UNSW SYDNEY | Arts & Social Sciences

School of Education

EDST6760
Professional Experience 1

2018

Contents

1. LOCATION 2
2. STAFF CONTACT DETAILS 2
3. COURSE DETAILS 2
   Summary of Course *2*
   Student Learning Outcomes *3*
   Australian Professional Graduate Teaching Standards *3*
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH 4
5. TEACHING STRATEGIES 4
6. COURSE CONTENT AND STRUCTURE: 5
7. RESOURCES 5
8. ASSESSMENT 5

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6760 Professional Experience (6 units of credit)

2. STAFF CONTACT DETAILS

Course Coordinator:	Anna Hole
Office Location:	Room LG9, Morven Brown Building, UNSW
Email:	anna.hole@unsw.edu.au
Phone:	9385 1993
Availability:	Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Professional Experience 1
Credit Points	6 units of credit (6 uoc)
Workload	A minimum of 150 hours, including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Key dates:	**Orientation date:** Monday 9 April, 2018, 9-12.00 pm **Final preparation and meet your Liaison session:** Tuesday 22 May 2018, 10am -1pm, New College, Anzac Pde, UNSW Kensington **Preliminary school visit**: from 22nd May 2018 **Placement dates**: Secondary: Monday 4 – 29 June, 2018 (Week 14-17, Semester 1) Primary: Monday 12 June – 6 July, 2018 (Week 15-18, Semester 1) (University Liaison to visit end of Week 2, beginning of Week 3)

Summary of Course

In this course you will develop a range of teaching skills and understandings essential to plan for and manage successful classrooms. You will complete a 4-week (20 day) supervised professional experience placement in a NSW school. Through ongoing observation, supervised teaching and contribution in the wider school community, the course ensures you work towards the achievement of the national standards for a graduate teacher. You will gain understandings of the range of activities that occur both inside and outside the classroom and the roles of the teaching and non-teaching staff within the school.

***Special pre-requisites:**

Before undertaking the placement component of Professional Experience 1, Teacher Education Students must provide evidence that they can meet the IELTS (if appropriate) and national literacy and numeracy requirements, successfully complete a microteaching session in their Semester courses, and be deemed ready to teach (via a student readiness report) before commencing their supervised professional experience in schools. They also must provide evidence of having received a Working with Children Check and mandatory anaphylaxis training. In order to arrange timely professional experience placements, **teacher education students must log in to the School of Education's online placement system (OPS) and enter requested information no later than the end of Week 1 of Semester 1**

Student Learning Outcomes

Outcome		Assessment/s
1	Make significant progress in working towards meeting all the *AITSL Graduate Teaching Standards* across a range of teaching contexts and classes	1, 2
2	Respond constructively to feedback	1
3	Continually reflect on and seek out opportunities to improve teaching practice through lesson observation, reflection and inquiry	1
4	Demonstrate a strong commitment, enthusiasm and respect for the teaching profession.	1

Australian Professional Graduate Teaching Standards

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1,2
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1,2
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1,2
1.4	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	1,2
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1,2
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	1,2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1,2
2.2	Organise content into an effective learning and teaching sequence	1,2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1,2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures and languages	1,2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1,2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1,2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1,2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1,2
3.3	Include a range of teaching strategies	1,2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1,2
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1,2
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1,2

3.7	Describe a broad range of strategies for involving parents/carers in the educative process	1,2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1,2
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	1,2
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	1,2
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements	1,2
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	1,2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1,2
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1,2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	1,2
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	1,2
5.5	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	1,2
6.1	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs	1,2
6.2	Understand the relevant and appropriate sources of professional learning for teachers	1,2
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1,2
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	1,2
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	1,2
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	1,2
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1,2
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	1,2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Professional Experience gives student teachers the opportunity to develop the skills, knowledge, attitudes and values essential for teaching in schools in NSW. Placements should offer diversity in year levels taught, subject areas taught, educational sectors (DET, independent, Catholic and other denominations), geographical location (inner city, outer suburbs, rural), and socio-economic. Professional Experience placements are developmental and sequential.

5. TEACHING STRATEGIES

Professional experience consists of structured observations, supervised teaching and other duties in a school setting that allow pre-service teachers to engage with school age students, teachers and other para professionals. The orientation day and other online and face to face interactions are

designed to support this experience. These will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE:

For Professional Experience 1, teacher education students complete an orientation session, a meet your liaison session and a preliminary school visit, followed by a 4-week (20 day) professional experience block in a NSW school, teaching one third of a full time teacher's normal load. Through ongoing observation, supervised teaching and other school-related activities, Professional Experience 1 allows teacher education students to work towards the achievement of the AITSL standards for a graduate teacher.

7. RESOURCES

Australian Institute for Teaching and School Leadership. (2013*). Australian Professional Standards for Teachers. Standards.* Retrieved from http://www.teacherstandards.aitsl.edu.au/OrganisationStandards/Organisation

Churchill, R., Ferguson, P., Godinho, S., Johnson, N.F., Keddie, A., Letts,W., Vick,M. (2013). *Teaching. Making a Difference.* (2nd ed onwards.). Milton, QLD: John Wiley & Sons.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
1. Demonstrated Professionalism		Hurdle	all	all	Ongoing throughout PE1
2. Successful completion of 20 days of supervised professional experience, including engagement with wider school community.	Intermediate report	100%	all	all	End of PE1, signed by supervisor and Principal and uploaded to OPS

The final grade awarded for Professional Experience is either Satisfactory or Unsatisfactory based on the following:

1. Demonstrated professionalism.
   This is a *hurdle requirement* and is assessed by the Supervising Teacher, Coordinator and University Liaison. The teacher education student must act in a professional manner at all times during Professional Experience which includes maintaining satisfactory attendance, being punctual, dressing appropriately, proper preparation of lessons and resources, cooperating with staff, working effectively in the school environment, and in general, demonstrating attitudes and actions that are appropriate and proper to the profession of teaching. The teacher education student is required to provide evidence that he or she is preparing lessons, keeping proper records and gaining an awareness of the broader school community, by submitting a hard copy of the following documents to the University Liaison

when he or she visits the school:

- The teacher education student's timetable indicating both teaching lessons and observation lessons (Appendix 2 in PE Handbook)
- Lesson observations (Appendix 4 in PE Handbook) – one for each lesson observed
- Up-to-date lesson plans (Appendix 5 in PE Handbook) – one for each lesson taught
- All critical tasks (Appendix 7 in PE Handbook)
- Teaching materials & resources

Ongoing formative assessment is provided by both the Supervising Teacher and the University Liaison.

2. The Intermediate Professional Experience Report.

   The Intermediate Professional Experience report is the responsibility of the Supervising Teacher(s) who may consult with the University Liaison. The report is written collaboratively where there are 2 or more supervising teachers. This report needs to be discussed with the Teacher Education Student prior to it being signed. The report should be consistent with strengths/areas for concern discussed throughout the placement. Supervising Teachers and the University Liaison assess each teacher education student against the AITSL graduate teacher standards. For each standard, their level of achievement is assessed as:

   WT – Working Towards
   D – Demonstrated
   E – Exceeds Expectations.