



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5308
Teacher Learning

Term 2, 2019

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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 5308 Teacher Learning (6 units of credit)
Term 2 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Tony Loughland
Office Location: F20.120
Email: tony.loughland@unsw.edu.au
Phone: 02 9385 8390
Availability: By email

3. COURSE DETAILS

Course Name	Teacher Learning
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html

SUMMARY OF 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 two major areas:

- How teachers learn.
- Supporting teacher professional learning.

This course will enable participants to improve their institution's practice in supporting teacher professional learning. In addition to exploring contemporary research and theory on teacher learning 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 specific and helpful feedback.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Refreshed the reference list to include more current references
- Edited the course content to suit the intensive mode of delivery and to give a greater emphasis to supporting teacher learning

STUDENT LEARNING OUTCOMES

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

PROGRAM LEARNING OUTCOMES

		Assessment/s
1	<p>Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.</p>	1-2
2	<p>Enquiry-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.</p>	1-2
3	<p>Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem-solving skills</p>	1-2
4	<p>Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership</p>	1-2
5	<p>Global outlook Demonstrate an understanding of international perspectives relevant to the educational field</p>	1-2
6	<p>Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education</p>	1-2

4. 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.

5. 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.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic
1 15/06/19	How teachers learn (1). Course overview including discussion of assessment requirements. Theories of PL Audit of your current Professional Learning Program Engaging with the professional literature & reading critically
2 29/06/19	Supporting teacher PL (1) Schools as learning communities. Collegial & collaborative PL activities. Critique of some common approaches
3 13/07/19	Supporting teacher PL (2) Key components of a school Professional Learning Plan Developing and evaluating a Professional Learning Plan / Program
4 27/07/19	Oral Presentations to the Class All students will be expected to provide feedback to their peers using the evaluation and feedback forms given and actively participate in the discussion. Feedback on and evaluation of the course.

7. RESOURCES

How teachers learn.

- Kennedy, M. M. (2016). How Does Professional Development Improve Teaching? *Review of Educational Research*, 86(4), 945-980. doi:10.3102/0034654315626800
- 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=ED540960>
- Pianta, R. (2011). *Teaching Children Well. New Evidence-Based Approaches to Teacher Professional Development and Training*. Retrieved from www.americanprogress.org:
- 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.

Supporting teacher professional learning.

- Albers, B., & Pattuwege, L. (2017). *Implementation in Education: Findings from a Scoping Review*. Retrieved from Melbourne: <http://www.ceiglobal.org/application/files/2514/9793/4848/Albers-and-Pattuwege-2017-Implementation-in-Education.pdf>
- Brown, C., & Zhang, D. (2017). How can school leaders establish evidence-informed Schools: An analysis of the effectiveness of potential school policy levers. *Educational Management Administration & Leadership*, 45(3), 382-401. doi:10.1177/1741143215617946
- Bryk, A. S. (2015). 2014 AERA Distinguished Lecture Accelerating How We Learn to Improve. *Educational Researcher*, 44(9), 467-477.
- Harris, A., Jones, M. S., Adams, D., Perera, C. J., & Sharma, S. (2014). High-Performing Education Systems in Asia: Leadership Art meets Implementation Science. *The Asia-Pacific Education Researcher*, 23(4), 861-869. doi:10.1007/s40299-014-0209-y
- Donaldson, M. L., & Woulfin, S. (2019). From Tinkering to Going "Rogue": How Principals Use Agency When Enacting New Teacher Evaluation Systems. *Educational Evaluation and Policy Analysis*, 0(0). doi:10.3102/0162373718784205
- 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
- Loughland, T., & Alonzo, D. (2018). Teacher Adaptive Practices: Examining Links with Teacher Self-Efficacy, Perceived Autonomy Support and Teachers' Sense of Adaptability. *Educational Practice and Theory*, 40(2), 55-70. doi:10.7459/ept/40.2.04
- Loughland, T., & Vlies, P. (2016). The Validation of a Classroom Observation Instrument Based on the Construct of Teacher Adaptive Practice. *The Educational and Developmental Psychologist*, 33(2), 163-177. doi:10.1017/edp.2016.18
- 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
- Soslau, E. (2012). Opportunities to develop adaptive teaching expertise during supervisory conferences. *Teaching and Teacher Education*, 28(5), 768-779.
- 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_practioner_Part3_single.pdf:

