

Course Outline (Higher Education)

School:	School of Education
Course Title:	PROFESSIONAL POLICY, PRACTICE AND RESPONSIBILITY
Course ID:	EDBED4004
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(TJ828)
ASCED:	070301

Description of the Course :

This course focusses on the transition from tertiary student to beginning teacher. Students will engage in learning experiences that provide them with insight into the professional responsibilities and practices associated with being a teacher. Students will examine the connections between theory and practice, consider the role of policy on professional practice and develop a Professional Collection that complements the GTPA e-Portfolio which is the culmination of all professional experience learning to date.

Grade Scheme: Graded (HD, D, C, etc.)

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 course but gained a final mark of 45 per cent or above and submitted all major assessment tasks..

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
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"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

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EDBED4004 PROFESSIONAL POLICY, PRACTICE AND RESPONSIBILITY

Knowledge:

- K1.** Access and examine local, national and international employment opportunities in schools and understand the processes used by schools to recruit staff and for applicants to respond to advertised positions; learning sources and appraisal, and the teachers' professional code of practice as preliminary induction to the teaching profession.
- K2.** Examine employment contracts, professional development and appraisal, and the teachers' professional code of practice as preliminary induction to the teaching profession.
- K3.** Investigate current school curriculum initiatives and professional matters including early literacy & numeracy program implementation; the early and middle years of schooling; discipline and conflict management; the role of external professional and community representatives in schools and in broadening teachers knowledge and practice; risk assessment and management; curriculum and organizational planning and expectations; integrated curriculum; managing diversity and involving a broad range of strategies for involving parents/carers in the educative process.
- K4.** Examine professional responsibilities of teachers pertaining to professional and legal issues, such as mandatory reporting of children at risk, and administrative and organizational policies and processes.

Skills:

- S1.** Draw upon education theories and practice to clearly articulate personal learning and teaching philosophy.
- S2.** Develop strategies to engage parents/carers in the educative process.

Application of knowledge and skills:

- A1.** Articulate a clear philosophy of learning and teaching that is based on key theorists and personal theoretical understandings and represent this through a Professional Experience portfolio.
- A2.** Understand and apply key principles described in the code of practice for the teaching profession, and in the Aust Professional Teaching Standards (APST) through reflections and tasks inherent in building a professional collection.

Course Content:

Topics may include:

- Professional policy and practice to maximize success for a broad range of students from diverse backgrounds.
- Code of ethics and conduct for the teaching profession
- Relevant legislative policies
- Current teaching and learning methods and technologies.
- School-based teaching skills and teaching / learning strategies,
- Issues and programs presented by professional educators and facilitators.
- Strategies to engage parents / carers in the educative process.

Values:

- V1.** Awareness and appreciation of personal attributes that emphasise competence, enthusiasm and confidence, and are essential to positive workplace practices.
- V2.** Develop professionalism required for successful socialisation and integration into teaching environments.

Graduate Attributes:

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FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Learners will be equipped with the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world.	High
Critical, creative and enquiring learners	Learners will possess the confidence, capability, assurance, independence and enterprise to enable them to fulfil their personal and career aspirations.	High
Capable, flexible and work ready	Learners will add to the productive capacity of the economy and be in demand and will be attuned to, and engage with, contemporary social and cultural issues and aspire to make meaningful and helpful contributions to local, national and global communities.	High
Responsible, ethical and engaged citizens	Learners will be aware of generally accepted norms of ethical behaviour and be encouraged to act in a socially responsible manner both in the work place and other settings.	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4 S1, S2 A1, APST - All Standards 1-7	GTPA Portfolio - completion of the Practice Tasks (planning, teaching, assessing, moderating and appraising) within the e-folio template to reflect upon a range of artefacts and evidence that demonstrates learning and classroom readiness.	e-Portfolio	50-70%
K3, K4, S2, A2 APST 6.2, 6.4, 7.1, 7.2, 7.3, 7.4	Professional Collection including CV, personal philosophy, job application, evidence of professional practice and related professional information incorporating a range of strategies for involving parents/carers in the educative process.	Professional Collection (electronic)	30-50%

Adopted Reference Style:

APA