

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** ENGAGING PROFESSIONALLY 2

**Unit ID:** EDMAS6125

**Credit Points:** 15.00

**Prerequisite(s):** (EDMAS6026)

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 070105

## Description of the Unit:

This course is designed to provide pre-service teachers (PSTs) with insights into the relationship between effective teaching and practitioner inquiry. This course is designed to enable pre-service teachers (PSTs) to continue to develop their understandings of the professional work of teachers and includes an assessment of 20 days professional experience. PSTs organise and participate in a Round Table Feedback Conference where they reflect on and present documentation related to the professional placement which has a focus on planning for learning, teaching for learning, assessing learning and personal professional learning. PSTs will also recognise the importance of inquiring into their own teaching as a way of engaging in professional learning and will become familiar with methods for conducting inquiries. PSTs are expected to frame a practitioner inquiry that they will undertake in the Inquiry into Practice course. Through this course PSTs will understand the dispositions activated through practitioner inquiry, how practitioner inquiry can improve student learning, and how inquiries are conducted in ethical ways. PSTs will examine how an inquiry into practice can include a focus on their area of specialisation.

**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.

**Placement Component:** Yes

**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	■	■	■	■	■	■
Intermediate	■	■	■	■	✓	■
Advanced	■	■	■	■	■	■

**Learning Outcomes:**

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

**Knowledge:**

- K1.** Examine the Graduate Teacher Standards and understand how they can be used to enhance professional practice.
- K2.** Reflect on the Code of Ethics / Code of Conduct for teachers and the impact on practice.
- K3.** Understand the legal responsibilities of teachers including Duty of Care.
- K4.** Describe a broad range of strategies for involving parents/carers in the educative process
- K5.** Examine the role of external professionals, community representatives, professional associations, unions and other networks in education.
- K6.** Conceptualise and articulate effective teaching practices.
- K7.** Develop understandings about practitioner inquiry, what it is and how it differs from other forms of inquiry and builds ongoing professional learning.
- K8.** Recognise the role of inquiry in framing the constitution of good teaching.
- K9.** Develop a deep personal understanding about the purpose of becoming an inquirer of practice.
- K10.** Critically examine and theorise the chosen methodology and its relationship to the inquiry.
- K11.** Develop clear understandings about ethical inquiries into practice and the ways in which this is determined.
- K12.** Examine a broad range of strategies for evaluating teaching programs in order to improve students' learning.
- K13.** Understand the use of informal and formal assessment strategies to gather data about student learning and teaching practice and the links to decision-making about next steps

**Skills:**

- S1.** Critically reflect on links between theory, professional practice and personal experiences; share personal thoughts, opinions and experiences; and listen actively to others in professional learning communities.
- S2.** Demonstrate and develop teaching knowledge and skills through a 25 day professional placement, reflect critically on practice and actively seek and apply feedback from mentors and other teachers in order to improve teaching.
- S3.** Develop teaching and learning goals based on the Graduate Teacher Standards, collect evidence, present what has been achieved and consider next steps for professional learning.
- S4.** Communicate effectively with colleagues in the University setting and in education and community contexts.
- S5.** Manage, organise and use documentation including professional readings and resources.
- S6.** Use online forums to share resources and strategies.
- S7.** Demonstrate familiarity with the use of the inquiry process, including spirals of inquiry.
- S8.** Analyse and synthesise concepts and contemporary issues in educational research.

- S9.** Write explanations and analyses that are clear, logical, convincing, concise and evidence-based.
- S10.** Develop the capacity to frame an ethical practitioner inquiry that indicates understanding of how data is used to inform the inquiry.

### Application of knowledge and skills:

- A1.** Present evidence of development towards professional readiness at a Round Table Feedback Conference. PSTs will use multiple forms of evidence (including mentor teachers classroom observations, curriculum documentation, student feedback, personal journals and classroom artefacts) to demonstrate effective professional learning and classroom practice.
- A2.** Present and refine a plan for a practitioner inquiry after critical feedback from peers and lecturers.

