

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: POP UP PROJECT

Unit ID: EDMAS6129

Credit Points: 15.00

Prerequisite(s): (EDMAS6125)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070105

Description of the Unit:

This unit 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, 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: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

CourseLevel:

| Level of Unit in Course | AQF Level of Course | | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| | 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 unit 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.

Unit 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

Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment 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% |
| 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% |

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 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 |