



COURSE OUTLINE

EDU411 Professional Experience: The Professional Teacher

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2022 | Semester 1

USC Sunshine Coast
USC Fraser Coast

BLENDED
LEARNING

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

Online

ONLINE

You can do this course without coming onto campus.

Please go to the USC website 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 capstone course consolidates your professional identity as a graduating teacher as you transition into your future career. A focus of this course is on your demonstration of competence in meeting the Professional Standards for Graduate Teachers. You will explicate and articulate links between the theory and practice that you have experienced in the primary/secondary program. The Supervised Professional Experience provides an opportunity for you to refine your professional knowledge, professional practices and pedagogy.

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.	1hr	Week 1	7 times
Tutorial/Workshop 1 – There will be a seminar scheduled as a 4-hour session during Orientation Week.	4hrs	Orientation week	Once Only
Tutorial/Workshop 2 – 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 that involves on-campus engagement and application of learning materials.	2hrs	Week 1	7 times
Seminar – Online	1hr	Week 11	6 times
Placement – You will undertake a Professional Experience (PEX) beginning in Week 8. The number of PEX days is aligned to your Program of Study as shown below; Primary - 20 days. Secondary - 30 days. PEX days are based on 7.25 hours per day. Please note, 7.25 hours is indicative only.	217.5hrs	Week 8	Once Only
Independent Study/Research – In addition to engaging with the learning materials and workshop sessions and completing the assessable tasks, you are required to engage in self-directed learning using the Canvas course modules and current research/reading via USC library databases and the required/recommended textbooks and resources.	2hrs	Week 1	7 times
ONLINE			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	1hr	Week 1	7 times
Tutorial/Workshop 1 – There will be a seminar scheduled as a 4-hour session during Orientation Week.	4hrs	Orientation week	Once Only
Tutorial/Workshop 2 – The workshop is synchronous using technology-enabled learning (Zoom) and teaching experiences that involve collaborative engagement and the application of learning materials.	2hrs	Week 1	7 times
Seminar – Online	1hr	Week 11	6 times
Placement – You will undertake a Professional Experience (PEX) beginning in Week 8. The number of PEX days is aligned to your Program of Study as shown below; Primary - 20 days. Secondary - 30 days. PEX days are based on 7.25 hours per day. Please note, 7.25 hours is indicative only.	217.5hrs	Week 8	Once Only
Independent Study/Research – In addition to engaging with the learning materials and workshop sessions and completing the assessable tasks, you are required to engage in self-directed learning using the Canvas course modules and current research/reading via USC library databases and the required/recommended textbooks and resources.	2hrs	Week 1	7 times

1.3. Course Topics

- Professional Knowledge (APST 1 & 2)
 - Context Based Teaching: know, understand and plan for teaching and learning based on a range of individual student needs.
- Professional Practice (APST 3, 4 & 5)
 - Teaching and Learning Cycle: know, understand and apply context specific teaching and learning sequences.
- Professional Engagement (APST 6 & 7)
 - Professional Learning: know, understand and apply the APST to map professional learning opportunities, needs, influences and impacts on your teaching.
 - Professional Ethics: know, understand and apply ethical obligations e.g. Queensland strategic priorities, Standards Practice, Codes of Conduct and State and federal policy initiatives such as; Respectful Communities, Positive Behaviour for Learning, workforce impacts and drivers, teamwork, conflict resolution and promoting the public good
 - Professional Communication: know, understand and apply effective communication within professional communities
 - Professional Affiliation: know and understand the impacts of professional memberships on professional competency ([Teacher and education links - Teaching contacts Qld |QCT](#)).
 - Professional Reflection: conceptualise and articulate your ethical personal philosophy of learning and teaching.

