



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	TEACHER AS PROFESSIONAL
<b>Course ID:</b>	EDBED4115
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(EDBED3027)
<b>Co-requisite(s):</b>	(EEZED4721)
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070301

## Description of the Course:

The course is designed to prepare students as they move into their professional practice as graduate teachers. 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 and will inform PST practice as they pathway to the profession.

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

**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 current policy and legislative requirements, and codes of ethics and conduct, that inform and guide the teaching profession.
- K2.** Identify the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
- K3.** Evaluate International and Australian policy relating to priority learning areas and excellence in learning and teaching.
- K4.** Identify strategies for dealing sensitively and confidentially with students, parents, carers and the broader community.
- K5.** Investigate strategies to cater for student diversity and special needs.

**Skills:**

- S1.** Develop competencies and skills to cater for, and be respectful of individual differences and differentiated learning needs in the classroom.
- S2.** Analyse 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.** Examine impact of their professional learning on their teaching and on the students they teach.
- S5.** Articulate knowledge and skills 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
- V3.** Appreciate the importance of the application of key principles described in codes of ethics and conduct for the teaching profession.

### 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.	S2	AT2
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.	K3, A1	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.	K4, S4	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.	S3, 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.	K5	AT1

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S4, A1; APST: 3.7, 4.4, 6.1, 6.2, 6.3, 6.4, 7.2	Critical essay examining both the APST 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%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, K5, S2, S3, S5, A2; APST: 4.4, 6.1, 6.2, 6.3, 7.4	<p>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:</p> <ul style="list-style-type: none"> <li>• key responsibilities of a professional teacher,</li> <li>• Legislative, ethical and educative responsibilities.</li> </ul> <p>PSTs are required to frame their reflective thinking through the lens of:</p> <ul style="list-style-type: none"> <li>• Academic research,</li> <li>• policy priorities and</li> <li>• National and global economic trends.</li> </ul> <p>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.</p>	Reflective essay and presentation	40-60%

**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 Practice		
3. Plan for and implement effective teaching and learning		
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		
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