

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: TEACHER AS PROFESSIONAL

Unit ID: EDBED4115

Credit Points: 15.00

Prerequisite(s): (EDBED3027)

Co-requisite(s): (EDCEL4114 or EEZED4721)

Exclusion(s): Nil

ASCED: 070301

Description of the Unit:

The unit 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 unit draws together the course 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) that inform what it means to be a professional teacher today. The unit 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 transition to the profession.

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.

Does Recognition of Prior Learning apply to this Unit? No

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 and submitted all major assessment tasks.

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	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 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 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.

Unit 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

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**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are 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: <ul style="list-style-type: none"> • 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. 	S1, S3, S5	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: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	K4 S1 A1	AT1, AT2
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: <ul style="list-style-type: none"> • 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, K3, K4, S1,	AT1, AT2
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: <ul style="list-style-type: none"> • 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 	K1, K3, A1	AT1, AT2

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: <ul style="list-style-type: none"> • 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. 	A2, K1, K3, K5, S1, S2,	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S4, A1; APST: 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%
K2, K3, K5, S2, S3, S5, A2; APST: 4.4, 6.1, 6.2, 6.3, 7.4	This essay and presentation will focus on policies, legislative requirements and other documents that inform understanding of the importance of student wellbeing across the school system. Students will use a range of documents including legislative requirements, policy documents, academic readings and professional experiences to discuss understandings of student wellbeing and how it is affected by transitions in their schooling. The transition discussed will depend on what is appropriate to the degree that the PST has undertaken.	Essay and presentation	40-60%

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 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