



COURSE OUTLINE

EDU408 Professional Experience: Teacher Identity and Professional Practice

Course Coordinator: Anne Drabble (adrabble@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 2

USC Sunshine Coast

**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 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 final Supervised Professional Experience course strengthens your professional practice and developing teacher identity. You will complete a 25-day SPE in a Prep classroom to demonstrate your achievement of the APST at graduate level. You will use the evidence you have collated in your APST professional portfolio to establish clear links between the knowledge and practice you gained across the early years in your early childhood program to allow you to engage as an effective member of the teaching profession.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – There will be a scheduled weekly tutorial of 2 hours. Weekly tutorial notes will be available to support your learning.	2hrs	Week 1	7 times
Placement – You will complete 25 consecutive days of SPE in a Prep classroom. The details of your SPE requirements are contained in the SPE Handbook.	7.5hrs	Week 8	5 times
Lecture – There will be a scheduled weekly lecture of 2 hours. Weekly lecture notes will be available to support your learning.	2hrs	Week 1	7 times

1.3. Course Topics

Australian Curriculum and General Capabilities: Prep

25 day block PEX in Prep

QTPA

Evidencing the APST at Graduate Stage

Code of Conduct

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 Communicate achievement of the Numeracy and Literacy Standards.	Knowledgeable Empowered	
2 Communicate adherence to the Code of Conduct to different audiences.	Ethical	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
3 Use evidence from prior to school and school settings to determine achievement of the Australian Professional Standards for Teachers.	Knowledgeable 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
4 Use the Australian Curriculum to plan for a Prep classroom across all aspects of the teaching cycle.	Knowledgeable Creative and critical thinker Engaged	
5 Analyse research from scholarly articles and PD to determine impact on developing teacher identity.	Knowledgeable Creative and critical thinker 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
6 Evaluate readiness for the teaching profession through the EDU408 PEx and the QTPA.	Knowledgeable 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

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 EDU336 or EDU217 and enrolled in Program ED303 and the 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

Early feedback on progress will be provided through students' activity participation. Students will be assessed on the quality of in-class contributions during cooperative learning activities commencing Week 1.

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	Negotiated Assessment	Individual	LANTITE results. Formal notification provided to you by ACER	Week 1	Online Assignment Submission with plagiarism check
All	1b	Code of Conduct	Individual	On-going until course completion.	Week 2	Online Assignment Submission
All	2	Portfolio	Individual	Evidence of achievement for each of the 7 APST in prior to school and school settings.	Refer to Format	Online ePortfolio Submission
All	3	Oral and Written Piece	Group	As allocated in tutorials.	Refer to Format	In Class
All	4	Placement performance	Individual	25 days block PEx in a school setting (Prep)	Refer to Format	SONIA
All	5	Oral and Written Piece	Individual	3000-word equivalent written piece and a 15 minute verbal presentation.	Refer to Format	Online Assignment Submission with plagiarism check

All - Assessment Task 1a: LANTITE

GOAL:	The goal of this task is to provide evidence of Standard Achieved in Literacy and Standard Achieved in Numeracy for the Literacy and Numeracy Test for Initial Teacher Education (LANTITE).	
PRODUCT:	Negotiated Assessment	
FORMAT:	You are required to upload the results of successful completion of LANTITE to Blackboard. This evidence must: <ul style="list-style-type: none">• be a copy of your official results downloaded from your ACER online candidate account https://teacheredreg.acer.edu.au/• your results will validate your Standard Achieved for Literacy and Standard Achieved for Numeracy for LANTITE.	
CRITERIA:	No.	Learning Outcome assessed
	1	Confirmation of Literacy Standard Achieved. 1
	2	Confirmation of Numeracy Standard Achieved. 1

All - Assessment Task 1b: Code of Conduct

GOAL:	The goal of this task is to critically analyse the Code of Conduct for the School of Education and reflectively communicated and operate within its guidelines during a work integrated learning (WIL) experience.	
PRODUCT:	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 PEx. 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 PEx Placement satisfactorily according to the criteria. See Blackboard for your discipline specific Code of Conduct.	
CRITERIA:	No.	Learning Outcome assessed
	1	Communication of personal behaviour that is in accordance with the discipline specific Code of Conduct. 2
	2	Communication and professional adherence to the discipline specific Code of Conduct. 2
	3	Use of the Australian Curriculum to plan across the teaching cycle required in the 25 day block PEx. 6

All - Assessment Task 2: APST Pebble Pad Portfolio

GOAL:	Collate the workbooks you have been developing in Pebble Pad throughout your BEd (EC) program and select examples of evidence of achievement of the Australian Professional Standards for Teachers (Graduate stage).
PRODUCT:	Portfolio
FORMAT:	Submit: Week 2,3 & 4 (shared in class) Final submission Week 7 Friday at 5.00pm. Continue using the APST Portfolio Pebble Pad template to evidence your achievement of the APST. Please check the Assessment Tab in Blackboard for specific information.

