



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	TRANSITION TO THE PROFESSION 2
<b>Course ID:</b>	EDBED4113
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(EDBED3027 and EDBED2114)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070301

## Description of the Course :

This course is the second in the sequence of three Transition to the Profession courses and prepares PSTs for their final extended professional experience placement and the expectations of their Teacher Performance Assessment in the Transition to the Profession 3 course. Drawing on the Australian Professional Standards for Teachers (APST), PSTs will examine their professional responsibilities, associated with planning, teaching and assessing learning experiences. PSTs will draw on constructive feedback from previous professional experience placements to reflect on and improve teaching practice, making connections to research and theory to support their understandings. A Curriculum Vitae and teaching philosophy will be developed and PSTs will draw on the APST to address key selection criteria.

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

**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:

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"/>	<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:

**Knowledge:**

- K1.** Examine the iterative nature of data usage, planning, teaching and assessing to inform teaching practice.
- K2.** Demonstrate an in-depth knowledge of teaching and learning contexts, content and sequence of learning, planning for learning, teaching strategies, assessment and reporting.
- K3.** Examine the APST for teachers and connect understandings to identify data that reflects teaching and learning, assessment, feedback and reflection on teaching, and the impact of teaching practice.

**Skills:**

- S1.** Identify and evaluate a range of evidence to inform and improve teaching practice.
- S2.** Utilise research and theory to reflect on the teaching cycle to improve practice

**Application of knowledge and skills:**

- A1.** Interpret constructive feedback received on professional experience placement and use theory and research to reflect on and improve teaching practice.
- A2.** Apply knowledge of teaching and learning to construct a teaching philosophy, and draw on the APST to address key selection criteria to develop a CV.
- A3.** Apply understandings about teaching and learning and plan for the construction of a teacher performance assessment portfolio.

**Course Content:**

Topics to be covered:

- Australian Professional Standards for Teaching (APST)
- Making pedagogic decisions to inform teaching practices
- Research and theory to reflect on the teaching cycle to improve practice
- Planning for the teaching performance assessment portfolio.
- Policies and curriculum frameworks that guide reporting, learning and teaching in Victoria and nationally.
- Iterative nature of data usage, planning, teaching and assessing.
- Teaching reflections and the impact of teaching on learning.
- Developing a CV and drawing on APST to address key selection criteria.
- Constructive feedback loop to improve teaching practice.
- Action plan requirements and types of evidence

**Values:**

- V1.** Appreciate the importance of adhering to the professional teaching ethics
- V2.** Appreciate the importance of professional conduct and the adhering to codes of ethics and conduct for the teaching profession
- V3.** Appreciate the importance of effective engagement with peers and school community.

**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.	K1, S1, A1	A	AT1	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.	K2, A2	A	AT2	B
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.	K3, A1	A	AT1, 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, A3	A	AT3	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.	K2, A2	B	AT2	B

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, S2, A1 APST 6.3	Drawing on professional experience placement reports from previous placements, examine the feedback from the mentor teachers and personal reflections. Discuss how constructive feedback on classroom teaching practice, was used to improve teaching practices, including examples from professional experience placements. Draw on theory and research to reflect on teaching practice and ways to improve practice.	Written task (ePortfolio)	30-40%
K2, S1, A2 APST 6.1, 7.2	Develop a curriculum vitae with cover letter, clearly articulating a teaching philosophy and draw on the APST to address key selection criteria.	Written task	30-40%
K1, K2, K3, S1, S2, A3 APST 6.1, 6.3	Create an action plan that outlines the types of evidence required for the teacher performance assessment portfolio. Evidence will demonstrate teaching performance against the APST and will include data that reflects teaching and learning, assessment, feedback and reflection on teaching, and the impact of teaching practice.	Action plan ePortfolio	20-40%

**Adopted Reference Style:**

APA

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

Attribute	Assessed	Level
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
6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	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