EDST2002: PROFESSIONAL ENGAGEMENT

Semester 1
2014
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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 2002 Professional Engagement (6 units of credit)
Semester 1, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Jennifer Whittle
Office Location: John Goodsell Building, Room 132
Email: Jennifer.whittle@unsw.edu.au
Phone: 9385 8856
Availability: By appointment

Other Teaching Staff: Vanessa Cali
Office Location: John Goodsell, Ground Floor, G1
Email: v.cali@unsw.edu.au
Phone: 9385 1544

3. COURSE DETAILS

The course has no tutorials, and attendance at the eight lectures is mandatory.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Professional Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>150 hours including class contact hours, readings, class preparation, assessment, field placement, follow up activities, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Option A</td>
<td>Option B</td>
</tr>
<tr>
<td></td>
<td>Monday, 3-5pm CLB 5</td>
<td>Wednesday 10am-12pm CLB3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fieldwork</td>
<td>Options A&amp;B</td>
<td>Ten full school days as arranged</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Weeks 1-4</td>
<td>Weeks 1-4</td>
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</tr>
</tbody>
</table>

Summary of Course

This course gives Level 2 pre-service teachers the opportunity to develop an understanding of the educational environment, through a consideration of theory and by interaction with students in
schools. Pre-service teachers will get the opportunity to develop practical knowledge and skills regarding teaching and how the diverse range of students learn.

The course consists of university-based orientation classes, online forums, and the equivalent of ten days structured fieldwork in a school.

Aims of the Course
This course aims to:
- To give students an understanding of the structure and practice of education in NSW
- To enable students to observe and interact with a diverse range of students with varying educational needs
- To give students the opportunity to interact effectively with both school-age learners and professional educators
- To enable students to actively reflect on the teaching and learning taking place in an educational institution.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>With guidance, assess the learning needs of various diverse learners (for example, at differing stages of learning, differing cultural backgrounds, differing learning ability) and devise appropriate and engaging learning activities for these students. (based on AITSL national Professional Teaching Standards 1.3, 1.4, 3.1, 4.1)</td>
</tr>
<tr>
<td></td>
<td>1, 2b</td>
</tr>
<tr>
<td>2.</td>
<td>With guidance, experience the role of teacher and demonstrate a knowledge and understanding of what it means to be a teaching professional. (based on AITSL national Professional Teaching Standard 7.1, 7.2)</td>
</tr>
<tr>
<td></td>
<td>1, 2a, 2b</td>
</tr>
</tbody>
</table>

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds</td>
</tr>
<tr>
<td></td>
<td>1, 2b</td>
</tr>
</tbody>
</table>
3.1 Set learning goals that provide achievable challenges for students of varying characteristics 2b

3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. 2b

4.1 Identify strategies to support inclusive student participation and engagement in classroom activities 1, 2b

7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession 2a

7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. 1

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course gives Level 2 students the opportunity to observe student learning in NSW educational institutions, 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 will also provide opportunities for pre-service teachers to meet the AITSL guidelines for 10 days of professional experience.

5. TEACHING STRATEGIES

Professional engagement consists of structured observations and activities that allow pre-service teachers to engage with teaching and learning in an educational setting. The lectures and online activities 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

This course is offered with two options. Options differ in the nature of the fieldwork placement, and to some extent in the lectures that support the fieldwork placement. Assessments for the two options are identical.

Option A offers a fieldwork placement in a Primary School, or in a Support Unit of a Secondary School.

Option B offers a fieldwork placement in an ASPIRE school (schools with high numbers of low socio-economic status students) and is coordinated by ASPIRE staff.
### OPTION A – with Jennifer Whittle

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1    | 1. Introduction  
Chapter 9: Schools and School Choice; |
| 2    | Approaches to education – matching programs to students | See resources list |
| 4    | 1. Schools allocation  
(Chapter 11: pp 30-57)  
| 5 -12 | Fieldwork (and online forums) | |

### OPTION B- with Vanessa Cali

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1    | 1. Introduction  
Chapter 9: Schools and School Choice; |
| 2    | 1. Background to social inclusion in education  
2. ASPIRE Ambassador Training Course  
3
March 17-21
(2 hours)
ASPIRE Ambassador Training
Continued
- Social Capital
- Understanding barriers to progression
- Placement scenarios


4
March 24-28
(2 hours)
ASPIRE Ambassador Training
- Student engagement
- Educational leadership
- Challenging behaviour


5 - 12
Fieldwork (and online forums)