2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

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 Apply ethical obligations as documented within the Code of Conduct and the Australian Professional Standards for Teachers (APST) at the graduate level.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged	1 - Know students and how they learn 2 - Know the content and how to teach it 3 - Plan for and implement effective teaching and learning 4 - Create and maintain supportive and safe learning environments 5 - Assess, provide feedback and report on student learning 6 - Engage in professional learning 7 - Engage professionally with colleagues, parents/carers and the community 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements

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
<p>2 Design, plan, implement and evaluate evidence based and context specific teaching and learning sequences.</p>	<p>Knowledgeable Creative and critical thinker Empowered Ethical Engaged</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with 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 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 3.6 - Evaluate and improve teaching programs 4.1 - Support student participation 4.2 - Manage classroom activities 4.4 - Maintain student safety 4.5 - Use ICT safely, responsibly and ethically 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.4 - Interpret student data 5.5 - Report on student achievement 6.1 - Identify and plan professional learning needs 6.2 - Engage in professional learning and improve practice 6.3 - Engage with colleagues and improve practice 6.4 - Apply professional learning and improve student learning 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements</p>

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
<p>3 Apply and reflect on context specific pedagogies, teaching strategies and assessment practices to support and report on student success.</p>	<p>Knowledgeable Creative and critical thinker Empowered Ethical Engaged</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with 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 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 3.6 - Evaluate and improve teaching programs 4.1 - Support student participation 4.2 - Manage classroom activities 4.4 - Maintain student safety 4.5 - Use ICT safely, responsibly and ethically 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.4 - Interpret student data 5.5 - Report on student achievement 6.1 - Identify and plan professional learning needs 6.2 - Engage in professional learning and improve practice 6.3 - Engage with colleagues and improve practice 6.4 - Apply professional learning and improve student learning 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements</p>
<p>4 Align evidence of your professional knowledge, practice and engagement to specific APST descriptors when planning for, responding to and providing evidence of the successful completion of your personal and professional learning obligations and needs.</p>	<p>Knowledgeable Creative and critical thinker Empowered Ethical Engaged</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 - Differentiate teaching to meet the</p>

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...	<p>specific learning needs of students across the full range of abilities</p> <p>Australian Institute for Teaching and School Leadership</p> <p>2.1 - Content and teaching strategies of the teaching area</p> <p>2.2 - Content selection and organisation</p> <p>2.3 - Curriculum, assessment and reporting</p> <p>2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>2.5 - Literacy and numeracy strategies</p> <p>2.6 - Information and Communication Technology (ICT)</p> <p>3.1 - Establish challenging learning goals</p> <p>3.2 - Plan, structure and sequence learning programs</p> <p>3.3 - Use teaching strategies</p> <p>3.4 - Select and use resources</p> <p>3.5 - Use effective classroom communication</p> <p>3.6 - Evaluate and improve teaching programs</p> <p>3.7 - Engage parents / carers in the educative process</p> <p>4.1 - Support student participation</p> <p>4.2 - Manage classroom activities</p> <p>4.3 - Manage challenging behaviour</p> <p>4.4 - Maintain student safety</p> <p>4.5 - Use ICT safely, responsibly and ethically</p> <p>5.1 - Assess student learning</p> <p>5.2 - Provide feedback to students on their learning</p> <p>5.3 - Make consistent and comparable judgements</p> <p>5.4 - Interpret student data</p> <p>5.5 - Report on student achievement</p> <p>6.1 - Identify and plan professional learning needs</p> <p>6.2 - Engage in professional learning and improve practice</p> <p>6.3 - Engage with colleagues and improve practice</p> <p>6.4 - Apply professional learning and improve student learning</p> <p>7.1 - Meet professional ethics and responsibilities</p> <p>7.2 - Comply with legislative, administrative and organisational requirements</p> <p>7.3 - Engage with the parents/carers</p> <p>7.4 - Engage with professional teaching networks and broader communities</p>

