UniSC

COURSE OUTLINE

EDU765 Professional Experience: Orientation to the Profession

School: School of Education and Tertiary Access

2026 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED LEARNING Most of your course is on campus but you may be able to do some components of this course online.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

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1. What is this course about?

1.1. Description

This course is designed to develop specialised knowledge of, and facilitate your professional orientation to, school teaching through a 10 day Professional Experience (PEx) placement. You will critically analyse, reflect on, synthesise and evaluate broader perspectives related to education policy, practice and effective teaching and learning over time. This course also provides you with the requisite knowledge of professional ethics and legislative requirements to be able to employ high levels of personal autonomy and accountability in your professional practice of the Australian Professional Standards for Teachers.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – A blended learning approach is used to deliver the workshop component of the course. The tutorial is synchronous using technology-enabled learning and teaching experience that involves on-campus engagement and application of learning materials.	2hrs	Week 1	10 times
Placement – This course includes a 10 day placement commencing in Week 11.	60hrs	Week 11	Once Only

1.3. Course Topics

- Introduction to education, learning, and teaching over time and across education contexts.

- Professional conduct as outlined in the UniSC Code of Conduct.

- Mandatory placement requirements.

- Australian Professional Standards for Teachers and ongoing professional learning.

- Professional, ethical and legislative requirements (e.g., student protection policy).

- Personal literacy and numeracy requirements to reflect professional standards.

- Learning theory into practice.

- How to provide feedback as learning is taking place that is specific, honest, constructive and clear.

- Using explicit teaching straegies to re-teach concepts, scaffold, or correct misconceptions as necessary.

- Understand a range of effective pedagogies - and how to balance them - to support student learning aligned with students interests, their capabilities, the curriculum and learning context.

- Introduction to effective learning, teaching and assessment practices.

- Introduction to multi-tiered systems of support.

- Observation of teaching experiences and professional reflections on teaching.

- Introduction to lesson planning and the use of ICTs to enhance student learning.

- Emerging professional identity and preparation for undertaking Professional Experience (PEx).

- Professional Experience (PEx) reporting and reflection.

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?

COURE 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 Understand, enact, and comply with the professional practices as outlined in the SETA Code of Conduct.	Knowledgeable Ethical Engaged	7, 7.1
2 Demonstrate technical knowledge of the Australian Professional Standards for Teachers and their applicability to a teacher's professionalism and on-going professional learning.	Knowledgeable Empowered	6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4
3 Apply knowledge of personal literacy and numeracy skills to develop coherent plans to identify and achieve professional learning requirements.	Empowered	6.1, 6.2, 6.3, 7.4
4 Critically analyse the alignment between learning theory with the effectiveness of past and present teaching practices, and the impacts on student learning.	Knowledgeable Empowered	1.1, 1.2
5 Critically analyse the use of/application of effective pedagogical practices and the impacts on student learning, including planning and classroom management.	Knowledgeable Ethical Engaged	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 7.1, 7.2
6 Demonstrate a high level of personal autonomy and accountability in the application of professional ethical and legal obligations, including child protection legislation, collaborative practices and formulating, accepting and responding to feedback.	Ethical Engaged	6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
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.
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

CODE	COMPETENCY
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
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.
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
5.3	Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
6.1	Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student 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.
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

Enrolled in Program ED706 or ED707

5.2. Co-requisites

EDU764

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 gain formative feedback from early quizzes.

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	Quiz/zes	Individual	All trimester	Refer to Format	Online Test (Quiz)
All	2	Artefact - Professional, and Written Piece	Individual	1,000 words (500 words in-class observation and 500 words Reflection with 10% leeway)	Week 8	Online Assignment Submission with plagiarism check
All	3	Placement performance	Individual	PEx Final Report: 10 days Critical Reflection: 500 words or equivalent.	Refer to Format	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Professional Requirements

GOAL:	The goal of this task is to understand, reflect on and enact your professional obligations (Code of Conduct for the School of Education and Tertiary Access), your personal and professional competencies (LANTITE), your APST awareness, and your understanding of placement requirements.
PRODUCT:	Quiz/zes
FORMAT:	This assessment task includes four online quizzes Quiz 1: Code of Conduct Quiz (Week 2) Quiz 2: Literacy and Numeracy Competencies (Week 3) Quiz 3: APST Technical Knowledge and Understanding (Week 5) Quiz 4: Placement Requirements (Week 9) NB: You must receive a PASS grade for each part to enable progression in this course and for you to proceed to placement. Please refer to Canvas for further details regarding each assessment part.

