

EDU795 Professional Experience: Orientation to Teaching and Learning

School: School of Education and Tertiary Access

2024 | 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 orientate you to the profession. You will develop specialised knowledge and application of teaching and learning through a 10 day professional experience (PEX) placement. You will critically analyse, reflect on and synthesise literature and broader perspectives related to learning theory, 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 the learning materials and activities accessed through university's learning platform (Canvas). | 2hrs | Week 1 | 9 times |
| Tutorial/Workshop 1 – The tutorial/workshop will be scheduled weekly and involve the application of learning materials, engagement and interaction with peers and tutors. | 2hrs | Week 1 | 10 times |
| Placement – 10 days placement (PEX) | 75hrs | Week 11 | Once Only |

1.3. Course Topics

- Education, learning and teaching over time.
 - Mandatory placement requirements (e.g., UniSC Code of Conduct).
 - 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 and human development (e.g., Piaget) into practice.
 - Effective teaching and learning practice (e.g., formative and summative assessment).
 - Observation of teaching experiences and professional reflections of teaching experiences.
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- 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?

| 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 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 |
| 2 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 |
| 3 Critically analyse the alignment between learning theory and effective teaching, and the impacts on student learning. | Knowledgeable Empowered | 1.1, 1.2 |
| 4 Critically analyse the use of/application of effective teaching and learning strategies and the impacts on student learning. ie. planning and classroom management. | Knowledgeable 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 |
| 5 Demonstrate a high level of personal autonomy and accountability in the application of professional ethical and legal obligations ,ie. code of conduct, 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 | |

| CODE | COMPETENCY |
|------|---|
| 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. |
| 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. |
| 7.1 | Meet professional ethics and responsibilities: Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. |

| CODE | COMPETENCY |
|------|---|
| 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 | 4 online quizzes | Refer to Format | Online Submission |
| All | 2 | Case Study | Individual | 750 words | Week 8 | Online Submission |
| All | 3 | Placement performance | Individual | 10 days of PEx and 500 words or equivalent | Refer to Format | SONIA |

All - Assessment Task 1: Professional Requirements

| GOAL: | To critically analyse, reflect on and enact your professional obligations to the Code of Conduct, your personal and professional competencies (LANTITE), your APST awareness and understanding of placement requirements. | | | | | | | | | | | | | | | | |
|------------------------|--|---------------------------|--|---------------------------|---|--|---|---|---|---|---|--|---|---|---|-----|--|
| PRODUCT: | Quiz/zes | | | | | | | | | | | | | | | | |
| FORMAT: | <p>This assessment task includes four online quizzes</p> <p>Quiz 1: Code of Conduct (Week 2)</p> <p>Quiz 2: Literacy and Numeracy Competencies (Week 3)</p> <p>Quiz 3: APST's Technical Knowledge and understandings (Week 5)</p> <p>Quiz 4: Placement Requirements (Week 9)</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: | <table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Demonstrated knowledge of the professional requirements of teachers (e.g., professional ethical obligations in the SETA Code of Conduct, Child Protection)</td><td>5</td></tr> <tr> <td>2</td><td>Demonstrated knowledge of the literacy and numeracy requirements for teachers and the professional learning that will support development</td><td>2</td></tr> <tr> <td>3</td><td>Demonstrated technical knowledge of the Australian Professional Standards for Teachers (APST) and application of the APST to teacher professionalism and learning.</td><td>1</td></tr> <tr> <td>4</td><td>Demonstrated knowledge of professional requirements of preservice teachers for your professional experience placement</td><td>1 5</td></tr> </table> | No. | | Learning Outcome assessed | 1 | Demonstrated knowledge of the professional requirements of teachers (e.g., professional ethical obligations in the SETA Code of Conduct, Child Protection) | 5 | 2 | Demonstrated knowledge of the literacy and numeracy requirements for teachers and the professional learning that will support development | 2 | 3 | Demonstrated technical knowledge of the Australian Professional Standards for Teachers (APST) and application of the APST to teacher professionalism and learning. | 1 | 4 | Demonstrated knowledge of professional requirements of preservice teachers for your professional experience placement | 1 5 | |
| No. | | Learning Outcome assessed | | | | | | | | | | | | | | | |
| 1 | Demonstrated knowledge of the professional requirements of teachers (e.g., professional ethical obligations in the SETA Code of Conduct, Child Protection) | 5 | | | | | | | | | | | | | | | |
| 2 | Demonstrated knowledge of the literacy and numeracy requirements for teachers and the professional learning that will support development | 2 | | | | | | | | | | | | | | | |
| 3 | Demonstrated technical knowledge of the Australian Professional Standards for Teachers (APST) and application of the APST to teacher professionalism and learning. | 1 | | | | | | | | | | | | | | | |
| 4 | Demonstrated knowledge of professional requirements of preservice teachers for your professional experience placement | 1 5 | | | | | | | | | | | | | | | |
| GENERIC SKILLS: | Communication, Collaboration, Organisation | | | | | | | | | | | | | | | | |