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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
<p>5 Evaluate the benefits and impacts of professional engagement needs and opportunities that support student success and your own professional knowledge and practice.</p>	<p>Knowledgeable Creative and critical thinker Empowered Ethical Engaged</p>	<p>6.3 - Engage with colleagues and improve practice 7 - Engage professionally with colleagues, parents/carers and the community 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements 7.3 - Engage with the parents/carers 7.4 - Engage with professional teaching networks and broader communities</p>
<p>6 Apply effective oral and written communication skills, digital technology skills and academic literacies.</p>	<p>Knowledgeable Creative and critical thinker Empowered Engaged</p>	<p>2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.2 - Plan, structure and sequence learning programs 3.5 - Use effective classroom communication 3.6 - Evaluate and improve teaching programs 3.7 - Engage parents / carers in the educative process 4.1 - Support student participation 4.2 - Manage classroom activities 4.3 - Manage challenging behaviour 4.4 - Maintain student safety 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data 5.5 - Report on student achievement 6.1 - Identify and plan professional learning needs 6.2 - Engage in professional learning and improve practice 6.3 - Engage with colleagues and improve practice 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements 7.3 - Engage with the parents/carers 7.4 - Engage with professional teaching networks and broader communities</p>
<p>7 Articulate evidence-based beliefs about teaching and learning.</p>	<p>Knowledgeable Creative and critical thinker Empowered Ethical Engaged</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students</p>

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...	<p>1.5 - Differentiate teaching to meet the specific learning needs of students across the challenge of diversity</p> <p>Australian Institute for Teaching and School Leadership</p> <p>1.5 - Strategies to support full participation of students with disability</p> <p>2.1 - Content and teaching strategies of the teaching area</p> <p>2.2 - Content selection and organisation</p> <p>2.3 - Curriculum, assessment and reporting</p> <p>2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>2.5 - Literacy and numeracy strategies</p> <p>2.6 - Information and Communication Technology (ICT)</p> <p>3.1 - Establish challenging learning goals</p> <p>3.2 - Plan, structure and sequence learning programs</p> <p>3.3 - Use teaching strategies</p> <p>3.4 - Select and use resources</p> <p>3.5 - Use effective classroom communication</p> <p>3.6 - Evaluate and improve teaching programs</p> <p>3.7 - Engage parents / carers in the educative process</p> <p>4.1 - Support student participation</p> <p>4.2 - Manage classroom activities</p> <p>4.3 - Manage challenging behaviour</p> <p>4.4 - Maintain student safety</p> <p>4.5 - Use ICT safely, responsibly and ethically</p> <p>5.1 - Assess student learning</p> <p>5.2 - Provide feedback to students on their learning</p> <p>5.3 - Make consistent and comparable judgements</p> <p>5.4 - Interpret student data</p> <p>5.5 - Report on student achievement</p> <p>6.1 - Identify and plan professional learning needs</p> <p>6.2 - Engage in professional learning and improve practice</p> <p>6.3 - Engage with colleagues and improve practice</p> <p>6.4 - Apply professional learning and improve student learning</p> <p>7.1 - Meet professional ethics and responsibilities</p> <p>7.2 - Comply with legislative, administrative and organisational requirements</p> <p>7.3 - Engage with the parents/carers</p> <p>7.4 - Engage with professional teaching networks and broader communities</p>

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

(EDU308 or EDU402 and enrolled in program ED304 or ED306) or (EDU419 and enrolled in Program AE304, ED315 or SE303) and successful completion of LANTITE

5.2. Co-requisites

EDU415

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

Feedback will be provided for one portfolio annotation no later than the end of Week Three.

Feedback will be offered during the PEx as ongoing feedback and through the interim PEx report.

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	Quiz/zes	Individual	A single quiz.	Week 1	Online Test (Quiz)
All	1b	Activity Participation	Individual	On-going throughout the duration of the course.	Refer to Format	To be Negotiated
All	2	Artefact - Professional	Individual	Official LANTITE Results AND/OR LANTITE plan (online form) - see Canvas.	Week 2	Online Submission
All	3	Portfolio	Individual	A minimum of 8 and a maximum of 20 pieces of curated evidence aligned to eight Required APST Descriptors. Approximately 250-word statements for each of the 'Required' APST Descriptors.	Week 6	Online Assignment Submission with plagiarism check
All	4	Placement performance	Individual	Double Degree: 30 days PEx Primary: 20 days PEx	Refer to Format	SONIA
All	5	Oral and Written Piece	Individual	See QTPA Task Information Booklet (Canvas, Assessment, Task 5: QTPA)	Refer to Format	To be Negotiated

