

EDU795 Professional Experience: Orientation to Teaching and Learning

School: School of Education and Tertiary Access

2023 | Semester 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.

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 the role of the teacher, learning theory, human development, and the history and nature of schooling. These include ethical and professional requirements such as the USC Code of Conduct, Australian Professional Standards for Teachers, observation skills and preparation for teaching mini-lessons in your first PEX.

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	10 times
Tutorial/Workshop 1 – A blended learning approach is used to deliver the workshop component of the course. The workshop is synchronous using technology-enabled learning and teaching experience.	2hrs	Week 1	10 times
Placement – 10 days placement (PEX)	75hrs	Week 11	Once Only

1.3. Course Topics

- Emerging professional identity as a teacher
- USC Code of Conduct and teacher ethical standards.
- Australian Professional Standards for Teachers
- Professional development needs and responsibilities including student protection policy requirements.
- Personal Literacy and Numeracy requirements to reflect professional standards.
- Human development, psychology of learning and nature of knowledge
- Learning as a social process
- Learning theory and major theorists
- Observation of lessons and reflection on teaching
- Preparation for Professional Experience (PEX)

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 Demonstrate in-depth knowledge of teacher professional requirements including Australian Professional Standards for Teachers and Child Protection legislation, and the USC Code of Conduct.	Knowledgeable	6.1, 6.2, 6.3, 7.1, 7.2
2 Apply knowledge of personal literacy and numeracy needs to develop coherent plans to identify and achieve personal learning goals.	Empowered	1.2, 1.3, 2.1, 2.2, 2.3, 2.6
3 Critically analyse effective teaching practice through observation and reflection, including integration of knowledge of child development, student learning, learning theory, and classroom and behaviour management in practice.	Engaged	1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.6, 4.3, 6.3, 6.4
4 Demonstrate expert judgement and application in professional ethical practice and collaboration with peers, academic staff and supervising teachers, in order to formulate, accept and respond to feedback professionally in all communication.	Ethical	3.7, 6.3, 7.1, 7.3, 7.4
5 Analyse and critique learning theories to explain how the physical, social and intellectual development and characteristics of students impact learning and learning behaviours.	Knowledgeable	1.1, 1.2, 1.5, 2.1, 2.2, 3.1, 3.4, 3.5, 4.1, 6.3, 6.4, 7.1

* 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.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
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.
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
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.
4.3	Manage challenging behaviour: Demonstrate knowledge of practical approaches to manage challenging behaviour.
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.
7.1	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

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

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 provide peer feedback to each other in class.

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	3 quizzes and 1 class presentation/submission	Refer to Format	Online Submission
All	2	Case Study	Individual	1000 words	Week 9	Online Assignment Submission with plagiarism check
All	3a	Placement performance	Individual	10 days of PEx	Refer to Format	SONIA
All	3b	Oral and Written Piece	Individual	500 words written and oral presentation	Refer to Format	Online Assignment Submission with plagiarism check and in class

All - Assessment Task 1: Professional Competencies

GOAL:	To demonstrate Professional Competencies associated with the teaching profession.		
PRODUCT:	Quiz/zes		
FORMAT:	<p>This assessment task has four distinct parts that are to be completed in class (tutorials).</p> <p>Part One: Professional Code of Conduct via quiz (due week 2): After studying the Code of Conduct in class and independently, you complete the Code of Conduct Quiz in your class. Additionally, you are required to adhere to the Code of Conduct during your Professional Experience Placement.</p> <p>Part Two: Professional Learning Plan for literacy and numeracy via quiz (due week 4): After auditing your personal literacy and numeracy competencies in class and independently, you complete the Professional Learning Plan Quiz for Literacy and Numeracy. In the quiz you will outline your personal literacy and numeracy strengths, areas for improvement, identify and justify a suite of goals and professional learning experiences that can support your development in literacy and numeracy to achieve levels required of the profession by the final year of your program (i.e., LANTITE).</p> <p>Part Three: Professional Conversations (due week 6): As a beginning teacher you will be involved in numerous professional conversations, and for this simulated activity you need to present as you would on the first day of your professional experience (PEX). You should be prepared to discuss and negotiate your aims and goals for the PEX, demonstrate your current knowledge of professional ethics and legislation, explain and discuss PEX documentation and reporting processes, and demonstrate your readiness to receive and engage with professional feedback as a learner.</p> <p>Part Four: Professional Learning Plan for Professional Development across the APST via Quiz (due week 8): After auditing your personal development across the Australian Professional Standards for Teachers (APST) in class and independently, you complete the Professional Learning Plan Quiz for Development across the APSTs. In the quiz you will outline your APST professional knowledge strengths, areas for improvement, identify and justify a suite of professional learning goals, and professional learning experiences that can contribute to the achievement of the professional requirements for the APST (specifically APST 6.1 and 6.2) and support your development across all APST.</p> <p>[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.]</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstration of in-depth knowledge of the professional requirements of teachers (e.g. UniSC Code of Conduct, APST)	1
	2	Application of a literacy and numeracy plan that supports the literacy and numeracy requirements of teachers (LANTITE)	2
	3	Application of ethical and collaborative practices involving formulating, accepting and responding to feedback professionally.	4
GENERIC SKILLS:	Communication, Collaboration, Organisation		

