Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	TRANSITION TO THE PROFESSION 2
Unit ID:	EDBED4113
Credit Points:	15.00
Prerequisite(s):	(EDBED2114 or EDCEL2114) (EDBED3027)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070301

Description of the Unit:

This unit is the second in the sequence of three Transition to the Profession units and prepares Pre-Service Teachers (PSTs) for their final extended professional experience placement and the expectations of their Teacher Performance Assessment in the Transition to the Profession 3 unit. 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. Reflection upon professional growth and identity will assist in developing aspects of recruitment and selection procedures including curriculum vitae, teaching philosophy and matching the APST to address key selection criteria.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory						
Intermediate						
Advanced			✔			

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 and build teacher identity

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 conceptual, practical and theoretical knowledge to create documents that demonstrate personal readiness and suitability for employment as a teacher.

A3. Apply understandings about teaching and learning and plan for the construction of a teacher performance assessment portfolio.

Unit 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 and create teacher identity
- Action plan requirements and types of evidence

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to

prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams.	K1, K2, S1, A1,	AT2
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	K1, K2, K3, S1, S2, A1,	AT2, AT3,
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving	K1, K2, S1, S2, A1, A3,	AT1, AT2, AT3
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities	K2, K3, A3,	AT1, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life.	K2, K3, S1, S2, A1, A3,	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment 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%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with

the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

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