

# EDST5308

Teacher Learning

Term 2, 2022



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Tony Loughland	<a href="mailto:tony.loughland@unsw.edu.au">tony.loughland@unsw.edu.au</a>	Please email for an appointment	Morven Brown G39	02 9065 5598

### School Contact Information

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## Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

## Course Details

### Units of Credit 6

### Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

### Summary of the Course

Teaching is a dynamic, complex profession and teachers work in a challenging, ever-changing environment. Teachers thereby need to constantly up-skill to prepare for all the challenges they will face throughout their careers. Teachers need to have access to, and engage in, high quality professional development across the whole of their teaching career.

This course focuses on how teachers learn and develop. It explores three major areas:

- How teachers learn.
- The contemporary contexts of teacher professional learning and development.
- Supporting teacher professional learning in the workplace.

This course will enable participants to improve their own and their establishment's practice in supporting teacher professional learning and development. In addition to exploring contemporary research and theory on teacher learning and development, participants will use this knowledge to develop practical skills. Participants will critically analyse a professional learning program at the school or system level within their context as well as develop a detailed proposal to set up or significantly revise a professional learning program. They will be provided the opportunity to share their proposals with their peers in the class, extending their capacity to both give and receive effective feedback.

### Course Learning Outcomes

1. Gain an understanding of contemporary research and theory on teacher learning and development.
2. Understand how teachers learn, the contemporary contexts of teacher professional learning and development, and how teacher professional learning is best supported in the workplace.
3. Reflect on the application of their learning to their school context.
4. Critically analyse a professional learning program at the school or system level.
5. Conduct a practical application of the theory to their workplace through setting up or significantly revising a professional learning program.
6. Enhance their skills and competence in planning and implementing a professional learning program.
7. Present concepts to their peers.
8. Increase capacity to give and receive effective feedback.
9. Plan to continually improve professional knowledge and practice.
10. Engage and support members of their profession.

### Teaching Strategies

## **1. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

This course will enable students to develop an understanding of the important role teacher professional learning and development plays in contemporary contexts. The course involves a detailed study of the theory, research and practice associated with this topic as well as the opportunity to complete a practical project that is applicable to the context in which the participant works. Student learning outcomes are supported by teaching and learning strategies that includes lecture-delivery, group work, individual presentations and discussion.

## **2. TEACHING STRATEGIES**

This course will be taught within the classroom with a strong emphasis on student participation. Students will be provided with references to research journals, books, policy documents and websites which they will be expected to read/research prior to each session. Various strategies including lecture-delivery, group work, individual presentations and class discussions will engage students and enable a deeper understanding of the related issues. Individual presentations will allow students to share their proposals in some depth with the group and receive feedback from their peers. Two written papers will require students to research, compare, and evaluate various professional learning models and strategies as well as synthesize material to develop a critical analysis of, and a proposal for, a professional learning plan.



## Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Minor written assignment	35%	27/06/2022 05:00 PM	1, 2, 3, 4, 9, 10
2. Oral presentation	10%	26/07/2022 05:00 PM	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
3. Major written assignment	55%	05/08/2022 05:00 PM	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

### Assessment 1: Minor written assignment

**Due date:** 27/06/2022 05:00 PM

Task 1 - Written assignment - 2000 words

Students will receive written feedback within three weeks of submission

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### Additional details

Students are to critique the practice of teacher professional learning at the school or system level within their context. Reference should be made to the contemporary literature on teacher professional learning and development. The length of this written assignment is 2000 words.

### Assessment 2: Oral presentation

**Due date:** 26/07/2022 05:00 PM

Task 2 - Presentation - Equivalent of 1000 words

Students will receive written feedback within three weeks of submission

#### Additional details

Students are to develop a detailed proposal to set up or significantly revise a professional learning program centred within the student's own workplace. The plan must be based on new knowledge acquired in this course. Students should critique the various professional learning models and strategies they considered in arriving at the framework they plan to deploy.

**Assessment task 2** requires students to do a [5-minute elevator pitch](#) that they would use to convince their manager of the worth of their PL plan. A copy of a 2-page plan needs to be disseminated to the class on the day.

### Assessment 3: Major written assignment

**Due date:** 05/08/2022 05:00 PM

Task 3 - Written assignment - 3000 words

Students will receive written feedback within three weeks of submission

This is the final assessment

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### **Additional details**

Task 3 follows on from Task 2, in developing a detailed proposal to set up or significantly revise a professional learning program centred within the student's own workplace. The plan must be based on new knowledge acquired in this course. Students should critique the various professional learning models and strategies they considered in arriving at the framework they plan to deploy.

