



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5442

Advanced Professional Practice

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
EDST5442 Advanced Professional Practice (6 units of credit)
Term 3, 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Tony Loughland
Office Location: John Goodsell Building, F20.127
Email: tony.loughland@unsw.edu.au
Phone: 9385 8390

NOTE: This course includes a field-based component so students must be teaching in a secondary school setting and have access to observe and teach classes in their target specialisation.

3. COURSE DETAILS

Course Name	Advanced Professional Practice	
Credit Points	6 units of credit (uoc)	
Workload	Includes 150 number of hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Fieldwork	25 days of school-based professional practice	Weeks 1 - 10

SUMMARY OF COURSE

This course requires students to be working in the school system and to complete a minimum of 25 days of school-based professional practice over the duration of the course. The coursework and assessments are linked to the teaching experiences, observation, critical self-reflection students will be engaged in while working in schools. The course supports course participants in developing expertise in a third method area while working towards achievement of some of the Australian Professional Standards for Teachers (APST) at proficient level. This course is only offered in term 3.

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

- This course now requires students to be working in the school system and to complete a minimum of 25 days of school-based professional practice over the duration of the course.
- Otherwise, students have indicated that they were extremely satisfied with the organization and delivery of the course hence no further changes have been made.

STUDENT LEARNING OUTCOMES

Outcome	Assessment/s
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1	Students will systematically identify the characteristics of an “effective” teacher” in their target specialisation (third method).	1
2	Students will demonstrate how data collected during classroom observations relate to theory presented in the course readings and how they might apply what they learnt to improve their own teaching practice in their target specialisation (third method).	1
3	Students will identify the strengths and weaknesses of their own teaching practice their target specialisation (third method).through reference to the AITSL Australian Professional Standards for Teachers, the Classroom Practice Continuum, and the Reflection on Practice Tool	1, 2
4	Students will establish a structured self-directed program of reflection and peer/self-evaluation to enhance their professional practice in their target specialisation (third method).	1, 2
5	Student will demonstrate achievement of some of the Australian Professional Standards for Teachers (APST) at a higher career stage in their target specialisation (third method).	2

PROGRAM LEARNING OUTCOMES (GRADUATE PROFESSIONAL TEACHING STANDARDS)

Standard		Assessment/s
2	Know your content and how to teach it	1, 2
3	Plan for and implement effective teaching and learning	1, 2
5	Assess, provide feedback and report on student learning	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	3
B. Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Assessment 1 & 3 & Professional Placement
C. Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	Assessment 1 & 2 & Professional Placement
D. Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	Assessment 1 & Professional Placement
E. Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	Assessment 1 & 3 & Professional Placement
F. Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Assessment 1 & 3 & Professional Placement

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

School- based work is a critical component of effective teacher education, not only providing an essential forum for generating concrete problems and issues and applying new knowledge and skills, but also enabling the development of an integral link between theory and practice.

5. TEACHING STRATEGIES

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers.

Thus, teaching strategies used during the course will include:

- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice;
- Extensive opportunities for dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings and web links on Moodle and associated web-based resources.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module (Week Beginning)	Workshop Topic / Activity	Post-workshop tasks
Weeks 1 – 10 (field-based)	<ul style="list-style-type: none"> Students are to complete a minimum of 25 days of school-based professional practice in a secondary school setting in their target specialisation over the duration of the course. 	
Mid-course observation visit (2 hours)	<ul style="list-style-type: none"> Arrange a visit by the course-coordinator to see you teach Accreditation & certification - collecting & annotating evidence 	Continue to collect and annotate your evidence using the NESA guide to proficiency accreditation .

7. RESOURCES

Compulsory Reading

NESA (2019) Evidence of practice at proficient accreditation. Accessed July 26 at <https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/proficient-teacher/evidence>

Recommended Readings

Buttner, S., Pijl, S. J., Bijstra, J., & Van den Bosch, E. (2015). Personality traits of expert teachers of students with behavioural problems. *The Australian Educational Researcher*, 42(4), 461-481.

Day, C. (2004). *A Passion for Teaching*. London: RoutledgeFalmer.

Hattie, J. (2003). *Teachers make a difference: what is the research evidence?* Melbourne: Australian Council for Educational Research.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge, Taylor & Francis Group.

Qiong, L. I., & Yujing, N. I. (2009). Dialogue in the elementary school mathematics classroom: A comparative study between expert and novice teachers. *Frontiers of Education in China*, 4(4), 526-540.