CRITERIA:	No.	Learning Outcome assessed
	1	Recall evidence of achievement for each of the APST in prior to school and school settings. 3
	2	Explain quality examples of evidence for each of the APST in prior to school and school settings. 3
	3	Apply APST to professional learning and developing teacher identity, 3 5

All - Assessment Task 3: Teaching Workshop

GOAL:	The goal of this task is to work collaboratively to plan and deliver a teaching workshop at an in-service to Prep teachers.	
PRODUCT:	Oral and Written Piece	
FORMAT:	<p>You will work in groups to plan and deliver a teaching workshop demonstrating a lesson sequence using one of the subject areas of the Australian Curriculum for use in a Prep classroom. You will need to consider all aspects of the teaching cycle (planning, teaching, assessing, reflecting and evaluating).</p> <p>As scheduled in your tutorials.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Application of strategies that considers each aspect of the teaching cycle (planning, teaching, assessing, reflecting and evaluation). 4
	2	Communication of knowledge of the Australian Curriculum's subject areas for a Prep classroom. 4
	3	Implementation of a sequence of learning activities for a Prep classroom. 6
	4	Application of written and verbal communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions. 6

All - Assessment Task 4: Professional Experience (PEX)

GOAL:	The goal of this task is to assess your ability to establish yourself as a competent, capable and confident member of the teaching profession in readiness for your transition into the teaching profession.
PRODUCT:	Placement performance
FORMAT:	Submit: Final report and PEX documents submitted on completion of the PEX. During your WIL experience you are required to complete 25 days (7.5 hours a day) of PEX. To be eligible to pass, you are required to complete the PEX satisfactorily according to the criteria on the EDU408 Final Report. You will attend the EDU408 debrief and have a well organised PEX folder with relevant documentation to evidence achievement of the APST at the completion of the PEX.

CRITERIA:	No.	Learning Outcome assessed
	1	6
	2	6
	3	2

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

GOAL:	The goal of this task is to successfully meet the criteria of the Quality Teaching Performance Assessment (QTPA).								
PRODUCT:	Oral and Written Piece								
FORMAT:	<p>You will use the interrelated stages of the teaching cycle (planning, teaching, assessing, reflecting and evaluating) from your EDU408 PEx to inform your response to the QTPA to further demonstrate your teaching capabilities and readiness for the classroom as a graduate teacher.</p> <p>The QTPA must be submitted 10 working days after the completion of the PEx at 4.00pm</p>								
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6</td> </tr> <tr> <td>2</td> <td>5 6</td> </tr> <tr> <td>3</td> <td>6</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	6	2	5 6	3	6
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1	6								
2	5 6								
3	6								

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	Australian Curriculum and General Capabilities – Prep Young learners' effective transitioning to school PEX requirements QTPA requirements Evidencing achievement of the APST at Graduate stage.
Module 2.	Age appropriate pedagogies for learning, investigation and play Using the General Capabilities to support young learners PEX and QTPA: using data and evidence to demonstrate achievement of the APST during the EDU408 SPE teaching cycle (planning, teaching, assessing, reflecting and evaluating).
Module 3.	The Prep learning context and individual learner needs Reflective practices to support individual learner adjustments PEX and QTPA: Teacher impact using quality reflections to address young learners' needs and improve personal practice.
Module 4.	Code of Conduct and adhering to the requirements of the Code Ethical practices and expectations for the teaching profession Evidencing achievement of the APST at Graduate level in the classroom.
Module 5	PEX debrief session including developing teacher identity and transitioning confidently into the teaching profession

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 Blackboard 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

Current Blue Card for place-based field trip and the 25 day block PEX.

It is expected that you will have transportation to the PEX site required for this course.

It is also expected you will have access to the internet to access electronic material available online via the University Blackboard site and the library.

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 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:

All assessment tasks in this course are PC/WIL tasks.

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

You must contact your Course Coordinator and provide the required documentation if you require an extension.

You are required to complete the PEx in 25 consecutive days as a 25-day block PEx (7.5 hours each day). Absent days must be completed as soon as possible and negotiated with the Supervising Teacher.

10.4. 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.

10.5. 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.

10.6. 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.

10.7. 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>

10.8. 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