

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Engaging Professionally 1

Unit ID: EDMAS6026

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070105

Description of the Unit:

This unit is designed to provide Pre-Service Teachers (PSTs) with an introduction to the teaching profession. PSTs learn about the Australian Professional Standards for Teachers and how the Standards can guide ongoing professional learning. PSTs learn about the importance of meeting professional ethics, complying with legislative requirements, and they grow to understand the different roles and responsibilities of contemporary teachers. PSTs engage in professional learning communities and appreciate the skills and dispositions required for effective professional learning, including the capacity to reflect critically on practice. They engage a range of thinking skills to examine dilemmas, challenges and changes in the profession. This unit includes five days of professional experience and supports PSTs to understand the role of professional teaching networks and connections to community.

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

Work Experience:

Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider. Fees (provider may charge a student contribution amount or tuition fee).

Placement Component: Yes - 5 days

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	<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:

Knowledge:

- K1.** Acquire knowledge and understanding of the rationale for continued professional learning, using the Graduate Teacher Standards as the basis for identifying professional learning needs.
- K2.** Articulate ethical issues and impacts related to Artificial Intelligence (AI) in teaching and learning.
- K3.** Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage including the Child Safety legislation.
- K4.** Understand and apply the key principles described in the Codes of Ethics and Conduct for teachers
- K5.** Understand Mandatory Reporting Legislation.
- K6.** Develop understandings of the concepts of professional practice and the responsibilities and expectations involved in the multiple roles teachers play.
- K7.** 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.
- K8.** Become aware of the role of critical reflective practice in developing professional practice and student learning, including reflecting on feedback from school mentors.
- K9.** Learn about the nature of a range of thinking frameworks that can enable enhanced thinking and learning for both students and teachers.
- K10.** Analyse the value of information collection techniques (observation, interviewing and collection of documentation).
- K11.** 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 course to enhance professional learning.
- K12.** Examine the role of external professionals, networks and community representatives in broadening teachers' professional knowledge and practice.

Skills:

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

Application of knowledge and skills:

- A1.** Create and analyse two case studies. Draw upon legislation and policy to identify and justify appropriate actions.
- A2.** Write two journal entries based on placement observations where critical reflection is demonstrated.
- A3.** Engage in professional placement and meet requirements.
- A4.** Complete Mandatory Reporting Certificate.

Unit Content:

1. The Australian Professional Standards for Teachers and their role.
2. 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.
3. The VIT Codes of Ethics and Conduct for teachers.
4. Ethical issues and impacts related to Artificial Intelligence (AI) in teaching and learning.
5. Legislative requirements including Child Safe Standards and Mandatory Reporting in schools and strategies for supporting safety and wellbeing.
6. Framing questions, puzzles and concerns about teaching and using thinking strategies to resolve problems and promote and organise professional learning.
7. The role that professional learning communities, practitioner inquiry, professional dialogue and classroom observations play in teachers' professional learning and in enhancing student learning.
8. The nature of critical reflection and its relationship to professional learning.
9. The role of external experts and professional bodies 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	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: <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations.	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	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: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning.	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	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: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities.	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	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: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K5, K8, K9, K11, S1, S2, S3, S6, S7, S8, A1	Create two ethical case studies/scenarios that involve teachers and students. Draw upon the VIT Codes of Ethics and Conduct, relevant legislative, administrative and organisational policies including the Child Safe Standards and Mandatory Reporting legislation, and the professional teaching standards to identify and examine the issues and dilemmas involved, the teachers' responsibilities, and appropriate strategies for responding and avoiding inappropriate conduct.	Case Study Analysis	40-60%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K7, K10, S1, S2, S3, S4, S5, S6, S8, A2	Write two journal entries based on placement experiences and observations where you demonstrate your capacity to engage in critical reflection , to check personal assumptions, and reflect upon ways to enhance your professional learning into the future and improve student learning.	Critical Reflections: Journal Entries	40-60%
K6, K7, K12, S3, S4, S5, A3, A4	<p>Part One: Completion of required placement days specified for their particular course in the education setting. Students intending to teach in Primary or Secondary will complete the form EDMAS 6026 PriSec 5 Day Observation in conjunction with mentor teacher. Students intending to teach in Early Childhood will complete forms EDMAS EC Form A and EDMAS EC Form B, in conjunction 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 (EDMAS EC Form B).</p> <p>Part Two: Complete Mandatory Reporting Certificate or provide evidence of prior completion.</p>	Hurdle	S/U

Adopted Reference Style:

APA ()

 Refer to the [library website](#) for more information

 Fed Cite - [referencing tool](#)