

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) (EDMAS6042 or EDMAS6048)

Co-requisite(s): Nil

Exclusion(s): (EDMAS6127 and EDMAS6128)

ASCED: 070105

Description of the Unit:

This unit is the third in a suite of units 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. 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.

This unit supports PSTs professional experience in the Master of Teaching course in which PSTs 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 the placement occurs (as indicated below). The students will also document their professional learning in the 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:

Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider. Fees (provider may charge a student contribution amount or tuition fee).

Placement Component:

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	<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:
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.** Articulate personal theories, use the language of learning, and describe and justify the approaches they use as teachers.
- K8.** Justify planning decisions, selection and modification of teaching practices, assessment and feedback approaches and explain ethical judgements.

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.** 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. The Professional Practice Report is completed by classroom mentor teacher/s.
- A2.** Conduct a teacher performance assessment (A/PT) linked to the Australian Professional Standards for Teachers, involving planning, teaching and assessment elements and a fourth scenario-based online element.

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 and receiving feedback from school principals.
- 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**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are 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.	Not applicable	Not applicable
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.	Not applicable	Not applicable
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.	Not applicable	Not applicable
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, A1	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	50-70%
K1, K2, K4, K5, K6, K7, K8, S1, S2, S3, S4, S5, S6, S7, S8, S9, A2	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	30-50%

Adopted Reference Style:

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)