CRITERIA:	No.		**Learning Outcome assessed**
	1	Demonstrate understanding of the SETA Code of Conduct to enact professional practice (WIL Procedures 5.2.3)	1
	2	Demonstrated knowledge of the literacy and numeracy requirements for teachers	3
	3	Demonstrated knowledge of professional learning that will support literacy and numeracy development	3
	4	Demonstrated technical knowledge of the Australian Professional Standards for Teachers (APST).	2
	5	Demonstrated knowledge of the application of the APST to teacher professionalism and learning.	2
	6	Demonstrated preparedness for professional obligations (including child protection) and personal requirements of professional experience placement	6

GENERIC SKILLS:	Communication, Collaboration, Organisation

All - Assessment Task 2: Lesson Observation and Critical Reflection

GOAL:	The goal of this task is to observe a lesson, identify and critique the application of theory-based effective pedagogies and their impact on student learning.
PRODUCT:	Artefact - Professional, and Written Piece
FORMAT:	This assessment task is in two parts and should be completed using the 'Observation and Reflection Template' provided on Canvas. Part One: Observation. You will observe a lesson in class and complete the observation section of the template available in Canvas. In this template, you will record your observations of teaching and learning i.e., the teaching strategies that you identify. Part Two: Critical Reflection of learning theory and teaching strategies. Building on your completed observation template, you will complete the reflection section of the template. You are required to critically reflect on the teaching strategies employed in the lesson, their alignment to specific learning theories, and justify their application as effective teaching strategies for their potential impact on student learning. NB: You must receive a PASS grade for each part to enable progression in this course and for you to proceed to placement. Please refer to Canvas for further details regarding each assessment part.

CRITERIA:	No.		Learning Outcome assessed
	1	Identification and description of classroom processes (including teaching pedagogies/strategies and classroom management) for students' developmental and learning needs.	④ ⑤
	2	Critical analysis of classroom learning and teaching processes, including evidence of professional conduct and application of research and legislation.	④ ⑤ ⑥
	3	Professional reflection on educational research and practice, including APA referencing for academic and professional resources.	③
	4	Demonstration of your capacity to provide and receive feedback through collegial discussion.	②

GENERIC SKILLS:	Communication, Collaboration, Organisation

All - Assessment Task 3: Placement Performance and Critical Reflection

GOAL:	The goal of this task is to engage professionally with students and supervising teachers whilst observing, participating and reflecting on professional practice in a school context in order to develop your own professional practice as a teacher.
PRODUCT:	Placement performance
FORMAT:	This task is in two parts. Part One: Professional Experience (PEX). You will engage in 10 days of Professional Experience (PEx). During this time, you will undertake observations and reflections of the teaching and learning cycle learning, teach mini-lessons, and engage with the school community to explore professional practice (refer to your PEx Handbook). The Final Report for your PEx assesses your demonstration of the APST (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.7, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4) and it will be completed by your Supervising Teacher/Site Coordinator at the end of your PEx. Part Two: Critical Reflection (500 words or equivalent) This task enables you to critically reflect on your 10-day PEx. To achieve this, you will prepare a synthesis of your knowledge of professional standards, contextual considerations, effective teaching and learning, and feedback from your PEx, to demonstrate your understanding of impacts on student learning. This part of the task will be presented at the post-PEx debrief tutorial.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Demonstrated understanding of the Australian Professional Standards for Teacher (APST) as indicated in the PEx Final Report.	② ⑥
	2	Demonstrated technical knowledge of the Australian Professional Standards for Teachers based on your PEx experiences and used to inform ongoing professional learning.	②
	3	Critical analysis of placement experiences and evidence to identify alignment with learning theory and impacts of effective teaching on student learning.	④ ⑤
	4	Demonstrated ability to engage professionally, responding to and acting on feedback, to broaden professional knowledge and practice.	⑥
	5	Demonstrated compliance of the SETA Code of Conduct in all WILs Activities (WIL Procedures 6.5.1).	①
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation		

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
2020 AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS				
All delivery modes	Artefact - Professional, and Written Piece	Lesson Observation and Critical Reflection	1.1	Practiced
			1.2	Practiced
			1.3	Practiced
			2.1	Practiced
			2.2	Practiced
			2.3	Practiced
			2.6	Practiced
			3.1	Practiced
			3.3	Practiced
			3.4	Practiced
			3.5	Practiced
			3.7	Practiced
			4.1	Practiced
			4.2	Practiced
			4.3	Practiced
			4.4	Practiced
			5.1	Practiced
			5.2	Practiced
			5.3	Practiced
			7.1	Practiced
			7.2	Practiced
	Placement performance	Placement Performance and Critical Reflection	1.1	Practiced
			1.2	Practiced
			1.3	Practiced
			2.1	Practiced
			2.2	Practiced
			2.3	Practiced
			2.6	Practiced
			3.7	Practiced
			6.1	Practiced
			6.2	Practiced
			6.3	Practiced
			7.1	Practiced
			7.2	Practiced
			7.3	Practiced
			7.4	Practiced
	Quiz/zes	Professional Requirements	6.1	Practiced
			6.2	Practiced
			6.3	Practiced
			6.4	Practiced
			7.1	Practiced
			7.2	Practiced
			7.3	Practiced
			7.4	Practiced

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

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	Rick Churchill	2021	Teaching	5th	John Wiley & Sons
Recommended	Allen, J. & White, S.	2021	Learning to Teach in a New Era	2	n/a
Recommended	Robyn Ewing,Tom Lowrie,Joy Higgs	2009	Teaching and Communicating: Rethinking Professional Experiences	n/a	OUP Australia & New Zealand
Recommended	Roy Killen	0	Effective Teaching Strategies	n/a	n/a

8.2. Specific requirements

You will need to have professional attire suitable to wear on ten days of supervised professional experience. You will need to access suitable transport to supervised professional experience venues for the duration of your supervised professional experience.

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.

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

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