

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** TRANSITION TO THE PROFESSION 1

**Unit ID:** EDBED2114

**Credit Points:** 15.00

**Prerequisite(s):** (EDBED1008 or EDBED1016 or EDDDE1001)

**Co-requisite(s):** Nil

**Exclusion(s):** (EDECE1016)

**ASCED:** 070301

**Description of the Unit:**

This unit introduces Pre-Service Teachers (PSTs) to the individual and collective understandings of the education professional and prepares them for their first professional experience placement. It frames learning within the context of developing practices and knowledge associated with becoming an active and engaged professional teacher. Verbal and non-verbal communication strategies to support student learning and engagement are examined. Effective communication strategies to work effectively with the professional learning community and parents/carers are considered. Drawing on the relevant legislative policies, PSTs consider their ethical responsibility to students and describe strategies that support student safety in educational settings.

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

**Work Experience:**

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Learning Outcomes:

### Knowledge:

- K1.** Investigate a range of current communication theories for teaching
- K2.** Identify verbal and non-verbal communication strategies that support student engagement
- K3.** Explore types of data that can be used to assess student learning and strategies to communicate feedback to students and parents/carers
- K4.** Examine a range of legal and ethical issues relevant to the teaching profession
- K5.** List the mandatory reporting requirements associated with teaching
- K6.** Identify strategies to maintain student wellbeing and safety in educational contexts
- K7.** Understand constructive feedback principles used in the profession
- K8.** Explore the APST and the purpose of these in the profession to identify professional learning needs.

### Skills:

- S1.** Examine a range of verbal and non-verbal communication strategies to enhance teaching and learning
- S2.** Articulate understandings of the legal, code of conduct and ethical responsibilities associated with teaching
- S3.** Explain mandatory reporting requirements associated with teaching
- S4.** Utilise constructive feedback principles to improve teaching practice
- S5.** Identify strategies to provide constructive feedback to enhance student learning and inform parents/carers

### Application of knowledge and skills:

- A1.** Identify two communicative events that could be enhanced and develop a plan of action
- A2.** Select two types of data that are used to enhance teaching and learning in the classroom, and make connections to communication strategies to provide feedback to students and their parents/carers.
- A3.** Examine a case study of an ethical, code of conduct or safety scenario and provide resolutions articulating how legislative requirements are met.

### Unit Content:

Topics to be covered:

- Dynamic communication models applicable to teaching and learning, including the transactional model
- Verbal and non-verbal communication strategies to support student learning and engagement in the classroom
- Communication strategies to involve parents/carers in the educative process
- Teaching and learning as a communication process
- Introduction to using a range of data to inform teaching and learning
- Becoming a teacher (Introduction to the profession)
- Readiness for the professional experience placement
- Introduction to legislative requirements, ethics, codes of conduct and mandatory reporting

- Strategies to maintain student wellbeing and safety in educational contexts
- Constructive feedback principles using the transactional process model
- Professional experience placement requirements
- APST and their role in the profession.

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1; K2; K7 S1; S4; S5 A1; APST 3.5 6.3	Using a scenario of student learning in the classroom, identify and describe the communication strategies used by the participants in the scenario. Identify two communicative events that could be enhanced and develop a written plan of action.	Written e-portfolio	30-40%
K1; K2; K3; K7 S1; S4; S5 A2 APST 3.5 3.7 5.1 6.3	Select two types of data that are used to assess student learning. Make connections to the communication strategies that could be used by the teacher to discuss the data with the student and parents/carers.	Written Report - e-portfolio	40-50%
K4; K5; K6; K8 S2; S3 A3 APST 4.4 6.1 7.2	Examine a case study of an ethical, code of conduct or safety scenario. Consult the relevant legislative documents and prepare a presentation about the scenario, and resolutions articulating how legislative requirements are met.	Digital presentation e-portfolio	20-30%

### 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](#)

## Professional Standards / Competencies:

### Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Intermediate
3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.	Yes	Intermediate
4. Create and maintain supportive and safe learning environments		
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Intermediate
5. Assess, provide feedback and report on student learning		
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Intermediate
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Yes	Intermediate
Professional Engagement		
6. Engage in professional learning		
6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Yes	Intermediate
6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Yes	Intermediate
7. Engage professionally with colleagues, parents/carers and the community		

7.2 Comply with legislative, administrative and organisational requirements

Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

Yes

Intermediate