Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	TRANSITION TO THE PROFESSION 3
Course ID:	EDCEL4114
Credit Points:	15.00
Prerequisite(s):	(All Courses Inc Yr4, LANTITE Completion)
Co-requisite(s):	Nil
Exclusion(s):	(EDBED4114 and EEZED4721)
ASCED:	070199

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.

This course incorporates the final professional experience in the Bachelor of Education in which students complete 30 days (or as required for program) in the education setting specified below for their particular program. PSTs are required to complete the expectations outlined in Professional Experience Assessment Report (Form A).

Assessment of PST achievement against all Australian Professional Standards for Teachers is undertaken at the completion of the placement by the Mentor Teacher.

Students will record reflections on their learning by completing the reflective Self-Evaluation Report (Form C). This will support the deep reflective collegiate discussion which follows with their school-based Mentor Teacher in the education setting in which the placement occurs (as indicated below).

Education Setting

Bachelor of Education (Early Childhood and Primary): **Primary**
Bachelor of Education (Primary): **Primary**
Bachelor of Education (Primary and Secondary P-10): **Primary or Secondary**
Bachelor of Education (Joint Degrees): **Secondary – Major and Minor**
Bachelor of Health and Physical Education: **Secondary – Major and Minor**
Bachelor of Secondary Education: **Secondary - Major and Minor**

Bachelor of Secondary Education (Health and Physical Education Teaching): **Secondary - Major and Minor**

Grade Scheme: Ungraded (S, UN)

Work Experience:

Wholly by work experience with Charge: Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider.

Placement Component: Yes

Supplementary Assessment: No

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

Program Level:

Level of course in Program	AQF Level of Program					
	5	**6**	**7**	**8**	**9**	**10**
Introductory						
Intermediate						
Advanced			✔			

Learning Outcomes:

Knowledge:

K1. Contextualise and extend knowledge and skills considered within the Bachelor of Education programs in order to provide a strong basis for 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 through integrating narrative and evidence of teaching competency in a culminating reflective teacher performance assessment

S2. Explore different types of professional discussion daily both informally and formally through the completion of Form C (Reflective Self-Evaluation Report), to reflect upon learning at University and upon learning and teaching practice in schools.

S3. Identify, articulate and explore questions that arise from observations in the learning setting as well as professional reading, research and practice;

S4. Engage sensitively and ethically with all stakeholders across the school community

S5. Effectively utilise a broad range of communication modes and technologies in their roles as professional teachers.

Application of knowledge and skills:

A1. Develop a Teacher Performance Assessment e-portfolio demonstrating teaching competency in five teaching practices

A2. Set personal learning goals and document evidence of professional practice, professional knowledge and professional engagement as articulated in the Australian Professional Standards for Teachers (Graduate Level) and as part of the Graduate Teacher Performance Assessment.

A3. Bring insights from school-based experiences to Federation University studies and share these in professional conversations with peers and lecturers

A4. Practise teaching and put into practice feedback regarding personal teaching performance

A5. Plan, deliver and evaluate lessons so that student learning is effectively and clearly conceptualised and organized

A6. Work collaboratively and communicate effectively with students, professionals, colleagues and parents.

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
- Transitioning from student to teacher
- Recruitment and Selection processes and procedures for teachers

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 course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		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.	K2, K3, K4, S2, S3, S4, S5, A3, A5, A6	AT2, AT3, AT4
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	K2, K3, K4, S2, S3, S4, S5, A5, A6	AT1, AT3, AT4

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
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, K4, S3, A1, A2, A3, A4,	AT1, AT2, AT4
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, K4, S1, S2, S3, S4, S5, A2, A6	AT1, AT3,
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.	K1, K2, K4, S1, S2, S3, S4, A1, A2, A3	AT1, AT2,

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment 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/U
K1, K2, K3, K4, S3, S4, S5 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/U

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
APST 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0	Demonstrate achievement of the Australian Professional Standards for Teachers - Mentor Teacher records assessment against the standards in the Professional Experience Assessment Report (Form A) which includes confirmation that the Reflective Self Evaluation Report (Form C) has been completed.	Hurdle	S/U
APST 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0	Complete 30 days placement in the school setting specified for their particular program	Hurdle	S/U

Adopted Reference Style:

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

4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Advanced
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Advanced
4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	Yes	Advanced
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
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	Advanced

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	Advanced
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	Advanced
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	Advanced
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Yes	Advanced
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	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		
7.1 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