

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 unit 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 learn in professional learning communities where learning is enhanced through social processes, dialogue and critical reflection. PSTs will develop their understanding of the Graduate Teacher Standards and critically examine teachers roles and legal and ethical responsibilities as well as strategies and networks for ongoing professional learning. 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.

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:

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 type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.** Examine the Graduate Teacher Standards and understand how they can be used to enhance professional practice and professional learning.
- 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, articulate and implement 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, and the ethical conduct of inquiry.
- K8.** Recognise the role of inquiry in developing good teaching practice.
- K9.** Critically examine and theorise the inquiry process and its relationship to the proposed practitioner inquiry.
- K10.** Examine a broad range of strategies for evaluating teaching programs to improve students' learning.
- K11.** 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 20 day professional placement, reflect critically on practice and actively seek and apply feedback from mentors and other teachers 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.** Demonstrate familiarity with the use of the inquiry process, including spirals of inquiry.
- S7.** Analyse and synthesise concepts and contemporary issues in educational research.
- S8.** 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:

1. Critical analysis of personal knowledge, skills and capacities related to effective teaching including an understanding of the Graduate Teacher Standards.

2. Further examination of legal responsibilities, duty of care, the Codes of Ethics and Conduct, and moral purpose.

3. Communicating with and involving parents/carers in the educative process.

Add the following:

4. Examining the notion of evidence-based practice in the context of professional practice.

5. Personal agency, autonomy and conducting personal needs analyses to inform goal setting.

6. Extending inquiries into professional practice and developing critical, creative and reflective thinking capacities as well as interpersonal skills.

7. The role of professional associations, networks and the broader community in broadening the professional knowledge and practice of teachers.

8. Making connections between different aspects of the Master of Teaching program and developing a personal philosophy related to teaching and learning.

Delete the following:

4. Engaging with colleagues to improve practice and understanding the nature of effective professional learning.

5. Extending inquiries into professional practice and developing critical, creative, ethical and reflective thinking

6. Developing a broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.

7. 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.

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: • 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 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, K4, K5, K6, S1, S2, S3, S4, S5, A1	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, K4, S6, A2	Describe a broad range of strategies for involving parents/carers in the educative process.	Online Forum	20-30%

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)