7. ASSESSMENT TASKS

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Report</td>
<td>2,000 words</td>
<td>40%</td>
<td>1, 2</td>
<td>7.2</td>
<td>Week 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Due by 4.00pm, April 4)</td>
</tr>
<tr>
<td>2.a Evidence of Professionalism</td>
<td>-</td>
<td>Hurdle Requirement</td>
<td>2</td>
<td>7.1</td>
<td>Week 12</td>
</tr>
<tr>
<td>2.b Professional Engagement Reflection</td>
<td>3,000 words</td>
<td>60%</td>
<td>1</td>
<td>1.3, 3.1, 3.5, 4.1</td>
<td>Week 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(due 4.00pm, June 6)</td>
</tr>
</tbody>
</table>

Assessment Details
Students are expected to read the assigned readings, attend lectures, fulfil required hours of fieldwork placement and participate in online discussions and activities.
TITLE: Give details of an example of a school, or a schooling system, that aims to meet the needs of a specific group of students with special needs (eg learning disabled, gifted, indigenous, ESL, refugees, rural and remote, for example) in the NSW education system.

Briefly research the characteristics and needs of this specific group of students, the nature of the teaching and learning programs required for these students, and the classroom teaching strategies that can be used to build and support the engagement of these students with learning.

Evaluate how well the provider (the school or schooling system) is meeting the needs of these students using evidence from sources such as school or system websites, annual reports, media reposts, myschool website, NAPLAN testing etc

Include a variety of sources (at least 6) in your bibliography.

Description: The report aims to analyse an education provider available in NSW. Through analysis of the provider, and consideration of the students serviced, pre-service teachers will come to appreciate the diversity of education provision in NSW and the challenges encountered in meeting student need.

Feedback process: The course convenor will provide written feedback on the essay for both Options.

Learning outcomes assessed

1. With guidance, assess the learning needs of various diverse learners ((for example, at differing stages of learning, differing cultural backgrounds, differing learning ability) and devise appropriate and engaging learning activities for these students.

(based on AITSL national Professional Teaching Standards 1.3, , 4.1)

2. With guidance, experience the role of teacher and demonstrate a knowledge and understanding of what it means to be a teaching professional.

(based on AITSL national Professional Teaching Standard 7.2)

Assessment 2a: Evidence of Professionalism   (Hurdle Requirement – Pass/Fail)

Description: The Pre-service Teacher is required to act in a professional manner at all times during Professional Engagement. This includes maintaining satisfactory attendance, being punctual, dressing appropriately, 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. Evidence of professionalism is a hurdle requirement and is assessed by the Cooperating Teacher. Students must be awarded a satisfactory report in order to pass this course.

Feedback process: The Evidence of Professionalism report is the responsibility of the Cooperating Teacher(s). The report is written collaboratively where there are 2 or more Cooperating Teachers. This report needs to be discussed with the pre-service teacher prior to it being signed. The Cooperating Teacher is also asked to provide a qualitative comment on the degree of professional engagement the Pre-service Teacher demonstrated during the 10 days of Professional Engagement.

Learning outcomes assessed: 2. With guidance, experience the role of teacher and demonstrate a knowledge and understanding of what it means to be a teaching professional. (Standard 7.1)

Assessment 2b: Professional Engagement Reflection (60%)
Description: There are two parts to your professional engagement reflection.

Firstly, the Day Book is a space for students to communicate with the course coordinator and other students. It is suggested that students post after each day of the fieldwork placement. The Day Book is to be used as a self-reflective tool where you record your experiences whilst on the fieldwork placement, but more importantly to explore personal reactions, ideas and opinions as you respond to the challenges of engaging with your chosen profession. The Day Book may include any material that you consider relevant to your professional development whilst on the placement.

The Day Book will be monitored, but not assessed. It will furnish you with the material to write your considered Reflection of 3,000 words that is to be submitted for assessment.

Your Reflection is 55% of your assessment. If you wish you may focus your Reflection assessment on a few themes of considered significance or on a broader landscape that you define; you may include samples of your work, student work or school documentation; you may reflect on any changes in your own understandings brought about by the field placement; you may wish to focus on how the school works to service the students, or how the students are underserved by the school. It is up to you.

Good reflection is likely to be supported by external material, or interviews with stakeholders all of which should be referenced. Good reflection will also make connections with the theory as will be shown by reference to texts and journal articles.

Feedback process: The course convenor will provide written feedback.

