

Course Outline

School / Portfolio: Faculty of Education and Arts

Course Title: TEAM ENTERPRISE

Course ID: EDBED4006

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 00701

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Demonstrate understanding of innovative and enterprising projects that meet the learning needs of a particular group of learners.
- K2.** Investigate the learning needs of communities including Indigenous Australians and members of other cultural groups, where relevant to their chosen project.
- K3.** Investigate issues confronting educators and other professionals in school and learning communities, informed by relevant educational policies, curriculum materials and current research on educational theory and practice.
- K4.** Demonstrate understanding of the effective project management of innovative enterprise focussed projects.

Skills:

- S1.** Design capabilities for the implementation of learner-centred projects.
- S2.** Refine and enhance effective oral and written communication skills when relating to diverse communities, stakeholders and interest groups.
- S3.** Work cooperatively and collaboratively in multi-disciplinary teams, exercising informed professional judgement to ensure positive learner centred educational outcomes for learners;
- S4.** Effectively manage group dynamics, and identify limitations; and,
- S5.** Draw upon capabilities to be enterprising and innovative change agents in educational settings, take calculated professional risks, and be increasingly learner-centred in their work;

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- Refine and enhance the innovation in design, adaptation and implementation of effective learning
- S6.** in the chosen project.
Application of knowledge and

Application of knowledge and skills:

- Students will sensitively and ethically work with project partners including community members,
- A1.** colleagues, learners and members of other professions to provide creative, realistic approaches to the issues confronting project partners;
- A2.** Use independent, autonomous, self-directed learning in the conduct and reporting of projects.
- A3.** Students will be self-motivation, critically reflective practice and collaborative engagement to enhance self-knowledge and personal resilience through critical self and team reflection
- Students will seek and learn from constructive feedback and professional evaluation for further
- A4.** learning and professional advancement through frequent interactions with external project partners.

Course Content:

- enterprising and innovative education approaches in diverse schools and learning communities;
- change agency and agencies in schools and other learning environments;
- identifying contemporary enterprise and innovation issues or problems in school or learning communities, including learners' perspectives of the issue;
- ways of working collaboratively and sensitively, including with members of the community, to identify and build on knowledge, experience and skills;
- methods of collecting information, documenting and reporting on educational issues; and
- the theory and practice of project management, evaluation and reporting.

Values and Graduate Attributes:

Values:

- V1.** appreciate the importance of identifying one's own perspectives, attitudes, strengths and weaknesses; and
- V2.** value engagement with on-going reflection on one's own developing professional practice.
- V3.** Appreciate the importance of the multiple perspectives of community members including members of diverse cultures.

Graduate Attributes:

Attribute	Brief Description	Focus
Continuous Learning	PSTs will be equipped with the skills, motivation and confidence to engage in innovative educational development projects that are relevant to the changing needs of contemporary learners.	High
Self Reliance	PSTs will possess the knowledge, skills and enterprise experience to enable them to fulfill their ongoing personal and career aspirations	High

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Attribute	Brief Description	Focus
Engaged Citizenship	PSTs will develop an understanding of contemporary, social, cultural and educational issues to make meaningful contributions to learning communities.	High
Social Responsibility	PSTs will understand and value ethical social behaviours in their personal and professional practice.	High

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
K1, K2 S1, S2, S3, S4, S5, S6 A1, A2, A4	Development of interim team project plan	Interim team project report.	20-30%
K3, K4 S1, S2, S3, S4, S5, S6 A1, A2, A3, A4	Part a: Development implementation and evaluation of a team project Part b. Individual Critical reflection	Production and presentation of team project report, including resource to the agency. Cumulative individual reflections on enterprise teaching and learning	20-60%

Adopted Reference Style: