



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	ENGAGING PROFESSIONALLY 3
<b>Course ID:</b>	EDMAS6128
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(EDMAS6125)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDMAS6127)
<b>ASCED:</b>	070105

## Description of the Course :

This course is the third in a suite of courses designed to enable pre-service teachers (PSTs) to critically attend to, participate in and experience, the many facets of professional engagement in teaching. PSTs create and experience a professional learning community where learning is enhanced through social processes, dialogue and personal reflection. Communication will take place on campus and in online environments. In small groups guided by a learning mentor, PSTs will critically examine teaching and learning experiences in professional placement settings and make connections to prior learning. They will focus on bigger picture issues such as the emotional work of teachers, the changing culture of schooling and school improvement issues as well as their own personal questions, investigations and insights. They will also learn how to apply for teaching positions.

**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"/>				
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>				
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Learning Outcomes:

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

### Knowledge:

- K1.** Continue inquiries into professional practice related to teaching and learning, identifying significant questions, conducting research, trialling new approaches, evaluating practices and reflecting on learning and next steps during a 35 day professional placement.
- K2.** Develop deep understandings of the factors that enhance student learning through engagement with colleagues and mentors and appropriate sources of professional learning.
- K3.** Investigate the emotional work of teachers.
- K4.** Understand and critically examine education improvement issues and the complexity of cultural change.
- K5.** Inquire more deeply into the Graduate Teacher Standards and make links to theoretical perspectives and practical experiences related to effective teaching.
- K6.** Be aware of the requirements for applying for teaching positions in Government and non-Government schools including expectations in interviews.
- K7.** Understand key selection criteria identified by employers and ways to demonstrate knowledge, skills and capacities through evidence.
- K8.** Articulate personal theories, use the language of learning, and describe and justify the approaches they use as teachers.

**Skills:**

- S1.** Critically reflect on and examine links between theory, practice and personal views and values in order to extend understandings.
- S2.** Communicate effectively with colleagues in the University setting and in school and community contexts.
- S3.** Engage actively and thoughtfully in the Professional Learning Community and undertake leadership roles when appropriate.
- S4.** Use problem solving strategies to respond to professional issues.
- S5.** Develop teaching knowledge and skills through a 35 day professional placement, reflect critically on practice and actively seek and apply feedback to improve teaching.
- S6.** Develop teaching and learning goals based on the Graduate Teacher Standards and personal needs and interests identified in previous placement; collect evidence of achievements; identify what has been learned and consider next steps.
- S7.** Draw upon professional learning in the Master of Teaching program and through other professional experiences to inform practice and improve student learning.
- S8.** Organise and manage a wide range of documentation.
- S9.** Prepare a quality Professional Portfolio related to key teaching and learning experiences.
- S10.** Extend networks with professional associations in order to enhance professional learning.

**Application of knowledge and skills:**

- A1.** Participate in a 35 day professional experience in a school. Receive report from classroom mentor teacher on identified Graduate Teacher Standards.
- A2.** Conduct a teacher performance assessment (Assessment for Graduate Teaching: AfGT) linked to professional standards during the final professional placement involving planning, teaching and assessment components and a fourth scenario-based online element.
- A3.** Respond in writing to key selection criteria and prepare a professional portfolio to be used in the process of applying for teaching positions.

**Course Content:**

- Developing teaching and learning goals based on the Graduate Teacher Standards and previous placement, through a focus on planning, teaching, assessment processes, enhancing students' learning and continued professional development.

- Engaging in critical inquiries into practice and educational change and the tools to assist the interpretation of data, critical reflection on practice, and decision-making.
- Identifying, through experience and reading, the characteristics of effective professional learning, professional feedback, and ongoing self-assessment..
- Examining the emotional work of teachers in the context of the professional placement.
- Preparing to apply for teaching positions, attending mock interviews, receiving feedback from school principals, and developing a Professional Portfolio.
- Re-examining the role that feedback plays in teaching and learning and designing tools for gathering feedback from students.
- Articulating personal theories and philosophies related to teaching and learning.

### Values:

- V1.** Understanding the significance of ongoing learning within the profession and reflective practice.
- 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; K4; K5; K6; K7; K8; S1; S4; S5; S6; S7; S8; S9; A1; A2; A3	A	AT1; AT2; AT3	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.	K1; K2; K4; S4; S5; S7; 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.	K1; K4; K6; K7; S5; S9; S10; A1; A2; A3	A	AT1; AT2; AT3	A

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 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.	K1; K2; K7; K8; S2; S3; S5; S10; A1; A2; A3	A	AT1; AT2; AT3	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; K4; K5; K7; K8; S1; S3; S4; S5; S6; S7; S10; A1; A2; A3	A	AT1; AT2; AT3	A

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, S2, S4, S5, S6, S7, S8, S10 A1 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 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 APST:	Participate in a 35 day professional experience in a school setting. Receive report from classroom mentor teacher/s.	Professional Practice Report; 35 days in school	40-45%
K1, K2, K4, K5, K8 S1, S2, S3, S4, S5, S6, S7, S8 A2 APST: 1.1, 1.2, 1.3, 1.5, 1.6 2.1, 2.2, 2.3, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 4.1, 4.2, 4.3, 4.4, 4.5 5.1, 5.2, 5.3, 5.4, 5.5 6.1, 6.2, 6.3, 6.4 7.1, 7.2, 7.3, 7.4	Conduct a teacher performance assessment (AfGT) linked to the Australian Professional Standards for Teachers, during the final professional placement involving planning, teaching and assessment elements and a fourth scenario-based online element.	Teacher performance assessment	40-45%
K5, K6, K7, K8 S1, S2, S8, S9 A3	Respond in writing to key selection criteria and prepare a professional portfolio to be used in the process of applying for teaching positions.	Written response to key selection criteria and professional portfolio	10-20%

**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	Advanced
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Advanced
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	Advanced
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Yes	Advanced
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	Advanced
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	Yes	Advanced
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	Advanced
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Advanced

<p>2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p>	<p>Yes</p>	<p>Advanced</p>
<p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	<p>Yes</p>	<p>Advanced</p>
<p>2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p>	<p>Yes</p>	<p>Advanced</p>
<p>2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p>	<p>Yes</p>	<p>Advanced</p>

#### 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>Advanced</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>Advanced</p>
<p>3.3 Use teaching strategies Include a range of teaching strategies.</p>	<p>Yes</p>	<p>Advanced</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>Advanced</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>Advanced</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>Advanced</p>
<p>3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.</p>	<p>Yes</p>	<p>Advanced</p>

#### 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	Advanced
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Advanced
4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	Yes	Advanced
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Advanced
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	Advanced
5. Assess, provide feedback and report on student learning		
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Advanced
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.	Yes	Advanced
5.3 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Yes	Advanced
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Yes	Advanced
5.5 Report on student achievement Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Yes	Advanced
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	Advanced

6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	Yes	Advanced
6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Yes	Advanced
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	Advanced
<b>7. Engage professionally with colleagues, parents/carers and the community</b>		
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	Advanced
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	Advanced
7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Yes	Advanced
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	Advanced