



Course Outline (Higher Education)

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|-------------------------|---------------------------------------|
| School: | School of Education |
| Course Title: | TRANSITION TO THE PROFESSION 1 |
| Course 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 Course :

This course 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, etc.)

Program Level:

| Level of course in Program | AQF Level of Program | | | | | |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 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.

Course 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.

Values:

- V1.** Students understand and adhere to the professional code of conduct
- V2.** Students understand their professional and ethical responsibilities in the teaching profession
- V3.** Students work with a diverse range of learners and demonstrate social justice in their approaches to teaching and learning

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

| Graduate attribute and descriptor | | Development and acquisition of GAs in the course | | | |
|-----------------------------------|--|--|---|-----------------------|--|
| | | Learning Outcomes (KSA) | Code A. Direct B. Indirect N/A Not addressed | Assessment task (AT#) | Code A. Certain B. Likely C. Possible N/A Not likely |
| GA 1 Thinkers | Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions. | K6 | A | AT3 | B |
| GA 2 Innovators | Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change. | N/A | N/A | N/A | N/A |
| GA 3 Citizens | Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately. | K4, K5, S2, S3 | A | AT3 | A |
| GA 4 Communicators | Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand. | K1, K2, S1, A1 | A | AT1 | A |
| GA 5 Leaders | Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices. | K6, S5 | A | AT2, AT3 | B |

Learning Task and Assessment:

| Learning Outcomes Assessed | Learning 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% |

| Learning Outcomes Assessed | Learning Tasks | Assessment Type | Weighting |
|--|--|-------------------------------------|-----------|
| 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

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 | | |

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|---|-----|--------------|
| 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 |
|---|-----|--------------|