Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	ENGAGING PROFESSIONALLY 3
Unit ID:	EDMAS6228
Credit Points:	30.00
Prerequisite(s):	(EDMAS6125)
Co-requisite(s):	Nil
Exclusion(s):	(EDMAS6127 and EDMAS6128)
ASCED:	070105

Description of the Unit:

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.

This course supports PSTs professional experience in the Master of Teaching program in which students complete 35 days in an education setting. Students are required to complete the activities outlined in Professional Experience Assessment Report (Form A). This will take place in collaboration with their school-based Mentor Teacher in the education setting in which in which the placement occurs (as indicated below). The students will also document their professional learning in Professional Experience Pre Service Teacher Learning Log (Form B) supported by their assigned University Mentor.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Wholly by work experience with Charge: Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider.

Placement Component: Yes

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this Unit.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory						
Intermediate						
Advanced					✔	

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, trialing 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 to enhance professional learning.

Application of knowledge and skills:

A1. Participate in a 35 day professional experience in a school. Receive report from classrom mentor teacher on identified Graduate Teacher Standards.

A2. Respond in writing to key selection criteria and prepare a professional portfolio to be used in the process of applying for teaching positions.

Unit 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.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor	Development and acquisition of FEDTASKS in the Unit	
	Learning Outcomes (KSA)	Assessment task (AT#)

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		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams.	S2, A2, A3	AT1, AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations.	K1, K2, K4 S1, S3, S5, S7	AT1, AT2
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning.	K1, K2, K4, K5, S1, S3, S4, S6, S7	AT1, AT2
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities.	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, S2, S4, S5, S6, S7, S8, S10, A1; APST: 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	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	40-60%
K1, K2, K4, K5, K6, K7, K8 S1, S2, S3, S4, S5, S6, S7, S8, S9, 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	40-60%
APST: 1.0, 2.0,3.0,4.0,5.0,6.0,7.0	Complete Professional Experience Assessment Report (Form A) in collaboration with mentor teacher	Hurdle	S/U
APST: 1.0, 2.0,3.0,4.0,5.0,6.0,7.0	Establish, reflect and evaluate learning goals and professional learning against the Australian Professional Standards for Teachers in the Pre Service Teacher Learning Log (Form B)	Hurdle	S/U

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 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

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2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Advanced
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.	Yes	Advanced
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Advanced
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Advanced

Professional Practice

3. Plan for and implement effective teaching and learning

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

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
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