UniSC

COURSE OUTLINE

EDU798 Professional Experience: Managing Learning Environments

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.

1. What is this course about?

1.1. Description

You will critically reflect on professional practice and the management of learning environments through a 25 day PEx placement. You will apply deep knowledge of preventative and intervention strategies to facilitate student learning. You will apply your creativity and skills to your professional practice to make judgments and develop lesson plans. You will adhere to workplace health and safety requirements, university and employer codes of conduct, and update your portfolio to reflect and demonstrate your autonomy and ongoing achievement of the Australian Professional Standards for Teachers.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Prerecorded videos and associated activities to introduce main concepts each week and consolidate modules.	1.8hrs	Week 1	10 times
Tutorial/Workshop 1 – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through CANVAS. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times
Placement – 25 days placement commences week 11	150hrs	Week 11	Once Only

1.3. Course Topics

- Understanding the adolescent learner. Understanding behaviour and managing emotional states
- Positive and proactive approaches to managing the learning environment, including building positive relationships
- The role of rules, routines, structure, and setting ambitious, achievable and personalised goals in creating a positive learning environment.
- Professional Experience (PEx) within a school context.
- Specific examples of rules and routines that are shown by research to be effective and how to use them in a lesson.
- Effectively model desired behaviours such as respectful interactions and being organised.

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 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 Apply knowledge and understanding of educational research that connects teaching strategies, behaviour management (both verbal and non-verbal) with learner engagement and inclusion.	Empowered Engaged	1.1, 1.2, 1.3, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2
2 Apply knowledge of teaching and learning, verbal and non-verbal behaviour management, and learner engagement to lesson planning and delivery; including beginning to make consistent judgements in assessment.	Empowered Engaged	1.1, 1.2, 1.3, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2
3 Demonstrate and critically reflect on professional ethical practice based on the Australian Professional Standards for Teachers, Codes of Conduct and school-based policies and procedures, and WILS preplace tasks. Respond to mentor feedback to identify professional learning needs.	Ethical Engaged	1.1, 1.2, 1.3, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2
4 Demonstrate an understanding of the relevant issues and the strategies and resources available to support the safe, responsible and ethical use of ICT in learning and teaching, including parental/carer involvement where appropriate.	Empowered Ethical	1.1, 1.2, 1.3, 1.6, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 7.1, 7.2
5 Understand, enact, and comply with the professional practices as outlines in the SETA Code of Conduct.	Ethical	7.1, 7.2

* 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.

CODE	COMPETENCY

1.6	Strategies to support full participation of students with disability: Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
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.
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective 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.
4.5	Use ICT safely, responsibly and ethically: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
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.

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

EDU765 and enrolled in Program ED706

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

EDU714

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

Feedback will be provided to students in weeks two and three through tutorial discussions and reflections.

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	1a	Code of Conduct	Individual	Trimester of study	Week 3	Online Submission
All	1b	Quiz/zes	Individual	5-10 minutes	Week 3	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Individual	Lesson delivery:10 minutes	Refer to Format	In Class
All	4	Written Piece	Individual	500 words	Refer to Format	Online Assignment Submission with plagiarism check

All - Assessment Task 1a: Code of Conduct

GOAL:	This task enables you to demonstrate your evidence of compliance with Professional Competencies associated with the teaching profession	
PRODUCT:	Code of Conduct	
FORMAT:	During your WIL experience you are required to complete 25 days of work experience. To be eligible to pass, you are required to complete the Supervised Professional Experience Placement satisfactorily according to the criteria below. See CANVAS for your discipline specific Code of Conduct. To be submitted online via CANVAS	
CRITERIA:	No.	Learning Outcome assessed
	1 Behaviour that is in accordance with the SETA Code of Conduct	⑤
	2 Adherence to the SETA Code of Conduct	⑤
GENERIC SKILLS:	Communication	

All - Assessment Task 1b: LANTITE plan

GOAL:	The goal of this task is to demonstrate your progress towards completing LANTITE
PRODUCT:	Quiz/zes
FORMAT:	LANTITE plan via quiz. Here you will provide evidence of either your successful completion of LANTITE or your specific plan to complete it. Both the literacy and numeracy components of LANTITE must be completed successfully to enable progression to graduation in your Initial Teacher Education program of study. For further information on LANTITE visit https://teacheredtest.acer.edu.au/

CRITERIA:	No.		Learning Outcome assessed
	1	Evidence of LANTITE success or preparation for LANTITE	③

GENERIC SKILLS:	Communication, Organisation

All - Assessment Task 2: Lesson Plan, Teaching Segment and reflection

GOAL:	The goal of this task is to provide a simulated classroom context for you to practise your planning and the adaptions required when establishing a structured, safe, and positive classroom environment.
PRODUCT:	Oral and Written Piece
FORMAT:	Submit: Lesson Plan: Week 6 tutorial. Teaching segment: Weeks 7 - 10. Prepare a lesson plan for a 10 minute teaching segment in one of your teaching areas that includes plans for managing the learning environment. You must demonstrate learning goals for the full range of abilities. This lesson plan will be submitted in Week 6 prior to the commencement of all lesson presentations. You will deliver the 10 minute teaching segment and respond by managing the learning environment to support student learning, inclusion, engagement and safety as appropriate for the phase of learning. As part of the teaching segment, you will set and reinforce your expectations for the class, and you will effectively model desired behaviour such as respectful interactions and being organised. You will model positive behaviour by setting and reinforcing your expectations. During the lesson, a variety of classroom management challenges will be encountered through roles played by class members. You as the teacher will need to manage the challenges using a range of behavioural management approaches including the Essential Skills for Classroom Management. At the conclusion of the teaching episode, you will need to add a personal reflection of your experience to the plan. The reflection will focus on the behaviour management approaches which you used during the teaching segment and include an evaluation of your behaviour management strengths and your plans for improvement during your forthcoming Professional Experience.

CRITERIA:	No.		Learning Outcome assessed
	1	Plans for and reflects on rules and routines for managing the learning environment	② ④ ⑤
	2	Utilises a range of teaching strategies and protocols for effective classroom management	②
	3	Demonstrates understanding of strategies to support inclusive student participation and engagement, based on relevant research and legislative policy	① ② ③
	4	Demonstrates use of appropriate verbal and non-verbal communication	②

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation

All - Assessment Task 4: Guided Reflection and Debrief

GOAL:	The goal of this task is to reflect on your application of classroom management theory in your professional practice.
PRODUCT:	Written Piece
FORMAT:	This assessment task is in Two Parts: Part One: Complete Part One of the Guided Reflection before the debrief session. The guided reflection template is available on Canvas. Upload to Canvas on the day of the debrief workshop.

CRITERIA:	No.		Learning Outcome assessed
	1	Identification of classroom management policy, systems and approaches	③
	2	Analysis of effective classroom management for teaching and learning.	② ③ ④ ⑤
	3	Effective written and verbal communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	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

You will need to have professional attire suitable to wear on 25 days of professional experience. You 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