

Course Outline

School / Portfolio: Faculty of Education and Arts

Course Title: TEACHER AS A PROFESSIONAL

Course ID: EDFGC5809

Credit Points: 30.00

Prerequisite(s): (EDFGC5807)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 070103

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	✓	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Examine the social, political and cultural contexts of teaching as a profession, including policies and standards
- K2.** Recognise and respond to the range and depth of teachers' work (including ethical, professional, industrial, legal, emotional, intellectual and physical dimensions)
Consider and critically reflect on the ways in which ongoing professional learning and teacher research enable professional educators to respond to the challenges and pressures facing the profession
- K3.** research enable professional educators to respond to the challenges and pressures facing the profession

Skills:

- S1.** Cultivate collaborative approaches to teaching, learning, and reflective practice
Engage in deep, authentic, and critical reflection about their work and responsibilities as
- S2.** professional educators (including planning for learning, engaging students in their learning and effective classroom management)

Application of knowledge and skills:

- A1.** Engage critically with the social, political and cultural contexts of teaching as a profession, including policies and standards
- A2.** Articulate personal beliefs, values, commitments, and identities as professional educators, and demonstrate these through documented evidence

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Course Content:

This course focuses on education as a scholarly discipline and teaching as a profession. Students apply evidence-based processes, which enable their ongoing professional learning and their transition from pre-service teacher to teacher and teacher-researcher. Students consider the nature of teachers' work, including ethical, professional, industrial, legal, emotional, intellectual and physical dimensions. They develop a sense of their emerging professional identities and engage in evidence-based articulations of their beliefs, values, and commitments as beginning teachers. A range of research methodologies are introduced and teacher professional standards are critically examined.

Values and Graduate Attributes:

Values:

- V1.** Articulate the student's developing identity as a teacher including beliefs, values, commitments, and identities as professional educators, and demonstrate these through documented evidence
- V2.** Value the ethics of the profession of teaching
- V3.** Respect the code of conduct and professional standards of the teaching profession

Graduate Attributes:

Attribute	Brief Description	Focus
Continuous Learning	Students will be equipped with the skills, motivation and confidence to engage in continuous learning to meet the personal and professional challenges of an ever changing world;	High
Self Reliance	Students will learn to possess the confidence, capability, assurance, independence and enterprise to enable them to fulfil their personal and career aspirations;	High
Engaged Citizenship	Students will add to the productive capacity of the economy and be in demand as professionals. Students will become attuned to, and engage with, contemporary social and cultural issues and aspire to make meaningful and helpful contributions to local, national and global communities;	High
Social Responsibility	Students in this course will be aware of generally accepted norms of ethical behaviour and be encouraged to act in a socially responsible manner both in the work place and other settings.	High

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
K1, K2, K3 S2 A1, A2	Reflective response which considers a dimension of personal practice in some depth and includes reference to related academic articles.	Critical incident analysis and reflection.	25-35%

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Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
K1, K2, K3 S1, S2 A1, A2	In groups students conduct an online learning dialogue and discussion to investigate new questions arising and relating it to the related research literature.	Group Presentation Response	25-35%
K1, K2, K3 S2 A1, A2	A teaching philosophy statement and professional portfolio contributions :	Professional portfolio	30-50%

Adopted Reference Style: