



Course Outline (Higher Education)

School:	School of Education
Course Title:	POP UP PROJECT
Course ID:	EDMAS6129
Credit Points:	15.00
Prerequisite(s):	(EDMAS6125)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Course :

This course is designed to provide PSTs with the opportunity to create, implement and reflect on a project that involves young people and is linked to an area of personal passion. PSTs identify a focus for their project, involve one or more young people (usually in the context of a school where a professional placement has occurred), collaboratively plan experiences with the young people, engage in the project and reflect on what has been learned and achieved. Permission to work with young people is required and ethical responsibilities as well as legislative, administrative and organisational requirements must be met.

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

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

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"/>	<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 the students are expected to be able to:

Knowledge:

- K1.** Identify ways to connect personal passions and areas of expertise to designing engaging teaching and learning experiences for young people which aim to make a difference.
- K2.** Investigate the role of external professionals and community representatives in broadening professional knowledge and practice.
- K3.** Understand key principles in Codes of Ethics and Conduct for the teaching profession.
- K4.** Identify relevant legislative, administrative and organisational policies and processes required.
- K5.** Examine strategies for working effectively, sensitively and confidentially with parents/carers.
- K6.** Identify the differences and similarities between the role of a teacher and the role of a mentor.

Skills:

- S1.** Design a passion project which actively involves at least one young person and which aims to make a difference in their lives.
- S2.** Reflect on the outcomes for self and others.
- S3.** Apply key principles described in Codes of Ethics and Conduct for the teaching profession.
- S4.** Communicate clearly, appropriately and effectively with schools/agencies, young people, and with parents/carers.
- S5.** Document the journey of the project capturing organisational and conceptual note-making, milestones, new learning and feedback.

Application of knowledge and skills:

- A1.** Engage professionally and communicate clearly with colleagues, parents/carers and the community meeting ethical, legislative, administrative and organisational responsibilities.
- A2.** Develop a journal over the course of the project including conceptual mapping, learner profiles, milestones, reflections on roles and practice, organisational lists, documentation related to engagement with the broader community and teaching networks, feedback in relation to impact, photographic evidence, resources, and insights into the place of passion when learning and teaching with young people.

Course Content:

Topics include

- Finding and exploring areas of passion that could link to a suitable project
- Examining the role of mentor and how this may differ from the teaching role
- Designing and negotiating projects with a focus on young people
- Understanding the role of networks, external professionals and community representatives in broadening teachers' professional knowledge and practice
- Working effectively and ethically with other professionals, with students in this context, and with parents/carers adhering to the Codes of Ethics and Conduct
- Conducting risk assessments and ensuring that relevant legal, administrative and organizational policies and processes are applied.
- Examining ways to capture and evaluate outcomes for self and others
- Examining the place of passion in schooling and the links to learning deeply and moral purpose

Values:

- V1.** Appreciate the place of passion in schools and the link to learning deeply.
- V2.** Understand the moral purpose of schooling.

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; K5; K6; S1; S2; S3; S5; 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.	K1; K2; S1; S5; A2	A	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; K2; K3; K4; K5; K6; S1; S2; S3; S4; S5; 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; K5; S1; S4; 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; 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
K2, K3, K4, K5 S3, S4, A1 APST 7.1, 7.2, 7.3, 7.4	Engage professionally and communicate clearly with colleagues, parents/carers and the community meeting ethical, legislative, administrative and organisational responsibilities.	Portfolio of documentation including a risk assessment	40-60%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K6, S1, S2, S5, A2 APST 7.4	Develop a journal over the course of the project including conceptual mapping, learner profiles, milestones, reflections on roles and practice, organisational lists, documentation related to engagement with the broader community and teaching networks, feedback in relation to impact, photographic evidence, resources, and insights into the place of passion when learning and teaching with young people.	Journal	40-60%

Adopted Reference Style:

APA

Professional Standards / Competencies:
Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Engagement		
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	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