

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Transition to the Profession 1
<b>Unit ID:</b>	EDCEL2114
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	EDBED1017
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDBED2114 and EDCEL2115 and EEZED2722 and EEZED2711)
<b>ASCED:</b>	070199

## Description of the Unit:

This unit supports the second year professional experience in the Bachelor of Education in which students complete 15 days in the education setting specified below for their particular program. Students are required to complete the activities outlined in Professional Experience Assessment Report (Form A). This will take place in collaboration with their school-based Mentor Teacher in the education setting in which the placement occurs (as indicated below). The students will also document their professional learning in Professional Experience Pre Service Teacher Learning Log (Form B) supported by their assigned University Mentor. This unit introduces Pre-Service Teachers (PSTs) to the individual and collective understandings of the education professional and prepares them for their first professional experience placement. It frames learning within the context of developing practices and knowledge associated with becoming an active and engaged professional teacher. Verbal and non-verbal communication strategies to support student learning and engagement are examined. Effective communication strategies to work effectively with the professional learning community and parents/carers are considered. Drawing on the relevant legislative policies, PSTs consider their ethical responsibility to students and describe strategies that support student safety in educational settings. Education Setting Bachelor of Education (Primary): Primary Bachelor of Education (Early Childhood and Primary): Foundation - Year 2 Bachelor of Education (Primary and Secondary P-10): Primary Bachelor of Education (Joint Degrees): Secondary - Major Bachelor of Health and Physical Education: Secondary - Major Bachelor of Secondary Education: Secondary - Major Bachelor of Secondary Education (Health and Physical Education Teaching): Secondary - Major Bachelor of Secondary Education (Applied Teaching)

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

## Work Experience:

Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider. Fees (provider may charge a student contribution amount or

tuition fee).

**Placement Component:** Yes - 15 days

**Supplementary Assessment:** No

Supplementary assessment is not available to students who gain a fail in this Unit.

**Course Level:**

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

**Learning Outcomes:**

**Knowledge:**

- K1.** Connect theoretical learning with the practice of teaching in an authentic education environment
- K2.** Receive and reflect on critical and meaningful feedback
- K3.** Inquire into their own and others teaching practice appropriate to the professional experience setting
- K4.** Investigate a range of current communication models for teaching
- K5.** Identify verbal and non-verbal communication strategies that support student engagement
- K6.** Explore types of assessment data that can be used to assess student learning and strategies to communicate feedback to students and parents/carers
- K7.** Examine a range of legal and ethical issues relevant to the teaching profession
- K8.** List the mandatory reporting requirements associated with teaching
- K9.** Identify strategies to maintain student wellbeing and safety in educational contexts
- K10.** Understand constructive feedback principles used in the profession
- K11.** Explore the APST and the purpose of these in the profession to identify professional learning needs

**Skills:**

- S1.** Negotiate professional duties and teaching and learning tasks with the supervising mentor
- S2.** Set personal goals for future learning and research
- S3.** Reflect on strengths and future needs as a learner and as a teacher
- S4.** Document lesson planning
- S5.** Examine a range of verbal and non-verbal communication strategies to enhance teaching and learning
- S6.** Articulate understandings of the legal, code of conduct and ethical responsibilities associated with teaching
- S7.** Explain mandatory reporting requirements associated with teaching
- S8.** Utilise constructive feedback principles to improve teaching practice
- S9.** Identify strategies to provide constructive feedback to enhance student learning and inform parents/carers

**Application of knowledge and skills:**

- A1.** Nominate, complete and document personal learning tasks that are relevant to the placement setting

- A2.** Reflect-on-action related to personal learning in an on-line journal
- A3.** Develop an online resource folder that includes tasks based on the Professional Standards, as well other learning
- A4.** Identify two communicative events - one verbal and one non verbal - that could be enhanced and develop a plan of action
- A5.** Investigate assessment data that are used to enhance teaching and learning in the classroom and make connections to communication strategies to provide feedback to students and their parents/carers.
- A6.** Examine a case study of an ethical, code of conduct or safety scenario and provide resolutions articulating how legislative requirements are met.

### Unit Content:

Topics to be covered:

- Dynamic communication models applicable to teaching and learning, including the transactional model
- Verbal and non-verbal communication strategies to support student learning and engagement in the classroom Communication strategies to involve parents/carers in the educative process
- Teaching and learning as a communication process
- Introduction to using a range of assessment data to inform teaching and learning Becoming a teacher (Introduction to the profession)
- Readiness for the professional experience placement
- Introduction to legislative requirements, ethics, codes of conduct and mandatory reporting Strategies to maintain student wellbeing and safety in educational contexts
- Constructive feedback principles using the transactional process model Professional experience placement requirements
- Australian Professional Standards Teachers (APST) and purpose in the teaching profession.

### 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 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, inter-act 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"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K4, K5, S5 A4 K5, S6, K10, S5, S9, A5	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	K2, K3, S1, S2, S3, A2	Not applicable
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"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>	K4, K5, K6 S5, S9 A4 S8, S9 A5 K1, K2, K3 S1, S2, S3, S4 A1, A2, A3	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"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities.</li> </ul>	K4, K5, K6 S5, S9 A4	AT1
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"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K7, K8 S6, S7 A6	AT1

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K9,K10,K11 APST 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0	Complete Professional Experience Assessment Report (Form A) in collaboration with mentor teacher	Hurdle	S/U

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3 S1, S2, S3, S4 A1, A2, A3	Establish, reflect and evaluate learning goals and professional learning against the Australian Professional Standards for Teachers in Pre-Service Learning Log (Form B) Completion of 15 days placement in the education setting specified for their particular program	Hurdle	S/U
K4, K5, K6 S5, S9 A4 APST 3.5 6.3	Using a scenario of student learning in the classroom, identify and describe the communication strategies used by the teacher in the scenario. Identify two communicative events - one verbal and one non-verbal - that could be enhanced and develop a written plan of action.	Group Presentation	30% - 40%
K4, K5, K6 S5, S8, S9 A5 APST 3.5 3.7 5.1 6.3	Investigate assessment data that are used to assess student learning. Make connections to the communication strategies that could be used by the teacher to discuss the data with the student and parents/carers.	Written report	40% - 50%
K7, K8 S6, S7 A6 APST 4.4, 6.1, 7.2	Examine a case study of an ethical, code of conduct or safety scenario. Consult the relevant legislative documents and prepare a presentation about the scenario, and resolutions articulating how legislative requirements are met.	Digital presentation	20% - 30%

### 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	Intermediate
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Intermediate
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	Intermediate
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	Intermediate
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	Intermediate
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	Intermediate
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	Intermediate
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Intermediate

2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Intermediate
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	Intermediate
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Intermediate
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Intermediate

#### 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	Intermediate
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Intermediate
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Intermediate
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Intermediate
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Intermediate
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	Intermediate
3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.	Yes	Intermediate

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

4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Intermediate
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Intermediate
4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	Yes	Intermediate
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Intermediate
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.	Yes	Intermediate
5. Assess, provide feedback and report on student learning		
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Intermediate
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.	Yes	Intermediate
5.3 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Yes	Intermediate
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Yes	Intermediate
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.	Yes	Intermediate

#### 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	Intermediate
6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	Yes	Intermediate
6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Yes	Intermediate
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	Intermediate
<b>7. Engage professionally with colleagues, parents/carers and the community</b>		
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	Intermediate
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	Intermediate
7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Yes	Intermediate
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	Intermediate