All - Assessment Task 1a: Code of Conduct Quiz

GOAL:	The goal of this task is to critically analyse and demonstrate knowledge and understanding of the Code of Conduct for the School of Education and Tertiary Access (SETA).	
PRODUCT:	Quiz/zes	
FORMAT:	<p>This assessment task is due on Friday Week 1 at 4pm.</p> <p>After studying the Code of Conduct in class and independently, you will complete the Code of Conduct Quiz to demonstrate knowledge of the content and expectations.</p> <p>When completing the Code of Conduct Quiz, you will also be asked to complete the Code of Conduct Agreement to acknowledge that you understand the SETA Code of Conduct and that you agree to abide by the expectations.</p> <p>NB: This task must receive a Pass result to be eligible to proceed to Task 3: Professional Portfolio.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1 Demonstrate knowledge and understanding of the professional expectations within the discipline specific Code of Conduct throughout the duration of the course.	1
	2 Acknowledge understanding of the requirement to adhere to the discipline-specific Code of Conduct throughout the duration of the course.	1 2 3 4 5
	3 Demonstrate knowledge and understanding of the requirement to enact personal behaviour that is in accordance with the discipline-specific Code of Conduct.	1

All - Assessment Task 1b: Code of Conduct Adherence

GOAL:	The goal of this task is to reflectively operate within the SETA Code of Conduct expectations for the duration of the course (including the WLS experience in school).	
PRODUCT:	Activity Participation	
FORMAT:	<p>You must conduct yourself in accordance with the SETA Code of Conduct for the duration of the course and operate within its guidelines for the duration of the course. This period of time includes the university-based activities (workshops, tutorials, Zoom sessions and discussion board) and the school-based components of this course.</p> <p>The SETA Code of Conduct is located in Canvas for this assessment task and in Sonia online.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1 Demonstration of professional adherence to the discipline-specific Code of Conduct throughout the duration of the course.	1
	2 Successful completion of the required number of PEx days for your program of study.	1 2 3 4 5
	3 Demonstration of personal behaviour that is in accordance with the discipline specific Code of Conduct.	1

All - Assessment Task 2: LANTITE Evidence AND/OR Plan

GOAL:	The goal of this task is to provide evidence of successful completion of the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) AND/OR evidence of a plan to achieve LANTITE success.	
PRODUCT:	Artefact - Professional	
FORMAT:	<p>This assessment task is due on Friday Week Two at 4pm.</p> <p>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/</p> <p>If you have achieved LANTITE success you need to upload evidence of this achievement to Canvas. This evidence MUST be in the form of your official results that you can download from your ACER online candidate account (https://teacheredreg.acer.edu.au/). This evidence will demonstrate "Standard Achieved" for the literacy and/or numeracy tests.</p> <p>If you have not yet successfully achieved success in the literacy and/or numeracy components of LANTITE, then you must submit a plan outlining your intended preparation and registration for LANTITE. Complete your LANTITE Plan via the online form available on Canvas, Assessment, Task 1: LANTITE Evidence or Plan.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Successful completion of LANTITE to demonstrate "Standard achieved" or a plan to achieve the standard for personal competency in literacy 1 4 6
	2	Successful completion of LANTITE to demonstrate "Standard achieved" or a plan to achieve the standard for personal competency in numeracy 1 4 6