### Unit Content:

- Critical analysis of knowledge, skills and capacities related to effective teaching including an understanding of the Graduate Teacher Standards.
- Further examination of legal responsibilities, duty of care, the Codes of Ethics and Conduct, and moral purpose.
- Communicating with and involving parents/carers in the educative process.
- Examining the notion of evidence-based practice in the context of professional practice. Personal agency, autonomy and conducting personal needs analyses to inform goal setting.
- Extending inquiries into professional practice and developing critical, creative and reflective thinking.
- An examination of how practitioner inquiries are constituted as an ongoing and appropriate source of professional learning for teachers.
- The relationship between having an inquiry stance, improving the practice of teaching and student achievement, and education more broadly.
- Developing a broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
- Understanding the link between assessment strategies, including informal and formal approaches and the capacity to interpret data in order to evaluate students' learning and modify teaching practice.
- Developing a focus of inquiry that draws on learning from the program and school-based practice and makes explicit connections to the Graduate Teacher Standards.
- Understanding key ethical principles as they relate to conducting practitioner inquiries. Refining proposed inquiry through peer review and reflection.

### 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 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>	K4, K9; S1, S2; A1, A2	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, K3; S1, S2; A1	AT1
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>	K12, K13; S1, S8; A1, A2	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>	K11; S1, S2, S10; A1, A2	AT1, AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K5, K6, S1, S2, S3, S4, S5 A1 APST: 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 6.1, 6.3, 7.1, 7.2, 7.4	Complete 20 days professional placement and present evidence of development towards professional readiness at a Round Table Feedback Conference. PSTs will use multiple forms of evidence (including mentor teachers' classroom observations, curriculum documentation, student feedback, personal journals and classroom artefacts) related to planning, teaching and assessment to demonstrate effective professional learning and classroom practice.	Round Table Feedback Conference after 20 days professional placement	40-60%
K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, S1, S2, S3, S4, S6, S7, S8, S9, S10, A2, APST: 3.6, 6.1, 6.2, 6.4, 7.1	Prepare a proposal for a practitioner inquiry that is ethical, linked to the Graduate Teacher Standards, draws upon personal interests, peer review and feedback from the previous placement, and which can be conducted in the final placement.	Practitioner inquiry proposal	40-60%

### 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 Knowledge		
1. Know students and how they learn		
1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Yes	Intermediate
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Intermediate
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Yes	Intermediate
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Intermediate
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Intermediate
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Intermediate
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Intermediate
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Intermediate
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Intermediate

## Professional Practice

## 3. Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Intermediate
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Intermediate
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Intermediate
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Intermediate
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Intermediate
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	Intermediate

## 4. Create and maintain supportive and safe learning environments

4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Intermediate
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Intermediate
4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	Yes	Intermediate
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Intermediate
4.5 Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Yes	Intermediate

## 5. Assess, provide feedback and report on student learning



<p>5.1 Assess student learning          Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>5.2 Provide feedback to students on their learning          Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>5.3 Make consistent and comparable judgements          Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>5.4 Interpret student data          Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p>	<p>Yes</p>	<p>Intermediate</p>

#### Professional Engagement

#### 6. Engage in professional learning

<p>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.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>6.2 Engage in professional learning and improve practice          Understand the relevant and appropriate sources of professional learning for teachers.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>6.3 Engage with colleagues and improve practice          Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>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.</p>	<p>Yes</p>	<p>Intermediate</p>

#### 7. Engage professionally with colleagues, parents/carers and the community

<p>7.1 Meet professional ethics and responsibilities          Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>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.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>7.3 Engage with the parents/carers          Understand strategies for working effectively, sensitively and confidentially with parents/carers.</p>	<p>Yes</p>	<p>Intermediate</p>

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	Intermediate
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