etc.
- Restorative practice as a paradigm for proactively viewing, exploring and responding to the world as a whole-school approach Examples of common restorative 'whole school approaches' and restorative processes for supporting positive behaviour.
- Exploring how teachers engage effectively with a restorative framework.
- Evidence-based teaching practices and routines for effective instruction as a protective measure to reduce the need for furthe intervention.

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 the purposes of education and curriculum and evaluate literature and theory to apply these to different contexts.	Knowledgeable Ethical Information literacy	6.2
2 Articulate the development of teacher identity in context, how it is influenced by worldview, and its intersection with applied ethics.	Knowledgeable Ethical Communication	7.1
3 Investigate a range of teaching contexts, identifying considerations for without-prejudice teaching in these contexts.	Empowered Engaged	1.3, 1.4, 7.3, 7.4
4 Explore issues and strategies for teacher wellbeing and professional sustainability.	Empowered Engaged Sustainability-focussed Problem solving	6.2, 7.4
5 Create optimum learning environments and respond to challenging student behaviour through a lens of restorative practices and professional sustainability.	Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed Communication Collaboration Problem solving	1.2, 1.3, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 7.1, 7.3, 7.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
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.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
4.3	Manage challenging behaviour: Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4	Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
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.
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

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

Week 4 content 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	10%	20 minutes	Week 4	Online Test (Quiz)
All	2	Oral and Written Piece	Individual	45%	10 minutes	Week 6	Online Assignment Submission with plagiarism check
All	3	Case Study	Individual and Group	45%	10-20 minutes - average 5 mins of dialogue per participant	Week 7	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Content Quiz

GOAL:	The goal of this task is to consolidate learning and understanding of course readings and content from weeks 1-3.
PRODUCT:	Quiz/zes
AUTHORSHIP STATEMENT:	
FORMAT:	Multiple Choice in Canvas.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Knowledge and understanding of the purposes of education and curriculum and the role of the teacher. — 1 2 4
GENERIC SKILLS:	Communication, Organisation, Information literacy

All - Assessment Task 2: Media Presentation on the Purpose of Education

GOAL:	The goal of this task is to respond to the question: what is the purpose of education? This is a broad question that asks that you evaluate and reflect on the course readings, discussions and content. You will consider your teacher identity alongside the purpose of education, and how you will problem solve and engage with educational contexts in sustainable ways. Further details for this task are available in Canvas.
PRODUCT:	Oral and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Media presentation with script and references. Task instructions in Canvas.

CRITERIA:

No.		Learning Outcome assessed
1	Creates a video that discusses the purposes of education, what it is and should be, reinforced by personal insights from own educational experiences and underpinned by course content, readings and discussions.	1
2	Creates a video that reveals the development of teacher identity through integrating personal experiences and insights and supported by course content, readings and discussions.	1 2
3	Communicates key ideas about the purposes of education and teacher identity in a logical and organised sequence using essential oral presentation skills	1 2
4	Communicates subject matter in written form, evidencing fundamental written communication skills and academic literacies (e.g.,control of grammar, English expression, adherence to APA referencing conventions)	1

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

All - Assessment Task 3: Restorative Practice Scenario and reflection

GOAL:	The goal of this task is to role play in a group how you would respond restoratively to a school conflict scenario, and reflect individually on the process.
PRODUCT:	Case Study
AUTHORSHIP STATEMENT:	
FORMAT:	Video recording In groups of 3-4: 1. View a range of real and enacted restorative circles or chats. 2. Respond to a selected scenario in a recorded role play with peers, demonstrating restorative responses, modelling restorative behaviour and feedback that directs attention to desired behaviours. 3. Identify the role of rules and routines in establishing a safe, structured and positive classroom environment. 4. Individually reflect on the process and own role, referencing appropriate resources. (More information on Canvas and in tutorials.)
CRITERIA:	

No.		**Learning Outcome assessed**
1	Creates an authentic group video evidencing foundational understanding of the main principles of restorative practice as a whole school framework.	3 4 5
2	Demonstrates a fundamental understanding of the unique roles of each actor in the role play	2 3 4 5
3	Demonstrates understanding of the sequence of the restorative questions and the inherent opportunities and limitations of these questions.	2 3 4
4	Evidences fundamental oral communication/presentation skills reflective of a real world scenario (via zoom conference or filmed in person conference)	5
5	Writes 500 words reflecting on own role and discussing potential impacts of the restorative questions on the character, supported by course content, readings and in-class discussions (Individual mark)	4

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

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
2020 AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS				
All delivery modes	Case Study	Restorative Practice Scenario and reflection	3.5	Practiced, Assessed
			3.7	Practiced, Assessed
			4.1	Practiced, Assessed
			4.3	Practiced, Assessed
			4.4	Practiced, Assessed
			6.2	Practiced, Assessed
			7.1	Practiced, Assessed
			7.4	Practiced, Assessed
	Oral and Written Piece	Media Presentation on the Purpose of Education	1.2	Practiced, Assessed
			4.1	Practiced, Assessed
			6.2	Practiced, Assessed
			7.1	Practiced, Assessed
	Quiz/zes	Content Quiz	1.2	Assessed
			4.1	Assessed

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

Not applicable

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:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

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