All - Assessment Task 3: Professional e-Portfolio

GOAL:	The goal of the task is for you to demonstrate your understanding of the APST Descriptors at the Graduate Career Stage, and align this understanding to evidence of your learning and experiences throughout your program of study.
PRODUCT:	Portfolio
FORMAT:	<p>This assessment task is due on Monday Week 6 at 4pm.</p> <p>There are eight APST Descriptors that are not met within the Final Professional Experience Report (FPER) that are used to assess your final PEx. These APST are referred to as the 'Required APST Descriptors' for this portfolio.</p> <p>APST. 1.4 - Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</p> <p>APST 1.6 - Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</p> <p>APST 2.4 - Demonstrate broad knowledge of, understanding of, and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>APST 3.7 - Describe a broad range of strategies for involving parents/carers in the educative process.</p> <p>APST 4.3 - Demonstrate knowledge of practical approaches to manage challenging behaviour.</p> <p>APST 5.3 - Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p> <p>APST 7.3 - Understand strategies for working effectively, sensitively and confidentially with parents/carers.</p> <p>APST 7.4 - Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p> <p>This assessment task requires you to demonstrate that you know and understand the meaning of the above 'Required APST Descriptors' at the Graduate Career Stage, and that you can align evidence of your knowledge, understanding, and practice to these APST Descriptors.</p> <ol style="list-style-type: none">1. You will need to identify and curate evidence that demonstrates that you understand the meaning of the 'Required APST Descriptors'. You may include multiple items as evidence for each APST descriptor.2. The evidence should be generated by you (or as a piece of group work) and should be drawn from your assessment items, PEx/WFE experiences, professional learning and activities related to your university-based studies as a preservice teacher.3. You should write an approximately 250-word statement for each APST Descriptor to demonstrate that you understand the meaning of the APST Descriptor and how it relates to your knowledge, understanding, and practice.4. Include a list of references at the bottom of each page. <p>NB: This assessment task must receive a PASS result to enable progression to Task 4 (PEx).</p>

CRITERIA:	No.	Learning Outcome assessed
	1	APST 1.4. Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. 4
	2	APST 1.6. Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. 4
	3	APST 2.4. Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. 4
	4	APST 3.7. Describe a broad range of strategies for involving parents/carers in the educative process. 4
	5	APST 4.3. Demonstrate knowledge of practical approaches to manage challenging behaviour. 4
	6	APST 5.3. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. 4
	7	APST 7.3. Understand strategies for working effectively, sensitively and confidentially with parents/carers. 4
	8	APST 7.4. Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. 4
	9	Professional use of a digital platform, including the ethical application of the content and the formatting of the platform. 6
	10	Effective written communication skills and academic literacies including English expression, grammar, spelling and punctuation. 6
	11	Appropriate interpretation of the substance and nuances of the APST descriptors 1.4, 1.6, 2.4, 3.7, 4.3, 5.3, 7.3, and 7.4. 4 6
	12	Synthesis of relevant literature and policy to validate statements. 7

All - Assessment Task 4: Final Professional Experience Report (FPER)

GOAL:	The goal of this Professional Experience (PEX) is to assess your professional competencies against the Australian Professional Standards for Teachers (APST).
PRODUCT:	Placement performance
FORMAT:	<p>Final report to be submitted on completion of PEX via Sonia online.</p> <p>Attendance at and completion of a Professional Experience (PEX) under the guidance of a Queensland registered teacher.</p> <p>Specific requirements and assessment criteria of the PEX are located in the PEX handbook located on Sonia.</p> <p>NB: This assessment task must receive a PASS result to enable progression to Task 5 (QTPA).</p>

CRITERIA:	No.	Learning Outcome assessed
	1	APST 1: My knowledge of students and how they learn 2
	2	APST 2: My knowledge of content and how to teach it 2
	3	APST 3: My plan for implementing effective teaching and learning 3
	4	APST 4: How I will create and maintain supportive and safe learning environments 3
	5	APST 5: How I will assess, provide feedback and report on student learning 3
	6	APST 6: How I will engage in professional learning, including practice-based (action) research; 4
	7	APST 7: How I will engage professionally with colleagues, parents/carers and the community 5

All - Assessment Task 5: Quality Teaching Performance Assessment (QTPA)