The proposal needs to include a cost benefit analysis as well as an explanation of its alignment with current institutional goals, values and operational constraints.

Task 3 requires students to develop and submit a detailed written proposal with a length of 3000 words.

# RUBRIC/FEEDBACK SHEET

## EDST5308 TEACHER LEARNING

### UNSW SCHOOL OF EDUCATION

#### Assessment Task 1: Minor written assignment

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Interpretation of question and evidence</li> <li>• Analysis and evaluation of salient arguments</li> <li>• Drawing of warranted conclusions</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Evidence of high order analytic skills</li> <li>• Reasoning of argument/s</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Understanding of theory and research including references to contemporary literature on professional learning models and strategies</li> <li>• Evidence of critical reading</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Planning and structure of argument</li> <li>• Persuasiveness and cohesiveness of argument</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Clarity of written expression</li> </ul>					



Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> <li>• Claims supported by sources/evidence</li> <li>• Referencing of sources using APA style &amp; completeness of reference list</li> </ul>					
<b>General comments/recommendations for next time:</b>   					

**Recommended:                    /20 (FL PS CR DN HD)                    Weighting:                    35%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

**RUBRIC/FEEDBACK SHEET  
EDST5308 TEACHER LEARNING  
UNSW SCHOOL OF EDUCATION**

**Assessment Task 2: Oral presentation**

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Demonstration of a creative &amp; high level of understanding of the topic</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Plausibility of proposal</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Demonstration of a synthesis of new knowledge acquired in this course</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Organisation of elevator pitch</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Clarity of speech and communication with the audience</li> <li>• Engagement with audience</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

**Recommended:**            /20 (FL PS CR DN HD)            **Weighting:**            10%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

# RUBRIC/FEEDBACK SHEET

## EDST5308 TEACHER LEARNING

### UNSW SCHOOL OF EDUCATION

#### Assessment Task 3: Major written assignment

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Interpretation of question and evidence</li> <li>• Analysis and evaluation of salient arguments</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Evidence of high order analytic skills</li> <li>• Reasoning of argument/s</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Understanding of theory and research including references to contemporary literature on professional learning models and strategies</li> <li>• Demonstration of a synthesis of new knowledge acquired in this course</li> <li>• Evidence of critical reading</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Planning and structure of argument</li> <li>• Persuasiveness and cohesiveness of argument</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Clarity of written expression</li> </ul>					

<b>Specific Criteria</b>	(-)—————>(+)				
<ul style="list-style-type: none"> <li>• Referencing of sources using APA style &amp; completeness of reference list</li> </ul>					
<b>General comments/recommendations for next time:</b>					

**Recommended:                    /20 (FL PS CR DN HD)                    Weighting:                    55%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

## Attendance Requirements

### School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
O week: 23 May - 27 May		
Week 1: 30 May - 3 June	Online Activity	<b>Online workshop 1</b> <ul style="list-style-type: none"> <li>• Principles of Effective PL</li> <li>• Teacher Self and Collective Efficacy</li> <li>• The Big Five</li> <li>• Critical reading and writing</li> </ul>
Week 2: 6 June - 10 June	Online Activity	<b>Asynchronous activities on Moodle</b>
Week 3: 13 June - 17 June	Online Activity	<b>Online workshop 2</b> <ul style="list-style-type: none"> <li>• PL models and theories of action</li> <li>• Learning Improvement Science</li> <li>• Implementation Science</li> </ul>
Week 4: 20 June - 24 June	Online Activity	<b>Asynchronous activities on Moodle</b>
Week 5: 27 June - 1 July	Online Activity	<b>Online workshop 3</b> <ul style="list-style-type: none"> <li>• Creating an effective PL program</li> <li>• Students as the consequential stakeholders</li> <li>• Engaging with student voice</li> </ul>
	Assessment	Minor written assignment
Week 6: 4 July - 8 July	Online Activity	<b>Asynchronous activities on Moodle</b>
Week 7: 11 July - 15	Online Activity	<b>Online workshop 4</b>



July		<ul style="list-style-type: none"> <li>• The pros and cons of classroom observation</li> <li>• Finding the most cost-effective and feasible way forward</li> <li>• Accountability measures</li> </ul>
Week 8: 18 July - 22 July	Online Activity	<b>Asynchronous activities on Moodle</b>
Week 9: 25 July - 29 July	Online Activity	<b>Online workshop 5</b> <ul style="list-style-type: none"> <li>• The five-minute elevator pitch to the class will provide the material for a class discussion</li> <li>• Feedback on and evaluation of the course</li> </ul>
	Assessment	Oral presentation
Week 10: 1 August - 5 August	Assessment	Major written assignment