All - Assessment Task 2: Lesson observation and reflection

GOAL:	To critically analyse effective teaching practices through observation and reflection.		
PRODUCT:	Case Study		
FORMAT:	<p>You will observe a lesson (in class) and produce a written reflection based on your knowledge of learning theories, the physical, social and intellectual development of children, characteristics of student learning behaviours, classroom and behaviour management, and the APSTs demonstrated in the lesson.</p> <p>[NB: You must receive a PASS grade to enable progression in this course and for you to proceed to placement. Please refer to Canvas for further details].</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstration of in-depth knowledge of the Australian Professional Standards for Teachers (APST).	1
	2	Critically analyses teaching practice in terms of effectiveness, child development, student learning theory, and classroom behaviour management practices.	3
	3	Analyses teaching practice and critiques learning theories applied in the teaching.	5
GENERIC SKILLS:	Communication, Collaboration, Organisation		

All - Assessment Task 3a: PEx Final Report

GOAL:	To apply and develop knowledge and understanding of the APST and your teaching competencies in a school-based setting		
PRODUCT:	Placement performance		
FORMAT:	<p>You will engage in 10 days of Professional Experience (PEx). During this time, you will undertake observations and reflections of 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.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	This task will be assessed against the Australian Professional Standards for Teachers (APST) as indicated in the PEx Final Report	1 3 4 5
GENERIC SKILLS:	Communication, Collaboration, Organisation		

All - Assessment Task 3b: Placement Performance

GOAL:	To critically reflect on your 10 day PEx		
PRODUCT:	Oral and Written Piece		
FORMAT:	This task enables you to critically reflect on your 10 day PEx, growth as a professional teacher, APST development, links between theory and practice, and the course learning outcomes. To achieve this, you will prepare a written reflection and attend a PEx debrief session to present an oral based on your reflection. [NB: Please refer to Canvas for further details].		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstration of your knowledge of the professional requirements of teachers based on your PEx experiences.	1
	2	Critical analysis of placement teaching practices based on learning theories, child development, and classroom management.	3
	3	Demonstration of responding to feedback professionally during your placement.	4
	4	Analysis of your placement experience to demonstrate critiques of theory, how student learn, and developmental characteristics that impact learning behaviours.	5
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Applying technologies		

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	Roy Killen	0	Effective Teaching Strategies	7	n/a
Recommended	A. O'donnell	0	Educational Psychology, 3rd Edition Hybrid	3	n/a

8.2. Specific requirements

It is the responsibility of the student to attend tutorials to complete in-class assessments. A laptop/tablet will be required for the tutorials when there is an in-class assessment. You will need to have professional attire suitable to wear for ten days of professional experience (PEx). You will need to access suitable transport to PEx venues for the duration of your placement.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hours for example. 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

10.3. Assessment: Submission penalties

This is a limited grade course and each task must receive a Pass in order to be able to progress through the course. Each task must be passed prior to undertaking the 10 day PEx. Late submissions without an approved extension will be recorded as a Fail which will prevent progression in the course.

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