All - Assessment Task 2: Lesson observation and critical reflection

| GOAL: | To observe a lesson, identify and critique the application of theory-based effective teaching and learning strategies and their impact on student learning. | | | | | | | | | | | | | | | | |
|------------------------|---|---------------------------|--|---------------------------|---|---|---|---|--|---|---|--|---|---|---|---|--|
| PRODUCT: | Case Study | | | | | | | | | | | | | | | | |
| FORMAT: | <p>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.</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: | <table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Analysis of the alignment between the identified learning strategies and effective teaching</td><td>4</td></tr> <tr> <td>2</td><td>Analysis of the alignment between effective teaching and learning theory</td><td>3</td></tr> <tr> <td>3</td><td>Critique of the application/use of learning theory and the impacts on student learning</td><td>3</td></tr> <tr> <td>4</td><td>Critique of the impacts of effective teaching and learning strategies on student learning</td><td>4</td></tr> </table> | No. | | Learning Outcome assessed | 1 | Analysis of the alignment between the identified learning strategies and effective teaching | 4 | 2 | Analysis of the alignment between effective teaching and learning theory | 3 | 3 | Critique of the application/use of learning theory and the impacts on student learning | 3 | 4 | Critique of the impacts of effective teaching and learning strategies on student learning | 4 | |
| No. | | Learning Outcome assessed | | | | | | | | | | | | | | | |
| 1 | Analysis of the alignment between the identified learning strategies and effective teaching | 4 | | | | | | | | | | | | | | | |
| 2 | Analysis of the alignment between effective teaching and learning theory | 3 | | | | | | | | | | | | | | | |
| 3 | Critique of the application/use of learning theory and the impacts on student learning | 3 | | | | | | | | | | | | | | | |
| 4 | Critique of the impacts of effective teaching and learning strategies on student learning | 4 | | | | | | | | | | | | | | | |
| GENERIC SKILLS: | Communication, Collaboration, Organisation | | | | | | | | | | | | | | | | |

All - Assessment Task 3: Placement performance (PEX) and Critical reflection

| | | | |
|------------------------|---|--|----------------------------------|
| GOAL: | To engage professionally with students and supervising teachers whilst observing, participating and reflecting on professional practice in school contexts in order to develop your own professional practice as a teacher. | | |
| PRODUCT: | Placement performance | | |
| FORMAT: | <p>Part One: Placement</p> <p>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.</p> <p>Part Two: Placement critical reflection</p> <p>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.</p> | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Demonstrated understanding of the Australian Professional Standards for Teacher (APST) as indicated in the PEX Final Report. | 1 |
| | 2 | Demonstrated technical knowledge of the Australian Professional Standards for Teachers based on your PEX experiences. | 1 |
| | 3 | Critical analysis of placement experiences to identify alignment with learning theory and impacts of effective teaching on student learning. | 3 4 |
| | 4 | Demonstrated ability to respond to and act on feedback. | 5 |
| GENERIC SKILLS: | Communication, Collaboration, Problem solving, Organisation | | |

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

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