



Course Outline (Higher Education)

School:	School of Education
Course Title:	ENGAGING PROFESSIONALLY 1
Course ID:	EDMAS6026
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Course :

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, formulate questions for inquiry, debate issues and learn thinking skills they can apply in a variety of professional contexts. This course helps to prepare PSTs for formal research by building an inquiring mind, exploring significant moments observed in school and early childhood contexts, and setting goals for future professional inquiries.

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

Program Level:

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

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.
- K5.** Learn about the nature of a range of thinking frameworks that can enable enhanced thinking and learning for both students and teachers.
- K6.** Examine the relationships between professional practice, program improvement and action research.
- K7.** Analyse the value of information collection techniques (observation, interviewing and collection of documentation).
- K8.** Articulate the value of constructive feedback from mentors and ways to seek and frame feedback.
- K9.** 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.
- K10.** Understand and apply the key principles described in the Codes of Ethics and Conduct for teachers.
- K11.** Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage including the Child Safety legislation.
- K12.** Examine the role of external professionals, networks and community representatives in broadening teachers' professional knowledge and practice.
- K13.** 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, concerns and frame questions for further exploration.
- S7.** Analyse and interpret information to inform decision-making.
- S8.** Reflect on and make connections between different aspects of the Master of Teaching program.

Application of knowledge and skills:

- A1.** Use a range of thinking and learning strategies to examine the rationale and nature of continued professional learning and the sources and processes which support it; capture puzzles, dilemmas, observations, feedback and explorations related to working as teachers; 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.
- A2.** Tell two stories that raise questions and issues related to professional engagement and practice, ethics and catering for diversity. The stories can be told in different narrative styles and will be based on observations in diverse educational settings and 5 days of professional experience. Include an analytical commentary, which explores key issues, compares and contrasts experiences, makes connections to theoretical understandings, the Australian Professional Standards for Teachers and discusses the implications for future personal practice and professional learning.

Course 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.
- The nature of professional learning communities and the role they play in improving teaching practices and enhancing students' 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 and exploring how these can become the basis for research.
- Using thinking strategies to promote and organise professional learning.
- Developing and sharing strategies to create, manage and organise documentation and resources.
- Understanding legislative requirements including Child Safe Standards and Mandatory Reporting in schools and strategies for supporting safety and wellbeing.
- The role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

Values:

- V1.** Appreciate value of participation in professional learning communities to develop professional practice.
- V2.** Embrace reflection as a professional practice.
- V3.** Ethical collection of information in professional settings
- V4.** Appreciate multiple perspectives and the complexity of teaching and learning situations
- V5.** Appreciate the diverse voices, experiences and knowledge that students and colleagues bring to new learning situations

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor	Development and acquisition of GAs in the course			
	Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K4; K5; K9; S3; S5; S6; S7; S8; A1; A2	A	AT1; AT2	A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K3; K6; A1; A2	A	AT1; AT2	A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K10; K13; S4; A1; A2	A	AT1; AT2	A
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2; K7; K8; K12; S2; S5; A1; A2	A	AT1; AT2	A
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1; K11; S1; S5; S7; A1	A	AT1	A

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K8, K9, K10, K11, K12, K13 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 to examine the rationale and nature of continued professional learning and the sources and processes which support it; capture puzzles, dilemmas, observations, feedback and explorations related to working as teachers; 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 Practice Journal	40-60%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K6, K7, K8, K10 S4, S5, S6, S7 A2 APST: 6.1, 6.4, 7.1, 7.2, 7.4	<p>Tell two stories that raise questions and issues related to professional engagement and practice, ethics and catering for diversity.</p> <p>The stories can be told in different narrative styles and will be based on observations in diverse educational settings and 5 days of professional experience.</p> <p>Include an analytical commentary which explores key issues, compares and contrasts experiences, makes connections to theoretical understandings, the Australian Professional Standards for Teachers and discusses the implications for future personal practice and professional learning.</p>	Narrative Inquiry	40-60%

Adopted Reference Style:

APA

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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