Learning outcomes assessed: 1. With guidance, assess the learning needs of various diverse learners ((for example, at differing stages of learning, differing cultural backgrounds, differing learning ability) and devise appropriate and engaging learning activities for these students.

(based on AITSL National Professional Teaching Standards 1.3, 3.1, 3.5, 4.1)
## FEEDBACK SHEET
**EDST 2002 PROFESSIONAL ENGAGEMENT**  
**ASSESSMENT 1 – REPORT**

**Student Name:**  
**Student No.:**

### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Name and details regarding the school or system chosen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Characteristics and needs of the targeted group of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Nature of teaching and learning programs offered by the provider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Classroom teaching strategies to effectively engage target students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluation of evidence of how well the provider is meeting the needs of the targeted students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with, and relevance of, professional and/or research sources used in your report</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence of research through use of at least six different sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clear linkage of the sources to the school or system of the report</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation or response</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Structure reflecting a planned and logically organised report with a coherence of argument</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sentence structure, grammar, vocabulary use and fluency of the written response of sufficient standard</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

**Lecturer:**  
**Date:**

**Recommended:** 20  
**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.**
Evidence of professionalism is a *hurdle requirement* and is assessed by the Cooperating Teacher.

The Pre-service Teacher is required to act in a professional manner at all times during Professional Engagement. This includes maintaining satisfactory attendance, being punctual, dressing appropriately, 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 Evidence of Professionalism report is the responsibility of the Cooperating Teacher(s). The report is written collaboratively where there are 2 or more Cooperating Teachers. This report needs to be discussed with the pre-service teacher prior to it being signed. The report should be consistent with strengths/areas for concern discussed throughout the Professional Engagement placement.

Cooperating teachers assess each pre-service teacher against the graduate teacher standards and key attributes. For each standard and key attribute, their level of achievement is assessed as:

- **NA** – Not Applicable
- **WT** – Working Towards
- **D** – Demonstrated
- **E** – Exceeds Expectations

The Cooperating Teacher is also asked to provide a qualitative comment on the degree of professional engagement the Pre-service Teacher demonstrated during the 10 days of Professional Engagement.
**Professional Engagement – Evidence of Professionalism**

**Instructions to SUPERVISING TEACHER**

This report is to be completed after the Pre-service Teacher has completed his or her 10 days of professional engagement. Pre-service teachers are to be assessed for each Standard/requirement as either:

*ND - Not Demonstrated; D - Demonstrated; E - Exceeds expectations (please tick)*

Upon completion, this document is to be returned to the Pre-service teacher who will upload it via our online placement system portal.

### Details of Pre-service Teacher

- **Name:**
- **Student ID:**
- **School:**

### Attendance Record

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Activity Summary</th>
<th>Teacher’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<td>3</td>
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<tr>
<td>10</td>
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</tbody>
</table>

### Demonstration of the Standards

<table>
<thead>
<tr>
<th>Description</th>
<th>ND</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
### Other Key Attributes

<table>
<thead>
<tr>
<th>Attribute</th>
<th>ND</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate professionalism and commitment to teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets school expectations regarding punctuality, attendance &amp; dress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to collaborate effectively with staff and fellow Pre-service Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits positive and flexible approach to resolving any problems and issues</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PERSONAL LANGUAGE, LITERACY AND NUMERACY COMPETENCIES

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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Pre-service Teacher demonstrates mastery of the full range of literacy and numeracy competencies required of a beginning teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments by Cooperating Teacher

Please provide a comment on the degree of professional engagement that you observed in the Pre-service Teacher:

**FINAL GRADE:** Satisfactory  Unsatisfactory

**Supervising Teacher’s name**

Signature _____________________________ Date ________________

**Preservice Teacher’s signature**

Date ________________
### Feedback Sheet

**EDST 2002 Professional Engagement**  
**ASSESSMENT 2b – REFLECTION**

**Student Name:**  
**Student No.:**

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of the question or issue and the key concepts involved</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clear identification and description of themes/issues you intend to address in your reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Depth of analysis and/or critique in response to the task</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reflection on your ideas/opinions/experiences relating to the themes/issues you have identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inclusion of information about the education provider relevant to your themes/issues that provides context for your reflection, from eg. School documents, websites, interviews, observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Familiarity with and relevance of professional and/or research literature used to support response</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reference to the literature relevant to the themes/issues you have identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inclusion of at least three academic references in your bibliography</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structure and organisation or response</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Logical and clear organisation of the reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Arguments or discussions presented in a structured and readable manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation of response according to appropriate academic and linguistic conventions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sentence structure, grammar, vocabulary use and fluency of the written response of sufficient standard.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

**Lecturer:**  
**Date:**

**Recommended:** /20  
**F**  
**P**  
**C**  
**D**  
**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.**

**EDST2002 Professional Engagement, UNSW 2014**
Submission of Assessment Tasks

Students are required to follow their lecturer’s instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Moodle. 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.

