

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	ENGAGING PROFESSIONALLY 1
<b>Unit ID:</b>	EDMAS6026
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070105

## Description of the Unit:

This course is designed to provide Pre-Service Teachers (PSTs) with an introduction to the teaching profession. Guided by the current regulatory requirements, PSTs will be able to create and experience a professional learning community where learning is enhanced through social processes, dialogue and personal reflection. PSTs will participate in small group activities where they will make connections between different parts of the Master of Teaching program, debate issues and learn thinking skills they can apply in a variety of professional contexts. This course helps to prepare PSTs for a professional teaching environment with a focus on ethics and personal responsibilities. PSTs will explore significant moments observed in school and early childhood contexts, and set goals for future professional progression.

This course supports the first year professional experience in the Master of Teaching in which students complete placement days in the education setting specified below for their program. Students are required to complete the activities outlined in Professional Experience Assessment Report (Form A). This will take place in collaboration with their Mentor Teacher in the education setting in which the placement occurs (as indicated below). The Early Childhood (EC) students will also document their professional learning in Professional Experience Pre Service Teacher Learning Log (Form B) supported by their assigned University Mentor.

## Education Setting

- Master of Education (Early Childhood): 3 – 5yo Kinder (10 days)
- Master of Education (Primary): Primary – any year level (5 days)
- Master of Education (Secondary): Secondary – non-method specific (5 days)

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

**Work Experience:**

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Does Recognition of Prior Learning apply to this Unit?** No

**Placement Component:** Yes

**Supplementary Assessment:** No

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

**CourseLevel:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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:**

On successful completion of the course pre-service teachers will demonstrate their capacity to:

**Knowledge:**

- K1.** Develop understandings of the concepts of professional practice and the responsibilities and expectations involved in the multiple roles teachers play.
- K2.** Understand the concept and processes related to working in a professional learning community and the links to professional learning and the improvement of student learning.
- K3.** Acquire knowledge and understanding of the rationale for continued professional learning, using the Graduate Teacher Standards as the basis for identifying professional learning needs.
- K4.** Become aware of the role and different forms of reflective practice in developing professional practice and student learning, including reflecting on feedback from school mentors.
- K5.** Learn about the nature of a range of thinking frameworks that can enable enhanced thinking and learning for both students and teachers.
- K6.** Analyse the value of information collection techniques (observation, interviewing and collection of documentation).
- K7.** Understand the concept of transfer in relation to learning and build a repertoire of strategies to enable connections to be made across different aspects of the Master of Teaching program to enhance professional learning.
- K8.** Understand and apply the key principles described in the Codes of Ethics and Conduct for teachers.
- K9.** Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage including the Child Safety legislation.
- K10.** Examine the role of external professionals, networks and community representatives in broadening teachers professional knowledge and practice.
- K11.** Understand Mandatory Reporting Legislation.

**Skills:**

- S1.** Apply a model of professional practice and engage professionally in a school or early childhood setting and with colleagues.
- S2.** Effectively participate in a professional learning community in order to develop professionally.
- S3.** Practice forms of reflection, including reflecting through dialogue and writing, and using advice and feedback from colleagues effectively.
- S4.** Practice basic information collection techniques including active listening, observation, taking field notes and questioning.
- S5.** Refine negotiation, communication and problem solving skills by working directly with young people and colleagues.
- S6.** Identify puzzles, dilemmas, assumptions and concerns about teaching environments.
- S7.** Analyse and interpret information to inform ethical decision-making.
- S8.** Reflect on and make connections between different aspects of the Master of Teaching program.

**Application of knowledge and skills:**

- A1.** Consider a range of ethical scenarios and evaluate the consequences and implications.
- A2.** Nominate, complete and document personal learning tasks that are relevant to the placement setting
- A3.** Reflect-on-action related to personal learning in an on-line journal.
- A4.** Develop an online Professional Experience resource folder that includes tasks based on the Professional Standards, as well other learning.

**Unit Content:**

- Understanding the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
- Understanding the multiple roles, responsibilities and expectations of teachers with reference to professional teaching standards, duty of care and legal administrative and organisational policies relevant to school stage
- Developing understanding of the Codes of Ethics and Conduct for teachers.
- Examining the nature of professional learning communities and the role they play in improving teaching practices and enhancing student learning.
- Examining the ongoing processes of becoming effective teachers including the intense interplay between prior knowledge, new knowledge, observation, reflection and feedback.
- Understanding the nature of reflection and its relationship to professional learning and the improvement of student learning.
- Learning with others through inquiry, dialogue and social processes.
- Framing questions, puzzles and concerns about teaching and using thinking strategies to promote and organise professional learning.
- Understanding legislative requirements including Child Safe Standards and Mandatory Reporting in schools and strategies for supporting safety and wellbeing.
- Considering the role of external professionals and community representatives in broadening teacher professional knowledge and practice.

**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 1 Interpersonal	<p>Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	K8, K9, K11; S7	AT1, AT2
FEDTASK 2 Leadership	<p>Students at this level will demonstrate a mastery in professional skills and behaviours in leading others.</p> <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations</li> </ul>	K1, K2, K10; S1, S2	AT2
FEDTASK 3 Critical Thinking and Creativity	<p>Students at this level will demonstrate high level skills in working 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 to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning</li> </ul>	K3, K5; S6, S7	AT1, AT2
FEDTASK 4 Digital Literacy	<p>Students at this level will demonstrate the ability to work competently across a wide 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>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 sustainable and Ethical Mindset	<p>Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K8, K9, K11; S7	AT1

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K8, K9, K10, K11, S1, S2, S3, S6, S7, S8, A1; APST: 4.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4	Create two scenarios with ethical dilemmas or puzzles that affect teachers or students in schools, followed by a detailed consideration of ethical consequences and implications. Reflect critically on the dilemma presented, incorporating the professional responsibilities of teachers while justifying their analysis, judgements and decisions. Draw from the Codes of Ethics and Conduct, relevant legislative, administrative and organizational policies including the Child Safe Standards and Mandatory Reporting legislation in addition to the professional teaching standards.	Professional Ethics and Responsibility Case Study	40-60%
K1, K2, K3, K4, K5, K8, K9, K10, K11, S1, S2, S3, S6, S7, S8, A1; APST: 4.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4	Use a range of thinking and learning strategies, including critical reflection, to examine experiences on placement along with the rationale and nature of continued professional learning and the sources, policies and processes which support it. Capture puzzles, dilemmas, observations, assumptions, feedback and explorations related to working as teachers including Professional Learning Communities as well as new understandings and strategies related to the Codes of Ethics and Conduct, relevant legislative, administrative and organizational policies including Child Safe Standards and Mandatory Reporting legislation, and the professional teaching standards.	Professional Engagement Journal	40-60%
K6, K7, S3, S4, S5, A2, A3, A4; APST: 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0	Completion of required placement days specified for their particular program in the education setting. Complete Professional Experience Assessment Report (Form A) in collaboration with mentor teacher Early Childhood students are also required to: Establish, reflect and evaluate learning goals and professional learning against the Australian Professional Standards for Teachers in Pre Service Teaching Learning Log (Form B)	Hurdle	S/U

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven

criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit** No

Date:

**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 Practice		
3. Plan for and implement effective teaching and learning		
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	Introductory
4. Create and maintain supportive and safe learning environments		
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Introductory
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	Introductory
6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	Yes	Introductory
6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Yes	Introductory
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	Introductory
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	Introductory
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	Introductory

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	Introductory
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