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1 Minor written assignment	2000 words	35%	1 - 4, 9 - 10	1 - 3, 6	12/07/19 5:00 PM
Assessment 2 – Part A Oral Presentation	Equivalent of 1000 words	10%	1 - 10	1 - 4, 6	27/07/19 5:00 PM
Assessment 2 – Part B Major written assignment	3000 words	55%	1 - 10	1 - 4, 6	11/08/19 5:00 PM

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Assessment 1 – Critical analysis of a teacher professional learning program

Minor Written Assignment

Students are to explore and interrogate a teacher professional learning program at the school or system level within their context and provide a detailed critical analysis of the program. Reference should be made to some of the contemporary literature on teacher professional learning and development, current national and state policies, and the Australian Professional Standards for Teachers. The length of this written assignment is 2000 words.

Assessment 2 - Detailed proposal for a professional learning program

Presentation to class and major written paper

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.

Part A of this assessment requires students to do an oral presentation to the class equivalent to 1000 words. Students may develop a PowerPoint presentation or utilise other digital media to support the presentation. Each presentation will be scheduled for approximately 20 minutes inclusive of 5 minutes for questions and class discussion. All students will be expected to provide feedback to their peers using the evaluation and feedback forms given and actively participate in the discussion.

Part B of this assessment requires students to develop and submit a detailed written proposal with a length of 3000 words.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5308 TEACHER LEARNING

Student Name:

Student No.:

Assessment Task: **Critical analysis of a teacher professional learning program**

SPECIFIC CRITERIA	(-) _____ ➤				
	(+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Interpretation of question and evidence. • Understanding and representation of issues involved. • Analysis and evaluation of salient arguments. • Drawing of warranted conclusions. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Evidence of high order analytic skills. • Reasoning of argument/s. • Plausibility and impressiveness of answer. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Understanding of theory and research including: <ul style="list-style-type: none"> ○ Appropriate reference to contemporary literature on teacher professional learning and development. • Evidence of critical reading. • Evidence of additional reading. 					
Structure and organisation of response <ul style="list-style-type: none"> • Planning and structure of argument. • Persuasiveness and cohesiveness of argument. • Presentation of ideas to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity of written expression. • Fluency and skillfulness of style. • Claims supported by sources/evidence. • Referencing of sources using APA style & completeness of reference list. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

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 contextualize 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.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5308 TEACHER LEARNING

Student Name:

Student No.:

Assessment Task: **2a – Oral Presentation to the Class**

SPECIFIC CRITERIA	(-) _____ ➤ (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • A range of different ideas exploring the topic. • Understanding of how the ideas relate to each other. • Demonstration of a creative & high level of understanding of the topic. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Evidence of high order analytic skills. • Reasoning of argument/s. • Plausibility and impressiveness of proposal. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Reference/s to contemporary literature on professional learning models and strategies. • Demonstration of a synthesis of new knowledge acquired in this course. 					
Structure and organisation of response <ul style="list-style-type: none"> • Organisation of oral presentation with a beginning, middle and end. • Evidence of a strong organizing theme, with clear main ideas & transitions. • Completeness and accuracy of information presented. • Use of visual aids to make the presentation more meaningful. • Appropriateness of length of presentation. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity of speech and communication with the audience. • Engagement with audience. • Pacing of presentation allowing time for audience to think & respond. • Appropriate referencing of sources & completeness of reference list using APA style. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

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 contextualize 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.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5308 TEACHER LEARNING

Student Name:

Student No.:

Assessment Task: **2b - Detailed proposal for a professional learning program**

SPECIFIC CRITERIA	(-) _____ ➔				
	(+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Interpretation of question and evidence. • Understanding and representation of issues involved. • Analysis and evaluation of salient arguments. • Drawing of warranted conclusions. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Evidence of high order analytic skills. • Reasoning of argument/s. • Plausibility and impressiveness of answer. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Understanding of theory and research including references to contemporary literature on professional learning models and strategies. • Demonstration of a synthesis of new knowledge acquired in this course. • Evidence of critical reading. • Evidence of additional reading. 					
Structure and organisation of response <ul style="list-style-type: none"> • Planning and structure of argument. • Persuasiveness and cohesiveness of argument. • Presentation of ideas to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity of written expression. • Fluency and skillfulness of style. • Claims supported by sources/evidence. • Referencing of sources using APA style & completeness of reference list. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

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 contextualize 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.