

Course Outline (Higher Education)

School:	School of Education
Course Title:	PROFESSIONAL LEARNING COMMUNITY - REFLECTING ON PRACTICE
Course ID:	EDMAS6205
Credit Points:	30.00
Prerequisite(s):	(EDMAS6005 and EDMAS6105)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070105

Description of the Course :

This course is designed to enable pre-service teachers to 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 pre-service teachers will critically examine teaching and learning experiences in schools and make complex 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. Pre-service teachers will prepare an evidence-based professional portfolio that will form the basis of their assessment and will receive feedback from multiple sources. They will also learn how to apply for teaching positions in schools.

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

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory						
Intermediate						
Advanced					✓	

Learning Outcomes:

Knowledge:

- K1.** Continue inquiries into professional issues related to teaching and learning identifying significant questions, conducting research, trialling new approaches, evaluating practices and reflecting on learning and next steps.
- K2.** Demonstrate deep understandings of the factors that enhance student learning.

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- K3.** Demonstrate deep understandings of the emotional work of teachers.
- K4.** Understand and critically examine school improvement issues; mind frames of teachers, students, school leaders and systems; and the complexity of cultural change.
- K5.** Demonstrate deeper understandings of the National Graduate Standards for Teaching and make links to theoretical perspectives and practical experiences related to effective teaching.
- K6.** 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.** Demonstrate capacity to 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.** Demonstrate and develop teaching knowledge and skills through a six week professional placement, reflect critically on practice and actively seek and understand feedback and take appropriate action.
- S6.** Develop teaching and learning goals based on the National Teaching Standards and personal needs and interests; collect evidence of achievements; identify what has been learned and consider next steps.
- S7.** Draw upon prior learning in the Master of Teaching program to inform practice.
- S8.** Demonstrate capacity to 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.** Contribute actively in the professional learning community posing questions, taking leadership, engaging in thoughtful dialogue, sharing and critically examining experiences, problem-solving, and making connections between practice, theory and personal research
- A2.** Participate in a 35 day professional experience in a school setting.
- A3.** Develop learning and teaching goals based on National Teaching Standards and collect and present evidence (in the form of a portfolio) based on achievements, challenges and new learning and examine achievements in a round table feedback session involving school mentors, university mentors and peers.
- A4.** Implement management strategies to build a supportive, safe and inclusive learning environment.
- A5.** Build relationships with young people applying knowledge and skills related to catering for diverse learners.
- A6.** Plan, teach and evaluate curriculum within Specialist Teaching Areas trialing frameworks, strategies and making links to policy and knowledge about effective teaching.
- A7.** Use ICT as a tool for learning.
- A8.** Critically reflect on all teaching experiences and the nature of schooling.

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- A9.** Accept and respond to mentor feedback and present self-assessments to others.
- A10.** Demonstrate the literacy and numeracy skills necessary to understand and interpret information and communicate commensurate with professional teaching standards

Course Content:

- Re-examining the nature and value of reflective practice.
- Engaging in critical inquiries into practice and schooling and the tools to assist planning, thinking, documentation and decision-making.
- Identifying, through experience and reading, the characteristics of effective professional learning communities.
- Developing teaching and learning goals based on the National Graduate Teaching Standards, collecting evidence and articulating at round table discussions, what has been achieved and learned.
- Identifying, applying and evaluating frameworks for curriculum planning, thinking, and enhancing teaching and learning.
- Re-examining the role that feedback plays in teaching and learning and designing tools for gathering feedback from secondary students.
- Re-examining literacy learning and the development of multi-literacies in teaching contexts across the curriculum.
- Engaging in self-assessment.
- Preparing to apply for teaching positions and developing a Professional Portfolio.

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

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K7, K8 S1, S2, S4, S5, S6, S7, S8, S9, S10 A2, A3, A4, A5, A6, A7, A8, A9	Practical experience in schools assessed according to criteria by school based mentors with close alignment to students professional portfolio presented at a round table conference. The conference will also involve university mentors.	Professional Practice and Portfolio Presentation 35 days in school	60 - 80%
K1, K2, K3, K4, K5, K6, K7, K8 S3, S4, S6, S7, S8, S9, S10 A1	Quality of contributions related to online and on campus PLC activities	Contributions to the professional learning community	20 - 40%
A10	Completion of the LANTITE Test	Test	S/U

Adopted Reference Style:

APA