

Course Outline (Higher Education)

School:	School of Education
Course Title:	PROFESSIONAL AND COLLABORATIVE COMMUNICATION
Course ID:	EDECE1016
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070301

Description of the Course :

This course introduces Pre-Service (PST's) 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

Grade Scheme: Graded (HD, D, C, etc.)

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Investigate a range of current communication theories for teaching
- K2.** Identify verbal and non-verbal communication strategies that support student engagement
- K3.** Explore types of data that can be used to assess student learning and strategies to communicate feedback to students and parents/carers
- K4.** Examine a range of legal and ethical issues relevant to the teaching profession
- K5.** List the mandatory reporting requirements associated with teaching

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- K6.** Identify strategies to maintain student wellbeing and safety in educational contexts
- K7.** Understand constructive feedback principles used in the profession
- K8.** Explore the APST and the purpose of these in the profession to identify professional learning needs.

Skills:

- S1.** Examine a range of verbal and non-verbal communication strategies to enhance teaching and learning
- S2.** Articulate understandings of the legal, code of conduct and ethical responsibilities associated with teaching
- S3.** Explain mandatory reporting requirements associated with teaching
- S4.** Utilise constructive feedback principles to improve teaching practice
- S5.** Identify strategies to provide constructive feedback to enhance student learning and inform parents/carers

Application of knowledge and skills:

- A1.** Identify two communicative events that could be enhanced and develop a plan of action
- A2.** Select two types of 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.
- A3.** Examine a case study of an ethical, code of conduct or safety scenario and provide resolutions articulating how legislative requirements are met.

Course Content:

- 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 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
- APST and their role in the profession

Values:

- V1.** Students understand and adhere to the professional code of conduct
- V2.** Students understand their professional and ethical responsibilities in the teaching profession
- V3.** Students work with a diverse range of learners and demonstrate social justice in their approaches to teaching and learning

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Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	PSTs gain increased understanding of themselves as professional teachers and the skills and attitudes reflective of professionals	Medium
Critical, creative and enquiring learners	PSTs use an inquiry based approach to guide their learning, monitor their own progress against APST and develop solutions to real world problems	High
Capable, flexible and work ready	PSTs develop and understanding of the professional skills and work needed for teaching	Medium
Responsible, ethical and engaged citizens	PSTs understand the ethical issues associated with becoming a professional teacher	Medium

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1; K2; K7 S1; S4; S5 A1; APST 3.5 6.3	Using a scenario of student learning in the classroom, identify and describe the communication strategies used by the participants in the scenario. Identify two communicative events that could be enhanced and develop a written plan of action.	Written e-portfolio	30-40%
K1; K2; K3; K7 S1; S4; S5 A2 APST 3.5 3.7 5.1 6.3	Select two types of 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 - e-portfolio	40-50%
K4; K5; K6; K8 S2; S3 A3 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 e-portfolio	20-30%
K2, K3, K6, K7 S1, S3, S4, S5 APST 3.5, 3.7, 4.4, 5.1, 5.4, 6.1, 6.3, 7.2	Participate in a 10 day professional experience in a school setting. Receive report, Form A Professional Experience Assessment Report from classroom mentor teacher on identified Professional Standards	Professional Practice 10 days in school	S/U

Adopted Reference Style:

APA