Ross, P., & Gibson, S. A. (2010). Exploring a conceptual framework for expert noticing during literacy instruction. *Literacy Research and Instruction*, 49(2), 175-193.

Slater, R., Veach, P. M., & Li, Z. (2013). Recognizing and Managing Countertransference in the College Classroom: An Exploration of Expert Teachers' Inner Experiences. *Innovative Higher Education*, 38(1), 3-17.

Tsui, A. B. (2009). Distinctive qualities of expert teachers. *Teachers and Teaching: theory and practice*, 15(4), 421-439.

8. ASSESSMENT

Assessment tasks are designed to provide evidence of advanced professional practice (towards proficiency on the APST) and the ability to work independently both in the classroom and in the wider school community. They target specifically standards 3,4 and 5

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Areas	Due Date
Assessment 1: Audit of teaching using the APST at proficiency level and standards 3, 4 and 5	1500 word equivalent	40%	1,3,5	3, 4 & 5	B, C, D, E, F	Week 1 of the placement
Assessment 2: Annotated Evidence Annotated evidence to demonstrate achievement of some of the Australian Professional Standards for Teachers (APST) at proficiency in relation to your three target standard descriptors chosen from Standards 3,4 and 5. Use the NESA accreditation guide to help you.	3000 words equivalent	60%	2, 3, 4 & 5	3, 4 & 5	A, B, E, F	One week after placement finishes
Assessment 3: Attendance record Email completed attendance record to course coordinator at completion of your 25 days	NA	Hurdle	NA	NA	NA	One week after placement finishes

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: Audit of teaching practice

Video and/or audio record two of your lessons in the first week. Analyse your teaching using the APST standards 3,4 and 5 at proficient level. Please submit:

- An identification of your strengths and weaknesses in 1000 words with reference to the evidence gained from your analysis of the recordings.
- Target three standard descriptors, one each from standards 3,4 and 5 that you will focus on in your improvement plan. Identify how you will achieve this improvement in your current context. (500 words)

Assessment 2: Annotated Evidence

Annotated evidence to demonstrate and your achievement of the targeted proficient standard descriptors from the Australian Professional Standards for Teachers (APST) that you chose as a result of your audit in assessment task 1. Use the [NESA proficiency accreditation](#) guide to help you.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5442 ADVANCED PROFESSIONAL PRACTICE

Student Name:

Student No.:

Assessment Task 1: **Audit of teaching practice**

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Recording of own teaching practices of an • Ability to reflect on one's lessons using the proficient teacher standards • Use of reflections to identify areas of self-improvement in own teaching 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Demonstrated ability to think critically using analytical skills 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Understanding of prescribed readings and related theory and research 					
Structure and organisation or response <ul style="list-style-type: none"> • A well-planned, concise and cohesive response 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clear, fluent written expression • Appropriate use of APA referencing style 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

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
 EDST5442 ADVANCED PROFESSIONAL PRACTICE

Student Name:

Student No.:

Assessment Task 2: **Annotated Evidence**

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved • Uses NESA accreditation guide to construct response					
Depth of analysis and/or critique in response to the task • Demonstrates reflexivity & reflectivity / analytical & evaluative thinking / complexity of ideas					
Familiarity with and relevance of professional and/or research literature used to support response • Makes links with recommended and other appropriate readings					
Structure and organisation or response • Provides a well-planned & structured text					
Presentation of response according to appropriate academic and linguistic conventions • Clarity and fluency of written expression • Use of APA referencing style for in-text referencing & reference list					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

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
 EDST5442 ADVANCED PROFESSIONAL PRACTICE

Student Name:

Student No.:

Assessment Task 3: **Attendance record**

Advanced Professional Practice Attendance Sheet	 UNSW THE UNIVERSITY OF NEW SOUTH WALES
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Instructions to SUPERVISING TEACHER and Head of Department
<p>This attendance record is to be completed by all students as a record of daily activity and confirmation of the required attendance during the placement.</p> <p>Please sign and date this form on the final day of the placement. Upon completion, this document is to be returned to the student who will forward it on to the course coordinator.</p>

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

Attendance Record			
No	Date	Activity Summary	Supervising Teacher's Signature
1			
2			
3			
4			
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8			
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22			
23			
24			
25			

Student signature		Date	
Supervising Teacher or HOD name			
Signature		Date	