Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	COLLABORATIVE PARTNERSHIPS
Unit ID:	EDBED2112
Credit Points:	15.00
Prerequisite(s):	(EDBED1013 and EDBED1014)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070113

Description of the Unit:

Collaborative Partnerships builds on the attitudes, beliefs and practices developed previously in the core courses. PSTs are required to work collaboratively with peers, practicing educators, students and lecturers. PSTs will refine the skills and attitudes needed to create and maintain an inclusive environment. PSTs will develop planning and curriculum knowledge along with a range of communication skills through creating, reviewing, revising and implementing an inclusive project that addresses point-of-need learning opportunities. A focus of the course will be on pedagogical approaches that meet and support students' needs. The project will be developed in conjunction with an in-school mentors. To complete this course, all PSTs are required to have a Working with Children Check. As a part of this course, all PSTs will undertake a 5-day non-assessed Cooperative Experiential Learning (CEL) placement in a school setting. The focus on this placement will be on the collaborative partnerships and relationships that are built as part of the teaching and learning cycle. A reflexive element of the course will engage PSTs to critically evaluate their participation and implementation of the project.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: Yes

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this Unit.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory						
Intermediate			✔			
Advanced						

Learning Outcomes:

Knowledge:

K1. Describe how to adapt curriculum to ensure its accessibility to all

K2. Identify collaborative and consultative processes in working professionally with staff and students

K3. Examine how to provide effective feedback for peers and learners

Skills:

S1. Plan and justify a range of ways to respond to individual needs of students

S2. Critically reflect on all aspects of collaboration; planning for teaching and learning

S3. Build skills to articulate and interact professionally with educators and students.

Application of knowledge and skills:

A1. Evaluate and improve teaching plans for a range of needs and abilities in the classroom through using various approaches and delivery methods

A2. Plan and structure learning programs incorporating a range of teaching strategies

A3. Critically reflect on ability to engage with peers and colleagues to improve practice and identify growth and learning.

Unit Content:

Topics to be covered

- A range of teaching strategies that support planning and implementing effective lessons. These include Differentiation, Universal Design for Learning and Personalised Learning.
- Curriculum development in connection to development of project and student learning
- Professional attitudes, interaction and engagement
- Community links through delivery of programs and interaction during planned activities. Providing feedback for a range of people such as peers and learners
- Collaborative learning elements for a range of professional groupings Collaborative learning elements as a teaching tool for using in practice

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams.	K2, K3, S1, A3	AT1, AT2, AT3
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	K1, S1, S3, A1, A2	AT1, AT2, AT3
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, S1, S2, A3 APST 3.6. 6.3	Hurdle Task Critical reflection on attitudes, assumptions and expectations of children with additional needs that compares and contrasts initial thoughts against experience in schools. Focus on how interactions, discussions and observations changed thought processes and preconceptions.	Critical Reflection	S/U
K1, K2, S1, A1, A3 APST 3.2, 3.3, 3.6, 4.2	Collaborative teamwork project: students work together to plan, design and deliver a group of activities that meet a point-of-need for students in a partnership school. An extended project that includes explanation of inclusive teaching strategies, peer evaluation and individual reflection to improve programs.	Collaborative Applied Task	40-60%
K1, K3, S1, S3, A1, A2 APST 3.6, 6.3	Reflexive journal from teamwork project: participation, implementation and critical reflection on practice.	Differentiated Task	40% - 60%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)