



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5442**

**Advanced Professional Practice**

**Term 3 2020**

## Contents

1. LOCATION .....	3
2. STAFF CONTACT DETAILS .....	3
3. COURSE DETAILS .....	3
STUDENT LEARNING OUTCOMES.....	4
PROFICIENT – AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS.....	4
NATIONAL PRIORITY AREA ELABORATIONS.....	4
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	4
5. TEACHING STRATEGIES .....	5
6. COURSE CONTENT AND STRUCTURE.....	5
7. RESOURCES .....	6
8. ASSESSMENT .....	7

### 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 2020

## 2. STAFF CONTACT DETAILS

Course Convenor: A/Prof Tony Loughland  
Office Location: Morven Brown Building, G39  
Email: [tony.loughland@unsw.edu.au](mailto:tony.loughland@unsw.edu.au)  
Availability: Email to arrange an appointment

*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

<b>Course Name</b>	Advanced Professional Practice	
<b>Credit Points</b>	6 units of credit (uoc)	
<b>Workload</b>	Includes 150 number of hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
<b>Schedule</b>		
Fieldwork	<b>25 days of school-based professional practice</b>	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
1	Interpret observation data with reference to theory and explain how this can be applied to improve teaching practices.	1,2, 3
2	Identify and evaluate teaching practices with reference to the Australian Professional Standards for Teachers at the level of proficient.	1, 2, 3
3	Develop and apply a structured self-directed program of critical reflection to enhance professional practice in their third method	1, 2, 3
4	Student will demonstrate achievement of a selection from standards two, three and five of the Australian Professional Standards for Teachers (APST) at the proficient level in their third method	2, 3

## PROFICIENT - AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
2	Know your content and how to teach it	1, 2, 3
3	Plan for and implement effective teaching and learning	1, 2, 3
5	Assess, provide feedback and report on student learning	1, 2, 3

## 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, 2, 3
B. Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9,10	1, 2, 3
C. Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14	1, 2, 3
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, 3
E. Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3
F. Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8,9, 10, 11	1, 2, 3

### 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

<b>Module (Week Beginning)</b>	<b>Workshop Topic / Activity</b>
Weeks 1 – 10 (field-based)	<ul style="list-style-type: none"><li>• Students complete 25 days of school-based professional practice in a secondary school setting in their third method. They should be inducted through two days of team teaching with the regular classroom teacher, and thereafter work on a 50-60% FTE workload as an intern.</li></ul>
Mid-course observation visit (2 hours)	<ul style="list-style-type: none"><li>• Email the course coordinator to negotiate their school visit to see you teach at the midpoint of your experience</li><li>• Discuss assessment tasks one and two with the convenor</li></ul>
Weeks 1 – 10 (field-based)	<ul style="list-style-type: none"><li>• Collect and annotate evidence of your proficiency using the <a href="#">NESA guide to proficiency accreditation</a>.</li><li>• Critique your professional learning using the literature that you have read in your first teaching degree</li></ul>

## 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 2, 3, and 5

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
<b>Assessment 1:</b> Audit of teaching using the APST at proficiency level and standards 2,3, and 5	2000 word equivalent	40%	1-3	2-3, 5	A-F	Week 1 of the placement
<b>Assessment 2:</b> Final report and attendance record	-----	0%	1-4	2-3, 5	A-F	End of placement
<b>Assessment 3:</b> Annotated evidence of proficiency	3000 words equivalent	60%	1-4	2-3, 5	A-F	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

- Use [the lesson feedback and reflection form](#) to assist you to reflect upon your lessons and provide a good scaffold from which to create your assignment. Substitute the graduate level standard descriptors for descriptors at the proficient level. It is important to collect student work samples to analyse as part of your critical reflection.
- Identify your strengths and weaknesses in 1500 words with reference to the evidence gained from your lesson reflection. Link this analysis to theories and ideas you learned about in your first degree
- Target three standard descriptors, one each from standards 2, 3, and 5 that you will focus on in your improvement plan. Identify how you will achieve this improvement in your current context. Support your improvement plan with reference to the literature (500 words).

### Assessment 2: Attendance record and final report

Submit the final report and [attendance record](#) via Moodle. An original of the final report can be found on Moodle.

### Assessment 3: Annotated evidence of proficiency

Annotated evidence to demonstrate 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.
- You need to include academic references to support the claims of proficiency you make in the paper. This assessment provides a good opportunity for you to synthesize the professional learning you have done in your initial degree and apply it to a critique of your own practice.
- The lesson feedback and reflection form will assist you to reflect upon your lessons and provide a good scaffold from which to create your assignment.
- Discuss your assessment task with the course convener when they visit your school.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5442 ADVANCED PROFESSIONAL PRACTICE

Student Name:

Student No.:

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

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

**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 3: **Annotated evidence of proficiency**

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> • Uses NESA accreditation guide to construct response					
<b>Depth of analysis and/or critique in response to the task</b> • Demonstrates reflexivity & reflectivity / analytical & evaluative thinking / complexity of ideas					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> • Makes links with recommended and other appropriate readings					
<b>Structure and organisation or response</b> • Provides a well-planned & structured text					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> • Clarity and fluency of written expression • Use of APA referencing style for in-text referencing & reference list					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer:**

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

**Date:**

**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.**