

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Transition to the Profession 3
<b>Unit ID:</b>	EDCEL4114
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	[(EDCEL1016 or EEZED1711) and (ECCEL2017 or EEZED1721) and (EDCEL2114 or EEZED2711) and (ECCEL2020 or EEZED2721) and (EDCEL2012 or EEZED3721) and (ECCEL4003 or EEZED4712) ]  OR  [(EDCEL1016 or EEZED1711) and (EDCEL2114 or EEZED2722) and (EDCEL3711 or EEZED3711) and (EDCEL3722 or EEZED3722) ]  OR  [(EDCEL1016 or EEZED1711) and (EDCEL2114 or EEZED2722) and (EDCEL3721 or EEZED3721) and (EDCEL4711 and EEZED4711) ]  OR  [(EDCEL1016 or EEZED1711) and (EDCEL2114 or EEZED2722) and (EDCEL3000 or EEZED3721) and (EDCEL4003 or EEZED4711) ]  OR  [(EDCEL1016 or EEZED1711) and (EDCEL2114 or EEZED2722) and (EDCEL3045 and EDCEL3145)]
<b>Co-requisite(s):</b>	Nil

**Exclusion(s):** (EDBED4114 and EEZED4721)

**ASCED:** 070199

**Description of the Unit:**

This unit contains the final professional experience in the Bachelor of Education in which students complete 30 days (or as required for the course) in the education setting specified below for their particular course. 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 thatows 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**

Bachelor of Secondary Education (Applied Teaching)

**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 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.** Contextualise and extend knowledge and skills considered within the Bachelor of Education courses 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.** 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.
- S2.** Identify, articulate and explore questions that arise from observations in the learning setting as well as professional reading, research and practice;
- S3.** Engage sensitively and ethically with all stakeholders across the school community
- S4.** Effectively utilise a broad range of communication modes and technologies in their roles as professional teachers.
- S5.** S1. Identify and select artefacts from teaching through integrating narrative and evidence of teaching competency in a culminating reflective teacher performance assessment

**Application of knowledge and skills:**

- A1.** 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).
- A2.** Practise teaching and put into practice feedback regarding personal teaching performance
- A3.** Plan, deliver and evaluate lessons so that student learning is effectively and clearly conceptualised and organized
- A4.** Work collaboratively and communicate effectively with students, professionals, colleagues and parents.

**Unit Content:**

Topics include:

- Assessing the Impact of Teaching
- 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**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 attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>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:</p> <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>	K2, K3, K4, S2, S3, S4, S5, A3, A5, A6	AT2, AT3, AT4
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:</p> <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, K4, S2, S3, S4, S5, A5, A6	AT1, AT3, AT4
FEDTASK 3 Critical Thinking and Creativity	<p>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:</p> <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>	K1, K2, K4, S3, A1, A2, A3, A4,	AT1, AT2, AT4

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	<p>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:</p> <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>	K2, K3, K4, S1, S2, S3, S4, S5, A2, A6	AT1, AT3,
FEDTASK 5 Sustainable and Ethical Mindset	<p>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:</p> <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>	K1, K2, K4, S1, S2, S3, S4, A1, A2, A3	AT1, AT2,

### Learning Task and Assessment:

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
A3, A5, A6 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:**

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

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

#### Professional Practice

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

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