

Course Outline (Higher Education)

| | |
|-------------------------|---------------------------|
| School: | School of Education |
| Course Title: | PATHWAY TO THE PROFESSION |
| Course ID: | EDBED4110 |
| Credit Points: | 15.00 |
| Prerequisite(s): | Nil |
| Co-requisite(s): | (EEBED4114) |
| Exclusion(s): | Nil |
| ASCED: | 070301 |

Description of the Course :

The course is designed to prepare students to pathway into their professional practice. Students will draw from a range of academic and policy literature combined with the knowledge and skills and professional experience they have developed throughout the entire program. The course draws together the program to enable students to understand the nature of teachers work, the policy landscape from which the profession is guided and the Australian Professional Standards for Teachers (APST) and graduate attributes that inform what it means to be a professional teacher today. The course will have a particular focus on and draw from how legislation, codes of ethics, national and international perspectives, the broader community and peers/colleagues will inform their practice as they pathway to the profession.

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 | ■ | ■ | ■ | ■ | ■ | ■ |
| Intermediate | ■ | ■ | ■ | ■ | ■ | ■ |
| Advanced | ■ | ■ | ✓ | ■ | ■ | ■ |

Learning Outcomes:

Course Outline (Higher Education)

EDBED4110 PATHWAY TO THE PROFESSION

Knowledge:

- K1.** Demonstrate an understanding of current policy and legislative requirements that inform and guide the teaching profession.
- K2.** Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
- K3.** Demonstrate a broad understanding of International and Australian policy relating to priority learning areas and excellence in learning and teaching.
- K4.** Understand strategies for dealing sensitively and confidentially with students, parents, carers and the broader community
- K5.** Demonstrate understanding of strategies to cater for student diversity and special needs.

Skills:

- S1.** Develop understanding, competencies and skills to cater for, and be respectful of individual differences and differentiated learning needs in the classroom
- S2.** Develop an understanding of the role of professionals and the broader community in developing and broadening teachers professional knowledge and practice
- S3.** Document and effectively articulate evidence of achievement of the graduate teaching standards and graduate attributes as teachers.
- S4.** Demonstrate impact of their professional learning on their teaching and on the students they teach
- S5.** Demonstrate their knowledge and skills are in line with the standards and attributes as at a level suitable for employment as a teaching professional

Application of knowledge and skills:

- A1.** Develop strategies that support students well-being and safety working within school and/or system, curriculum and legislative requirements
- A2.** Apply the relevant legislative, administrative and organisational policies and processes required for teaching and learning according to school stage.

Course Content:

Topics to be covered

- Current policy and legislative requirements that inform and guide the teaching profession
- Current codes of ethics and conduct for the teaching profession
- The role of the Australian professional standards for teachers (APST) and other relevant and appropriate sources to inform professional learning needs
- Role of broader community in professional development
- Role of colleagues to inform and improve student learning
- Understand legislation regarding student wellbeing and safety in the school community
- Strategies for dealing sensitively and confidentially with students, parents, carers, student diversity and special needs and the broader community

Values:

- V1.** Appreciate the role of the Australian Professional Standards for Teachers to inform practice
- V2.** Appreciate the role of current policy and legislative requirements that inform practice and professional development needs

Course Outline (Higher Education)

EDBED4110 PATHWAY TO THE PROFESSION

- V3.** Appreciate the importance of the application of key principles described in codes of ethics and conduct for the teaching profession

Graduate Attributes:

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 | Students will be equipped to update their knowledge and skills to meet professional and personal development needs in the changing world | High |
| Critical, creative and enquiring learners | Students will reflect on their own learning and critically examine their practices in HPE through peer teaching and other learning activities | High |
| Capable, flexible and work ready | Students will engage in a variety of discussions related to some typical and controversial issues in health education that promoted healthy citizens conception | High |
| Responsible, ethical and engaged citizens | Students will be aware of their social responsibility as positive role models for young people and connected school communities | High |

Learning Task and Assessment:

| Learning Outcomes Assessed | Learning Tasks | Assessment Type | Weighting |
|----------------------------|--|-----------------------------------|-----------|
| K1; K2; K3; K4 S4 A1 | Critical essay examining both the Australian graduate teacher standards and relevant legislative, administrative and organisational policies and processes, external professional and broader community and other strategies required for teachers; discuss their implications and rationale for informing your teaching practice and outline how this impacts ongoing professional learning. | Critical Essay | 40 - 60% |
| K2, K3, K5 S2; A2 | This is the final assessment requirement before entering the teaching profession. This assessment requires PSTs to reflect by way of a reflective essay and presentation to peers their developmental learning journey associated with their understandings of key responsibilities of a professional teacher, Legislative, ethical and educative responsibilities. PSTs are required to frame their reflective thinking through the lens of: Academic research, policy priorities and National and global economic trends. Students are expected to discuss their reflections and link these to the professional standards for teachers (APST) and other legislative, and policy initiatives and teaching strategies that will inform them and their professional learning needs as they enter the teaching profession. | Reflective essay and presentation | 40-60% |

Adopted Reference Style:

Course Outline (Higher Education)

EDBED4110 PATHWAY TO THE PROFESSION

APA

Course Outline (Higher Education)

EDBED4110 PATHWAY TO THE PROFESSION

Professional Standards / Competencies:

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

| Attribute | Assessed | Level |
|---|----------|----------|
| Professional Practice | | |
| 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 | Advanced |
| 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 | Advanced |
| 6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers. | Yes | Advanced |
| 6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | Yes | Advanced |
| 6.4 Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. | Yes | Advanced |
| 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 | Advanced |
| 7.4 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. | Yes | Advanced |