



Course Outline

Code: EDU411

Title: Professional Experience: The Professional Teacher

School:	Education
Teaching Session:	Semester 2
Year:	2019
Course Coordinator:	Kairen Call Email: kcall@usc.edu.au and Rachael Dwyer Email rdwyer@usc.edu.au
Course Moderator:	Dr Sharon Louth

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 30-day Supervised Professional Experience provides an opportunity for you to refine your professional knowledge, professional practices and pedagogy.

1.2 Course topics

- Knowing, understanding and implementing current Australian professional requirements, including; the Australian Professional Standards for Teachers (APST), changing Queensland strategic priorities and policy initiatives (e.g. behaviour management) and legal issues (e.g. domestic violence).
- Valuing and demonstrating the attributes of the lifelong learner.
- Developing reflective practices to conceptualise and articulate an ethical personal philosophy of learning and teaching, and developing teacher identity.
- Knowing, understanding and enacting ethical professional practices, such as; applying codes of conduct and standards of practice, e.g. within teamwork, conflict resolution and promoting the public good.
- Developing productive relationships with parents and carers, colleagues and students through sustained conversations.
- Workforce impacts and drivers for teachers.
- Demonstrating the impact of your teaching on student learning through the Graduate Teacher Performance Assessment (GTPA)

2. What level is this course?

400 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. This course must be taken in the final year of an undergraduate program of study.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Demonstrate the ability to plan for, respond to and provide evidence of successful completion of personal and professional learning obligations.	Task 1: LANTITE Evidence Task 4: Professional e-Portfolio Task 5: SPE and Final Report TASK 6: Graduate Teacher Performance Assessment	Engaged Knowledgeable
Demonstrate aptitude to plan, structure, sequence and adjust effective teaching and learning sequences based on evidence and data from within a school context, and that takes into account pertinent educational literature and theory.	Task 2: Code of Conduct Task 3: SPE preparedness quizzes Task 5: SPE and Final Report Task 6: Graduate Teacher Performance Assessment	Empowered. Creative and Critical Thinkers Ethical
Demonstrate competence in the use of formative and summative assessment practices to support student learning.	Task 2: Code of Conduct Task 3: SPE preparedness quizzes Task 5: SPE and Final Report Task 6: Graduate Teacher Performance Assessment	Engaged. Ethical.
Demonstrate the capacity to make professional judgement in planning, teaching, learning and assessment decisions to support student needs.	Task 2: Code of Conduct Task 3: SPE Readiness quizzes Task 5: SPE and Final Report Task 6: Graduate Teacher Performance Assessment	Empowered. Ethical. Engaged. Creative and critical thinkers.
Demonstrate the ability to apply context specific pedagogies, teaching strategies and assessment practices to support student success.	Task 2: Code of Conduct Task 5: Supervised Professional Experience Task 6: Graduate Teacher Performance Assessment	Empowered Knowledgeable Engaged
Demonstrate the capacity to reflect and report on the impact of your teaching on student learning through an appraisal process.	Task 6: Graduate Teacher Performance Assessment	Engaged Sustainability-focused

Students may attend combined lectures with ED706 postgraduate students. These parallel course deliveries are designed to give students access to expert lecturers. However, undergraduate courses may separate assessment tasks with appropriate Criteria: that acknowledge the different expectations and learning outcomes of a student undertaking an AQF Level 7 program.

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 Enrolment Restrictions

- i) This course is only available to students enrolled in ED304, ED306, AE304, ED315 or SE303.
- ii) This course is designed to be undertaken in the final semester of study alongside EDU415 Teacher as Researcher.

5.2 Pre-requisites

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

5.3 Co-requisites

EDU415

5.4 Anti-requisites

N/A

5.5 Specific assumed prior knowledge and skills (where applicable)

N/A

6. How am I going to be assessed?**6.1 Grading Scale**

Limited – Pass (PU), Fail (UF)

6.2 Details of early feedback on progress

Formative feedback will be provided on your Professional e-Portfolio via peer review during tutorials.

6.3 Assessment Tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	Duration/ Length	When should I submit?	Where should I submit it?	WIL or PC
1	LANTITE Evidence	Individual	PU/UF	Official LANTITE Results*	Friday 4pm Week 1	Blackboard	Yes
2	Code of Conduct	Individual	PU/UF	On-going throughout course	Friday 4pm Week 3	Blackboard	Yes
3	SPE Preparedness Quizzes	Individual	PU/UF	Weeks 2, 3, 4, 5, 6 and 7.	In tutorial	Blackboard	Yes
4	Professional e-Portfolio	Individual	PU/UF	10 - 14 Pieces of annotated evidence	Friday 4pm Week 5	Blackboard	Yes
5	Supervised Professional Experience (SPE) Final Report	Individual	PU/UF	30 days SPE	Final Report submitted on completion of the SPE.	WILS online	Yes
6	Graduate Teacher Performance Assessment (GTPA)	Individual	PU/UF	4000 – 5000 words	4pm on Monday 18th November 2019	Blackboard (SafeAssign)	Yes

Assessment Task 1: LANTITE Evidence

Goal:	The goal of this task is to provide evidence of successful completion of the Literacy and Numeracy Test for Initial Teacher Education (LANTITE).
Product:	Evidence of LANTITE Success.
Format:	LANTITE must be successfully completed to enable progression to graduation in your Initial Teacher Education program of study. For further information on LANTITE visit the https://teacheredtest.acer.edu.au/ After successfully completing all components of LANTITE you will upload evidence of this to Blackboard. This evidence MUST : <ol style="list-style-type: none"> be in the form of your official results that you can download from your ACER online candidate account https://teacheredreg.acer.edu.au/*) indicate that you have demonstrated “Standard Achieved” for both Literacy and Numeracy tests. *If you have not yet successfully completed LANTITE, then you MUST submit a plan outlining your intended preparation and registration for LANTITE.
Criteria:	Successful completion of LANTITE to demonstrate; <ol style="list-style-type: none"> “Standard achieved” for personal competency in literacy “Standard achieved” for personal competency in numeracy

Assessment Task 2: Code of Conduct

Goal:	The goal of this task is to critically analyse the Code of Conduct for the School of Education and reflectively operate within its guidelines during a work integrated learning (WIL) experience.
Product:	WIL experience in accordance with the Code of Conduct.
Format:	After studying the Code of Conduct in class and independently, you will sign the Code of Conduct provided. Your signed document must be uploaded to Blackboard by the due date and prior to going onto a school site for your final SPE. During your WIL experience you are required to complete 30 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 Blackboard for your discipline specific Code of Conduct.
Criteria:	The Coordinator of Educational Partnerships and Professional Learning, the Course Coordinator or another nominated USC staff member will evaluate the standard and quality of your work. <ol style="list-style-type: none"> Demonstration of personal behaviour that is in accordance with the discipline specific Code of Conduct. Demonstration of professional adherence to the discipline specific Code of Conduct. Successful completion of the required 30 days of SPE.

Assessment Task 3: SPE Preparedness Quizzes

Goal:	The goal of this task is to demonstrate preparedness to undertake the final SPE.
Product:	SPE Preparedness Quizzes
Format:	During the weekly tutorial time you will complete an SPE preparedness quiz. Each quiz provides an opportunity for you to assess your level of knowledge and understanding of the course learning outcomes and provide you with feedback on your progress prior to the SPE/GTPA. <ul style="list-style-type: none"> Week 2: Ethics and Standards of Practice Week 3: Planning Using Data and Evidence Week 4: Teaching and Learning Week 5: Assessment, Feedback and Professional Judgement Week 6: Reflection on Teaching Week 7: Appraising the impact of Teaching NB: This assessment task must receive a PASS grade to enable progression to Task 5 (SPE).
Criteria:	1. Knowledge of educational practice requirements and the identification of professional beliefs and judgements based on evidence and theory/literature.

Assessment Task 4: Professional e-Portfolio

Goal:	The goal of the task is for you to demonstrate meeting the Australian Professional Standards for Teachers (APST) at the Graduate Career Stage.
Product:	Professional e-Portfolio
Format:	<p>You are required to submit your Professional e-Portfolio as a demonstration of engagement in professional learning against the APST at the Graduate Career Stage.</p> <p>Your Professional e-Portfolio should contain between 10 and 14 pieces of annotated evidence that articulate how they are connected, in totality, to the APST descriptors 1.1 – 7.4.</p> <p>This evidence may be drawn from a range of experiences from throughout your program of study to demonstrate your professional knowledge, practice and engagement. This might include, but is not limited to;</p> <ul style="list-style-type: none"> • SPE items (e.g. GTPA resource and evidence, unit planning or overviews, lesson plans, daily plans/weekly plans, observations, records of student data/evidence, reflections, profiling, samples of annotated student work and annotated policy/planning documents). • University based assessment tasks (e.g. essays, professional development plans, case studies and reports). • Professional development certificates (e.g. Learning Lounges and school based professional development day certification). <p>You will be provided with in-tutorial support to plan, create and develop this assessment item.</p> <p>NB: This assessment task must receive a PASS grade to enable progression to Task 5 (SPE).</p>
Criteria:	<ol style="list-style-type: none"> 1. Evidence of meeting the APST at the Graduate Career Stage. 2. Reflection of how your evidence demonstrates that you have met the APST. 3. Ethical use and secure display of class/individual student data/information. 4. Digital technology skills. 5. Written communication skills and academic literacies including grammar, English expression and technical accuracy.

