



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	TRANSITION TO THE PROFESSION 3
<b>Course ID:</b>	EDBED4114
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(All Courses Inc Yr4, LANTITE Completion)
<b>Co-requisite(s):</b>	(EEZED4721)
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070301

## Description of the Course:

This is the final course in the Transition to the Profession learning sequence. The course is designed for Pre Service Teachers to explore more deeply the complexities of their teaching and learning, assessment, professional development and reflective practice.

The course supports a detailed analysis of a portfolio of selected artefacts and reflections on teaching practice. Students will use the artefacts and reflections, drawn from the final professional experience placement, to demonstrate evidence of classroom readiness in terms of the ability to plan, teach, assess and improve practice based on their own reflections of the learning progress of a selection of students. A professional conversation will complement the written task demonstrating this evidence.

**Grade Scheme:** Ungraded (S, UN)

**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.** Contextualise and extend knowledge and skills relevant to the development of ongoing professional learning
- K2.** Understand the depth, complexity and constraints of school environments through observation and participation in learning activities in a school setting, and through teaching and reflecting on learning
- K3.** Understand learning theory and practice applicable to the particular teaching disciplines
- K4.** Understand professional practice, professional knowledge and professional engagement as articulated in the Australian Professional Standards for Teachers (Graduate Level)

**Skills:**

- S1.** Identify and select artefacts from teaching as evidence of competency for an e-portfolio teaching.
- S2.** Integrate narrative and evidence of teaching competency in an e-portfolio.
- S3.** Explore different types of professional discussion.
- S4.** Effectively utilize a range of communication modes to demonstrate teaching competence.

**Application of knowledge and skills:**

- A1.** Develop a Teacher Performance Assessment e-portfolio demonstrating teaching competency in five teaching practices.
- A2.** Engage in a professional conversation with professional peers.

**Course Content:**

Topics include:

- Planning the Teaching Performance Assessment (TPA)
- Understand the requirements of the TPA
- Types of evidence to demonstrate competency
- Using the e-portfolio
- Assessing the Impact of Teaching
- Choosing and selecting evidence to demonstrate competency
- Preparing for a Round table discussion

**Values:**

- V1.** Appreciate the impact of education on individuals and populations
- V2.** Value the concept of learning about teaching and learning after the course is over
- V3.** Appreciate the ethical and responsible teaching professional
- V4.** Take responsibility for one's own learning.

**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)	Assessment task (AT#)
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, S2	AT1
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.	S1	AT1
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.	K2, A1	AT1
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.	K4, S4, A2	AT2
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.	A1	AT1

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, A1, APST: 1.0, 2.0, 3.0, 4.0, 5.0	Teacher Performance Assessment e-Portfolio to demonstrate teaching competency against the APST (5000 words).	Hurdle	S/N
K1, K2, K3, K4, S3, S4, A2; APST: 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0	Round Table Discussion. Using evidence from AT1 PSTs will engage in a professional conversation with peers and colleagues to demonstrate evidence that they have met the APST and demonstrate readiness to teach.	Hurdle	S/N

### 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 Knowledge		
1. Know students and how they learn		
1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Yes	Advanced
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Advanced
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Yes	Advanced
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Yes	Advanced
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Advanced
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	Yes	Advanced
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Advanced
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Advanced

2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Advanced
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Yes	Advanced
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Advanced
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Advanced

#### Professional Practice

### 3. Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Advanced
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Advanced
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Advanced
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Advanced
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Advanced
3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Yes	Advanced
3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.	Yes	Advanced

### 4. Create and maintain supportive and safe learning environments

<p>4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.</p>	<p>Yes</p>	<p>Advanced</p>
<p>4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.</p>	<p>Yes</p>	<p>Advanced</p>
<p>4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.</p>	<p>Yes</p>	<p>Advanced</p>
<p>4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</p>	<p>Yes</p>	<p>Advanced</p>
<p>4.5 Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</p>	<p>Yes</p>	<p>Advanced</p>
<p>5. Assess, provide feedback and report on student learning</p>		
<p>5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p>	<p>Yes</p>	<p>Advanced</p>
<p>5.2 Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p>	<p>Yes</p>	<p>Advanced</p>
<p>5.3 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p>	<p>Yes</p>	<p>Advanced</p>
<p>5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p>	<p>Yes</p>	<p>Advanced</p>
<p>5.5 Report on student achievement Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</p>	<p>Yes</p>	<p>Advanced</p>

#### 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		
7.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Yes	Advanced
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
7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.	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