UNSW SYDNEY Arts & Social Sciences

School of Education

EDST2002

Professional Engagement

Term 3, 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 2002 Professional Engagement (6 units of credit)
Term 3, 2019

2. STAFF CONTACT DETAILS

Course Convenor:	Dr Tony Loughland
Email:	tony.loughland@unsw.edu.au
Availability:	Please email to arrange an appointment

Course Coordinator:	Ms Laura Bray
Email:	l.bray@unsw.edu.au
Availability:	Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Professional Engagement
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule Orientation Fieldwork	 15 days structured field placement

Eligibility

For BA / BEd, BCom / BEd, BDe / BEd, BEc / BEd, BFA / BEd, BMedia Arts / BEd, BMus / BEd, BSc / BEd:

- Successful completion of 48 units of credit (I year EFT) in approved discipline studies in the relevant discipline degree
- Successful completion of EDST 1101, 1104, 1108 and 2003,
- Successful completion of the national literacy and numeracy test, and
- A high level of oral communicaiton skills, equivalent to an IELTS score 8.0 in Speaking and Listening and 7.0 in Reading and Writing. For band descriptors, see https://takeielts.britishcouncil.org/sites/default/files/IELTS_Speaking_band_descriptors.pdf

SUMMARY OF COURSE

This course gives Teacher Education Students the opportunity to develop practical knowledge and skills regarding teaching and how a diverse range of students learn through structured observations and active participation as a teaching assistant in a school.

The course consists of a university-based orientation, an online forum, and 15 days structured fieldwork in a school. Teacher Education Students will be placed in a school for 15 days of fieldwork as a teaching assistant in a secondary school (which may include learning support / a gifted program)

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify and describe the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds and the implications for teaching.	1,2
2	Follow the key principles described in codes of ethics and conduct for the teaching profession, and the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	1,2

AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

Standard		Assessment/s
1.3.1	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
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
3.5.1	Demonstrate (an understanding) of a range of verbal and non-verbal communication strategies to support student engagement.	1
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1
6.1.1	Demonstrate an understanding of the role of the APST in identifying professional learning needs	1,2
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	1,2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	**1**, 2, 3, **4**, 5, 6, 7, 8, 9 ,10, 11, 12	1
D. Literacy and Numeracy	1, 2, 3, **4**, 5, 6, 7, 8 ,9, 10, 11, 12, 13, 14, **15**, **16**, 17, 18, 19	1, 2
E. Students with Special Educational Needs	**1, 2, 3, 4, 5,** 6, 7**, 8,** 9	1
F. Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, **4**, 5, **6**, **7**, **8** ,**9**, 10, 11	1

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course gives second year BEd students the opportunity to observe and participate in student learning in NSW schools, to experience the diverse range of students and how they learn, and to begin to develop practical knowledge and skills necessary for successful professional teaching. The course also comprises the first 15 days of the 80+ days of supervised professional experience required to gain accreditation as a teacher in Austrlaia.

5. TEACHING STRATEGIES

Date/Week	Session	Timing (minutes)	Topic/ Activity
	1	60	Course overview, rationale, expectations
	2	60	Learning from Observation
		15	*Session break*
	3	60	WWC, DET Code of conduct
	4	45	Anaphylaxis training, etc .
			Fieldwork placement

Professional engagement consists of structured observations and activities that allow Teacher Education Students to engage with teaching and learning in an educational setting. The orientation and online forum are designed to support this engagement. These activities will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

PLEASE NOTE:

Attendance at the orientation is compulsory. Please be punctual and sign the attendance register. Failure to attend may result in immediate withdrawal of school placement

7. RESOURCES

See Moodle for readings.

8. ASSESSMENTS

Task	Component	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area	Due Date
1.	Teaching assistance and forum posts	-	Hurdle	1, 2	1.3.1, 2.5.1, 3.5.1, 4.1.1, 5.2.1, 6.1.1, 7.1.1	B, C, D, E	Within 5 days of placement completion
2.	Evidence of Professionalism Report	-	Hurdle	1,2	7.1.1,7.2.1	B, C, D, E	Within 5 days of placement completion

Assessment Details

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/

1. **Teaching assistance and structured observaitons**

Description:
During your fieldwork as a teaching assistant you will support a regular classroom teacher and observe how students learn, how literacy and numeracy skills develop, how effective teachers work with their students and how schools function as organisations. You will be asked to work with small groups of students or individuals within the classroom or in a homework club. You will also have the opportunity to observe your classroom teacher/s, and will conduct a range of informal observations focused on the Australian Professional Standards for Teachers. You will post your responses to **seven different Question and Answer forums** on the course Moodle **and reply to at least one other post from another student in each of the seven forums**. The completion of the forum posts and responses is a hurdle requirement so you will not pass this course **unless you post to each of the seven forums** and write a response to **at least one other post from another student in each of the seven forums.**

2. **Evidence of Professionalism Report**

Description:
As a Teacher Education Student you are required to act in a professional manner at all times during the fieldwork placement. This includes maintaining satisfactory attendance, being punctual, dressing appropriately, cooperating with staff, demonstrating high-level language, literacy and numeracy skills, undertaking a range of structured observations, participating actively in class, working collaboratively in the school environment and demonstrating attitudes and actions that are appropriate and aligned with the core standards and codes of conduct in the teaching profession. Evidence of professionalism is a **hurdle requirement** and is assessed by the Cooperating teacher.

The Evidence of Professionalism Report is the responsibility of the Cooperating teacher(s). The report is written collaboratively where there are two or more cooperating 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 Professional Engagement placement.
The Cooperating teacher/s will assess each Teacher Education Student against the Graduate Teacher Standard descriptors included here as well as the key attributes. The teacher education student will build their understanding of the selected graduate standard descriptors through participation in online forums as well as through observation of teaching whilst on this experience. The teacher education student should be able to discuss their understanding of these descriptors when you ask them. For each standard descriptor and key attribute, the level of achievement is assessed as:

ND: Not Demonstrated
WT: Working Towards
D: Demonstrated

The Cooperating teacher/s is also asked to provide a qualitative comment on the degree of professional engagement the Teacher Education Student demonstrated during the 15 days of Professional Engagement placement.

The overall result for EDST 2002 is graded Satisfactory or Unsatisfactory.

Professional Engagement
Evidence of Professionalism

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Instructions to COOPERATING TEACHER
This report is to be completed after the Teacher Education Student has completed his or her 15 days of professional engagement. Teacher Education Students are to be assessed for each Standard/requirement as either: ***ND - Not demonstrated; WT – Working towards; D – Demonstrated (please tick)*** Upon completion, this document is to be returned to the Teacher Education Student who will upload it via our online placement system portal.

Details of Teacher Education Student			
Name:			
Student ID:		School:	

Attendance Record			
No	Date	Activity Summary	Teacher's Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Demonstration of the Relevant Standard Descriptors			
	ND	***WT***	***D***
1.3.1 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	☐	☐	☐
2.5.1 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	☐	☐	☐
3.5.1 Demonstrate (a knowledge of) a range of verbal and non-verbal communication strategies to support student engagement.	☐	☐	☐
4.1.1 Identify strategies to support inclusive student participation and engagement in classroom activities	☐	☐	☐
5.2.1 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	☐	☐	☐
6.2.1 Demonstrate an understanding of the role of the APST in identifying professional learning needs	☐	☐	☐
7.1.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	☐	☐	☐
Other Key Attributes			
	ND	***WT***	***D***
Demonstrate professionalism and commitment to teaching	☐	☐	☐
Meet school expectations regarding punctuality, attendance & dress	☐	☐	☐
Participate actively in the classroom as a teaching assistant	☐	☐	☐
Demonstrate the ability to collaborate effectively with staff and fellow Teacher Education Students	☐	☐	☐

PERSONAL LANGUAGE, LITERACY AND NUMERACY COMPETENCIES

The Teacher Education Student can use the English language appropriately and accurately to communicate and manage interactions with students and colleagues effectively both inside and outside the classroom

Satisfactory ☐ **Unsatisfactory** ☐

The Pre-service Teacher demonstrates mastery of the full range of literacy and numeracy competencies required of a beginning teacher

Satisfactory ☐ **Unsatisfactory** ☐

Comments by Cooperating teacher

Please provide a comment on the degree of professional engagement that you observed in the Teacher Education Student:

FINAL GRADE: Satisfactory **Unsatisfactory**

Cooperating teacher's name _____

Signature_____ **Date** _____

Teacher Education Student's signature _____Date _____

Principal or nominee's signature _____**Date** _____