



Course Outline (Higher Education)

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| School: | School of Education |
| Course Title: | ENGAGING PROFESSIONALLY 2 |
| Course ID: | EDMAS6125 |
| Credit Points: | 15.00 |
| Prerequisite(s): | (EDMAS6026) |
| Co-requisite(s): | Nil |
| Exclusion(s): | Nil |
| ASCED: | 070105 |

Description of the Course :

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 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, 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"/> | <input type="checkbox"/> |
| Intermediate | <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.** 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.

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.

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.** Describe a broad range of strategies for involving parents/carers in the educative process.

Course 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 capacities as well as interpersonal skills.
- The role of professional associations, networks and the broader community in broadening the professional knowledge and practice of teachers.
- Making connections between different aspects of the Master of Teaching program and developing a personal philosophy related to teaching and learning.

Values:

- V1.** Understanding the significance of ongoing learning within the profession.
- V2.** Awareness of ethical and social norms, the influence teachers have on students and understanding the moral purpose of education.

- V3.** Engage with contemporary social and cultural issues and aspire to make meaningful and helpful contributions to local, national and global communities

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 |
| 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. | K1; K2; K3; K6; S1; S2; S3; A1 | A | AT1 | 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. | S2; A1 | A | AT1 | 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. | K2; K3; K4; K5; S2; S6; 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. | K4; K4; K6; S1; S2; S4; S6; 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; K2; K3; K4; K5; K6; S1; S2; S3; S4; S5; A1; A2 | A | AT1; AT2 | A |

Learning Task and Assessment:

| Learning Outcomes Assessed | Learning 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 | 70-80% |
| K1, K4, S6, A2 APST: 3.7, 7.3 | Describe a broad range of strategies for involving parents/carers in the educative process. | Online Forum | 20-30% |

Adopted Reference Style:

APA

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

| | | |
|---|------------|---------------------|
| <p>3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> | <p>Yes</p> | <p>Intermediate</p> |
| <p>3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> | <p>Yes</p> | <p>Intermediate</p> |
| <p>3.3 Use teaching strategies Include a range of teaching strategies.</p> | <p>Yes</p> | <p>Intermediate</p> |
| <p>3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> | <p>Yes</p> | <p>Intermediate</p> |
| <p>3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p> | <p>Yes</p> | <p>Intermediate</p> |
| <p>3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p> | <p>Yes</p> | <p>Intermediate</p> |

4. Create and maintain supportive and safe learning environments

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|---|------------|---------------------|
| <p>4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.</p> | <p>Yes</p> | <p>Intermediate</p> |
| <p>4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.</p> | <p>Yes</p> | <p>Intermediate</p> |
| <p>4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.</p> | <p>Yes</p> | <p>Intermediate</p> |
| <p>4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</p> | <p>Yes</p> | <p>Intermediate</p> |
| <p>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.</p> | <p>Yes</p> | <p>Intermediate</p> |

5. Assess, provide feedback and report on student learning

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|---|------------|---------------------|
| <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

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| <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

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| <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> |

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| 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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