Assessment Task 5: Supervised Professional Experience – Final Report

Goal:	The goal of this Supervised Professional Experience is to assess your professional competencies against the Australian Professional Standards for Teachers (APST).
Product:	Supervised Professional Experience Report.
Format:	Attendance at and completion of a 30 day Supervised Professional Experience under the guidance of a Queensland registered teacher. Specific requirements and assessment criteria of the SPE are located in the SPE handbook on BlackBoard (see Professional Learning BlackBoard site).
Criteria:	<p>This task will be assessed against the Australian Professional Standards for Teachers (APST) at the Graduate Career Stage as indicated on the Supervised Professional Experience final report.</p> <p>Prior to your SPE you will complete the <i>Pre-service Teacher Professional Profile</i> (located in your SPE Handbook) and have professional conversations with your SPE site supervisors about the course expectations for this SPE, and your professional goals. Throughout your SPE you will seek and obtain feedback about your progress and clarify your abilities against the APST. Observation, feedback and reflection sheets are available in the SPE Handbook.</p> <p>Throughout your SPE, you will be required to provide evidence to show you are at the Graduate Level of the Australian Professional Standards for Teachers. Your evidence should demonstrate meeting:</p> <ul style="list-style-type: none"> • APST 1: My knowledge of students and how they learn • APST 2: My knowledge of content and how to teach it • APST 3: My plan for implementing effective teaching and learning • APST 4: How I will create and maintain supportive and safe learning environments; • APST 5: How I will assess, provide feedback and report on student learning; • APST 6: How I will engage in professional learning, including practice-based (action) research; • APST 7: How I will engage professionally with colleagues, parents/carers and the community.

Assessment Task 6: Graduate Teacher Performance Assessment (GTPA)

Goal:	The goal of this task is to meet the requirements of the Graduate Teacher Performance Assessment (GTPA).
Product:	Graduate Teacher Performance Assessment (GTPA)
Format:	<p>The GTPA submission must include;</p> <ol style="list-style-type: none"> 1. Supervised Professional Experience context statement. 2. Demonstration of competence in five interrelated practices: <ol style="list-style-type: none"> 2.1 Using data and evidence to plan effectively for student learning. (800 – 1000 words) 2.2 Teaching and learning practices(800 – 1000 words) 2.3 Carrying out assessment, providing feedback and applying your professional judgement (800 – 1000 words) 2.4 Reflecting on your own teaching (800 – 1000 words) 2.5 Appraising the impact of your teaching (800 – 1000 words) 3. Profile of system data and classroom evidence collection and use. 4. Evidence of moderation practices. 5. The accompanying evidence requirements as specified for each practice. 6. A reference list of all materials (curriculum, school documents, policy, theory and research) cited in your submission using APA (6th edition). <p>For further details of the above format please refer to the prescribed text: <i>Graduate Teacher Performance Assessment: Instructions for Pre-Service Teachers</i> (available in Blackboard).</p>
Criteria:	<p>The following five criteria are used to assess all five components of the GTPA;</p> <ol style="list-style-type: none"> 1. Planning using Data and Evidence 2. Teaching and Learning 3. Assessing, Feedback and Professional Judgement 4. Reflecting on Teaching 5. Appraising Impact of Teaching <p>For illustrative features of the above criteria please refer to page 12 of the prescribed text: <i>Graduate Teacher Performance Assessment: Instructions for Pre-Service Teachers</i></p>

7. What are the course activities?**7.1 Directed study hours**

The directed study hours for this course are a portion of the workload for this course. A 12-unit course will have a total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

There is also a 30-day Supervised Professional Experience required as part of this course.

7.2 Course content

Week # / Module #	What key concepts/content will I learn?
Module 1: Weeks 1 - 2	<p>Recorded Lecture Concepts/Content</p> <p>Employment Focus:</p> <ul style="list-style-type: none"> • Enacting Codes of Conduct, Standards of Practice and Ethical obligations within the teaching profession. Ethical dilemmas, practices and procedures. • <i>Developing an employment strategy: who, what, why, where, when and how?</i> • Professional e-Portfolio Development

