

# EDU719 Teacher as Global Practitioner

School: School of Education and Tertiary Access

2026 Semester 1

UniSC Sunshine Coast UniSC Moreton Bay	<b>BLENDED LEARNING</b>	Most of your course is on campus but you may be able to do some components of this course online.
Online	<b>ONLINE</b>	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to [unisc.edu.au](http://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

This course is designed to deepen your understanding of your future professional roles within broad educational context. You will critically analyze the role of the teacher in local, state national and global contexts and reflect on your professional identity as an educator, investigating and analyzing current issues in education and asking questions around the purpose of education. Philosophies of education will form part of a 'capstone' suite of courses designed to pique critical thinking.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – 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
<b>Tutorial/Workshop 1</b> – This will be an interactive tutorial with engaging discussion	2hrs	Week 1	7 times
<b>Tutorial/Workshop 2</b> – Consultations	3hrs	Week 7	Once Only
<b>ONLINE</b>			
<b>Learning materials</b> – 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
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<b>Tutorial/Workshop 2</b> – 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?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

### 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 Evaluate sociocultural concepts to understand how schools and classrooms are in dialogue (how they interact)with the wider community.	Knowledgeable Ethical Sustainability-focussed	3, 4
2 Critically analyse the role of the teacher in local, state, national and global contexts and draw conclusions and make judgements about how schools and teachers respond to the social, cultural and socio-economic needs of their communities.	Creative and critical thinker Empowered Ethical	3.7, 4, 4.1, 4.3, 7, 7.3
3 Consider your philosophy of education, drawing upon critical theory to analyse educational models and philosophies	Creative and critical thinker Empowered	1, 1.2, 1.3, 1.4, 4, 4.1, 4.3, 7, 7.1
4 Critically analyse current issues in education, including issues of equity, democracy, emancipation and peace to evaluate models and philosophies of education.	Knowledgeable Creative and critical thinker Ethical Engaged	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.

CODE	COMPETENCY
3	PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning
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 ED508 or ED705 or ED706

### 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

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	1a	Quiz/zes	Individual	30%	30 questions, 40 minutes	Week 4	Online Test (Quiz)
All	1b	Oral and Written Piece	Individual	40%	10 minutes plus referenced script	Week 7	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Group	30%	3 minutes per person - maximum 12 minutes plus script	Week 10	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1a: Quiz

<b>GOAL:</b>	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.				
<b>PRODUCT:</b>	Quiz/zes				
<b>AUTHORSHIP STATEMENT:</b>					
<b>FORMAT:</b>	Online quiz in which you will answer Multiple Choice questions which reflect on contemporary educational issues.				
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Evaluate the role of the teacher in global contexts <span style="float: right;">2</span></td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Evaluate the role of the teacher in global contexts <span style="float: right;">2</span>
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<b>GENERIC SKILLS:</b>					

**All - Assessment Task 1b:** Digital media presentation - What is the Purpose of Education?

<b>GOAL:</b>	The goal of this task is to critically analyse current issues in education, such as issues of equity, democracy, emancipation, peace, and alternate pedagogies; it is to evaluate the role of the teacher in local, state, national and global contexts. It is also to justify your philosophy of education through the lens of a range of educational models and philosophies.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	This task is a ten minute video presentation with an accompanying referenced script. The task encourages you to consider the question: What is the purpose of Education? You are to evaluate wider global contexts of education and current issues that impact it. Use insights and references from course readings to investigate and analyse these contexts and issues. Draw upon the course topics from learning materials, tutorials and your wider reading. The expectation is that throughout your piece, you articulate, reflect on and explore your own philosophy of education at an advanced and integrated level.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Analyse and evaluate current issues in education and the role of the teacher in global contexts.	1 3
	2 Exploration of your philosophy of education.	1 3 4
	3 Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.	3
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Applying technologies, Information literacy	

## All - Assessment Task 2: School Community Profile Analysis

<b>GOAL:</b>	The goal of this task is to understand how schools and classrooms can impact student experience of learning; it is to understand how schools are in dialogue with the wider society through constructing a school/class community profile and analysing the data and available information on that school.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	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. At this level, it is expected that your approach is integrated and synthesized and well-supported by course materials and readings.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Selection and organisation of data and evidence	2
	2 Critical analysis of available information to support perspectives on teaching in a particular school's context.	1 2
	3 Application of knowledge of social, cultural and socioeconomic concepts to draw conclusions and make evidence-based judgements about how schools and teachers respond to the social, cultural and socio-economic needs of a community	1 2 3 4
	4 Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.	3 4
<b>GENERIC SKILLS:</b>	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
Week 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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

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

Nil.

## 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. 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

### 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

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