## Resources

### Prescribed Resources

#### Compulsory readings for online workshop 1

- Kennedy, M. M. (2016). How Does Professional Development Improve Teaching? *Review of Educational Research*, 86(4), 945-980. doi:10.3102/0034654315626800
- Lindvall, J., & Ryve, A. (2019). Coherence and the positioning of teachers in professional development programs. A systematic review. *Educational Research Review*, 27, 140-154. doi:https://doi.org/10.1016/j.edurev.2019.03.005

#### Additional readings

- Filges, T., Torgerson, C., Gascoine, L., Dietrichson, J., Nielsen, C., & Viinholt, B. A. (2019). Effectiveness of continuing professional development training of welfare professionals on outcomes for children and young people: A systematic review. *Campbell Systematic Reviews*, 15(4), e1060. doi:10.1002/cl2.1060
- Loughland, T., & Nguyen, H. T. M. (2020). Using teacher collective efficacy as a conceptual framework for teacher professional learning – A case study. *AUSTRALIAN JOURNAL OF EDUCATION*, 0004944120908968. doi:10.1177/0004944120908968
- Loughland, T., & Ryan, M. (2020). Beyond the measures: the antecedents of teacher collective efficacy in professional learning. *Professional Development in Education*, 1-10. doi:10.1080/19415257.2020.1711801
- Timperley, H. (2008). Teacher Professional Learning and Development. In *Educational Practices Series- 18*. <http://unesdoc.unesco.org/images/0017/001791/179161e.pdf>: International Bureau of Education & International Academy of Education, UNESCO I.

#### Compulsory readings for online workshop 2

- Albers, B., & Pattuwage, L. (2017). *Implementation in Education: Findings from a Scoping Review*. Retrieved from Melbourne: <http://www.ceiglobal.org/application/files/2514/9793/4848/Albers-and-Pattuwage-2017-Implementation-in-Education.pdf>
- Bryk, A. S. (2015). 2014 AERA Distinguished Lecture Accelerating How We Learn to Improve. *Educational Researcher*, 44(9), 467-477.

#### Compulsory readings for online workshop 3

- McIntyre, D., Pedder, P. & Rudduck, J., 2005. Pupil voice: comfortable and uncomfortable learnings for teachers. *Research Papers in Education*, 20, 149-168.
- Mockler, N., & Groundwater-Smith, S. (2015). Seeking for the unwelcome truths: beyond celebration in inquiry-based teacher professional learning. *Teachers and Teaching*, 21(5), 603-614. doi:10.1080/13540602.2014.995480

#### Additional readings

- Langer, G., & Colton, A. (2005). Looking at Student Work. *Educational Leadership*, February 2005, 22-26.
- National School Reform Faculty. ATLAS-Learning from Student Work. Retrieved from [http://www.nsrffharmony.org/protocol/doc/atlas\\_ifsw.pdf](http://www.nsrffharmony.org/protocol/doc/atlas_ifsw.pdf)

## Compulsory readings for online workshop 4

- Brady, M. P., Heiser, L. A., McCormick, J. K., & Forgan, J. (2016). Value-Added Models for Teacher Preparation Programs: Validity and Reliability Threats, and a Manageable Alternative. *The Educational Forum*, 80(3), 339-352. doi:10.1080/00131725.2016.1173150
- Kane, M. T., & Staiger, D. O. (2012). *Gathering Feedback for Teaching. Combining High-Quality Observations with Student Surveys and Achievement Gains*. Retrieved from Seattle, WA: <http://eric.ed.gov/?id=ED54096>
- Lillejord, S., Elstad, E., & Kavli, H. (2018). Teacher evaluation as a wicked policy problem. *Assessment in Education: Principles, Policy & Practice*, 1-19. doi:10.1080/0969594X.2018.1429388

## Additional Readings

- Stuhlman, M., Hamre, B., Downer, J., & Pianta, R. C. (2014). *How to Select the Right Classroom Observation Tool*. Retrieved from [http://curry.virginia.edu/uploads/resourceLibrary/CASTL\\_practitioner\\_Part3\\_single.pdf](http://curry.virginia.edu/uploads/resourceLibrary/CASTL_practitioner_Part3_single.pdf):

## Course Evaluation and Development

Feedback will be generated from students after each online workshop using padlet. These data will focus on the constructs measured in My Experience. Previous cohorts have enjoyed the course especially the guest PL experts so I have included two experts in this year's offering in sessions 2 and 3.

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

### UNSW groups plagiarism into the following categories:

**Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

### Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

## Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

## Image Credit

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