

# 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

**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	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

### 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.

## 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**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are 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, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K1, K2, S1, S5, A1, A2	AT1, AT2
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: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	K4, K5, K6, K7, S2, S3, S4, S5, A3	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: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>	K4, A3	AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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: <ul style="list-style-type: none"> <li>Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>Collating, managing, accessing and using digital data securely</li> <li>Receiving and responding to messages in a range of digital media</li> <li>Contributing actively to digital teams and working groups</li> <li>Participating in and benefiting from digital learning opportunities.</li> </ul>	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: <ul style="list-style-type: none"> <li>Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>Committing to social responsibility as a professional and a citizen</li> <li>Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K4, K5, K6, S2, S3, A3	AT3

### 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%

### 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
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