GOAL:	The goal of this task is to meet the requirements of the Quality Teaching Performance Assessment (QTPA).
PRODUCT:	Oral and Written Piece
FORMAT:	<p>The QTPA forms two parts;</p> <p>Part 1: Written Components A, B and C. This part is due 10 working days after completion of the PEx.</p> <p>Part 2: Oral Presentation/Component D will occur the week following the submission of your written components.</p> <p>You will receive your QTPA timeline on completion of your PEx, including the date for your oral presentation.</p> <p>Please note: you will need to apply for an extension to the QTPA submission date if you have PEx make up days. Applications are made using the online extension application form available on Canvas.</p> <p>The QTPA is an assessment of your teaching performance within your final PEx. It is designed to measure your knowledge, skills and ability in relation to the Graduate level of the Australian Professional Standards for Teachers. The QTPA is based on your planning, teaching and assessment practices during a learning sequence within your PEx.</p> <p>Important: For further information on the requirements for the QTPA please refer to the QTPA support resources in Canvas: Assessment Task 5 - QTPA. Specifically, please refer to the Task Information Booklet.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	A written statement reflects how personal beliefs about teaching and learning beliefs and practices are informed by theory/research evidence. 3 5 6 7
	2	Written documentation depicting an understanding of the teaching and learning context, evaluation of student achievement, the establishment of student learning goals and the planning of a teaching and learning sequence to support student learning. 1 2 3 6 7
	3	Written statement reflecting on how your planning and teaching and learning sequence impacted on student learning and achievement. 2 3 4 6 7
	4	A 15 minute verbal articulation of the ability to plan for student learning, implement teaching and learning sequence and evaluate impact on student learning, including responses to two panel questions. 1 2 3 4 5 6 7

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. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1 Introduction to the Course	Overview of weekly course content. Clarification of assessment – content and criteria expectations, extension request processes, submission requirements and timelines.
Module 2a Professional Obligations	Code of Conduct, Standards of Practice and ethical obligations within the teaching profession. Ethical dilemmas, practices and procedures.
Module 2b Professional Learning	Mapping your capacity to teach against the APST. Development of a professional e-Portfolio and philosophy of teaching and learning as a demonstration of current practice, and to identify professional learning needs.
Module 2c Employment	Understanding the processes involved when transitioning to employment – registration processes, job applications, timelines and where to locate information
Module 2d Teacher as Leader	Sustainability in the profession – impacts and drivers, looking ahead (first day, week, term and year). Queensland strategic priorities and policy initiatives. Developing productive relationships with parents and carers.
Module 3 TPA	Components, format and expectations - before, during and after your PEx. Professional dialogue and professional conversations. Professional judgement and confidence to teach.
Module 4 PEx Preparedness	The development of a Professional Profile to support transition to PEx. PEx expectations (PEx Handbook) and requirements (QPERF).

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
Required	n/a	0	QTPA Task Information Booklet	n/a	Available on Canvas
Required	Allen, J. & White, S.	2018	Learning to Teach in a New Era	n/a	Cambridge University Press

8.2. Specific requirements

Appropriate professional clothing to wear to Supervised Professional Placement.
Current Blue Card.

Pre-service teachers undertaking this course will require access to computers to develop their Task 3: Professional e-Portfolio and Task 5: QTPA. Devices will be required during the Orientation Week workshop and during tutorials. Students will need to inform their tutor at least one week in advance if they require a device to be provided during tutorial times.

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

Limited Graded Course:

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC.

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

All assessment extension requests must be made prior to the assessment submission deadline using the online EDU411 Extension Request form (available on Canvas). Evidence must be provided and be in one of the recognized forms as per clause 7.9.2 of the USC Assessment Policies and Procedures document. Late assessment submissions without prior approval will result in a fail (UF) being awarded, except in exceptional cases where there is an exemption from a penalty with supporting evidence (see 7.9.1 of the USC Assessment Policies and Procedures document).

Please refer to USC Assessment Policy and Procedures for further information - <https://www.usc.edu.au/about/policies-and-procedures/assessment-courses-and-coursework-programs-procedures>

10.4. SafeUSC

USC 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 SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC 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:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au