	<p>SPE and GTPA Focus:</p> <ul style="list-style-type: none"> • GTPA general overview and expectations. • Professional judgement and confidence to teach. • Practice 1: Using data and evidence to plan effectively for student learning. • Context specific pedagogy, teaching strategies and assessment practices. • Refining your philosophy of teaching and learning. • Connecting the evidence of your practice between your professional e-Portfolio, your final report and GTPA. • Developing your Professional Profile. <p>Tutorial Concepts/Content Task 3: SPE Preparedness Quiz (Week 2) Task 4: Professional e-Portfolio - Evidencing your capacity to teach against the APST. Professional e-Portfolio development. Task 6: GTPA. Carry out a mock GTPA Practice 1.</p>
<p>Module 2: Weeks 3 - 4</p>	<p>Recorded Lecture Concepts/Content Employment Focus</p> <ul style="list-style-type: none"> • Transition to employment – registration processes, timelines and where to locate information. • Job applications and processes. <p>SPE and GTPA Focus:</p> <ul style="list-style-type: none"> • Practice 2: Teaching and learning. • Practice 3: Carrying out assessment, providing feedback and applying professional judgement. <p>Tutorial Concepts/Content Task 3: SPE Preparedness Quizzes (Week 3 & 4). Task 6: GTPA. Carry out a mock GTPA Practice 2 and 3.</p>
<p>Module 3: Weeks 5 - 6</p>	<p>Recorded Lecture Concepts/Content Employment</p> <ul style="list-style-type: none"> • Mapping your capacity to teach against the APST for career progression. <p>SPE and GTPA Focus:</p> <ul style="list-style-type: none"> • Practice 4: Reflecting on your own teaching • Practice 5: Appraising the impact of your teaching <p>Tutorial Concepts/Content Task 3: SPE Preparedness Quizzes (Week 5 & 6). Task 6: GTPA. Carry out a mock GTPA Practice 4 & 5.</p>
	<p>Recorded Lecture Concepts/Content Employment:</p> <ul style="list-style-type: none"> • Sustainability in the profession – impacts and drivers, SPE and GTPA preparation. • Looking ahead: preparing for the first week, term and year in school. <p>SPE and GTPA Focus:</p> <ul style="list-style-type: none"> • Professional judgement and confidence to teach (revisit) • GTPA submission requirements, documentation and processes • GTPA assessment, moderation, grading and feedback timelines and procedures.

	<ul style="list-style-type: none"> SPE assessment, moderation, grading and reporting timelines and procedures. <p>Tutorial Concepts/Content Task 3: SPE Preparedness Quizzes (Week 7). Task 5: SPE. Q & A. Preparation. Task 6: GTPA. Q & A. Preparation.</p>
SPE 6 weeks beginning in Week 8	Undertake the Supervised Professional Experience in school (30 days). This must include planning for and carrying out the teaching and learning sequence requirements of the Graduate Teacher Performance Assessment. Zoom Sessions Opportunities for professional conversations, sharing of professional judgements and clarification of GTPA issues/concerns.
Module 5: 2 weeks post SPE	GTPA Focus GTPA preparation and submission.

Please note that the course activities may be subject to variation.

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed Text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
		Preservice Teacher Booklet	Available on Blackboard: Assessment, Task 6, GTPA Resource Centre.
Allen, J. & White, S.	2018	Learning to Teach in a New Era	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: SPE Preparedness Quizzes and Task 4: Professional e-Portfolio. Devices will be required during tutorials times. Students will need to inform their tutor if they require a device to be provided during tutorials times.

9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

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.

Digital portfolio

As a student enrolled in this course you will have access to the Pebble Pad Digital Portfolio through the course Blackboard site. You can choose any digital portfolio platform for your Professional e-Portfolio (Task 4). It is your responsibility to ensure you have adequate internet access to develop and populate your e-Portfolio. **It is also your responsibility to ensure ethical use of material within your e-Portfolio, such as student data and confidential information on students in your SPE class, and that access to the site is secure.**

10.3 Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment. An alternative assessment is not available for the GTPA.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#). Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 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: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - 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

10.7 School Specific Information

The assessment tasks in this course support pre-service teachers to *explicitly* demonstrate the following Australian Professional Standards for Teachers (Graduate):

Assessment Task	National Professional Standards for Teachers (Graduate Career Stage)
1. LANTITE Evidence	2.1 Content and teaching strategies of the teaching area. 6.2 Engage in professional learning and improve practice. 7.2 Comply with legislative, administrative and organisation requirements. 7.4 Engage with professional teaching networks and broader communities.
2. Code of Conduct	7.1 Meet professional ethics and responsibilities. 7.2 Comply with legislative, administrative and organisational requirements.
3. SPE Preparedness Quizzes	Standards 1 - 7
4. Professional e-Portfolio	Standards 1 - 7
5. Supervised Professional Experience	Standards 1 – 7 Refer to the Supervised Professional Experience Handbook.
6. Graduate Teacher Performance Assessment	Standards 1 – 7 Refer to prescribed text - GTPA: Information for Supervising Teachers (p.12).