A penalty of 3% per day (24 hours) applies to work submitted after the due date (including weekends and holidays) without an approved extension. Extension request forms can be downloaded from https://education.arts.unsw.edu.au/students/resources/forms/ and must be approved by the appropriate course convenor prior to the due date. Extensions will only be granted for illness or serious problems beyond a student’s control. Please note that the submission of a request for an extension does not necessarily guarantee approval of the request. Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. This process does not take the place of lodging an application for Special Consideration through MyUNSW at https://iaro.online.unsw.edu.au/special_consideration/home.login and students must consider the merits of both options available.

Please note: Computer malfunctions will not be considered as sufficient grounds for extension.

7. RESOURCES
OPTION A: General References


Chapter 9: Schools and School Choice; Craig Campbell – history of schooling in Australia, from colonisation to 2004 stats - REQUIRED READING

Chapter 6: Class and Competition -REFERENCE

Chapter 7: Cultural difference and identity –REFERENCE

POSSIBLE REFERENCES RELATING TO ESSAY – to get you started

2. Curriculum Corporation, MYCEETA
http://www.mceecdya.edu.au/mceecdya/

3. Vocational Education in Schools

4. TAFE
https://www.tafensw.edu.au/

5. NSW Department of Education and Communities - Disability Action Plan

6. Selective High Schools and Opportunity Classes

EDST2002 Professional Engagement, UNSW 2014

7. Intensive English Centres

8. Early childhood

9. Adult education

10. Primary Education

10. Secondary Education

11. Independent Schools
www.aisnsw.edu.au/

12. Catholic School system
www.ceosyd.catholic.edu.au/

OPTION B: References relating to low socio-economic schools


   Chapter 9: Schools and School Choice; Craig Campbell – history of schooling in Australia, from colonisation to 2004 stats - REQUIRED READING

   Chapter 6: Class and Competition -REFERENCE

   Chapter 7: Cultural difference and identity –REFERENCE

WEEK 2


WEEK 3


WEEK 4


8. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

Examples of plagiarism include:

- Direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying materials, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, or the student's own assignment from a previous course, without appropriate acknowledgement;

- Quotation without the use of quotation marks;

- Paraphrasing another person's work with very minor change keeping the meaning, form and/or progression of ideas of the original;

- Citing sources which have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained;

- Piecing together sections of the work of others into a new whole;

- Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or tutor;

- Claiming credit for a proportion of work contributed to a group assessment item that is greater than that actually contributed;

- Submitting your own assessment item that has already been submitted for academic credit at UNSW or elsewhere may also be considered plagiarism;

- Using another person’s ideas or words in an oral presentation without crediting the source.

Students are encouraged to seek advice from academic staff whenever necessary to ensure that you avoid plagiarism in all its forms. Further information on plagiarism and academic honesty can be located at: https://student.unsw.edu.au/plagiarism In addition, UNSW has produced a booklet to assist students with essential information for avoiding plagiarism which can be downloaded from https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at:

https://student.unsw.edu.au/conduct

In the interests of maintaining high standards in scholarship and research, the University reminds students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.
Cheating: It is a serious offence to submit any work that is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convenor to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person’s contribution.

Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specific period (See also student responsibilities 8 – Misconduct).

Misconduct: Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary Committee. For detail please go to: https://student.unsw.edu.au/conduct

Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit assessment via email.

Non-sexist language: it is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; e.g. ‘s/he’, ‘she or he’, ‘people’, etc.

9. COURSE EVALUATION AND DEVELOPMENT

Periodically student evaluative feedback on the course is gathered, using UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

10. OTHER INFORMATION

Assessment Principles and Procedures

The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content. Assessment tasks are carefully designed to:

- Recognise, motivate and encourage deep learning

- Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school’s programs.

In the School of Education all potential failure are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialisation or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.
## School of Education Grade Descriptors

<table>
<thead>
<tr>
<th>Grade Descriptors</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>High Distinction</strong> (85% and above)</td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.</td>
</tr>
<tr>
<td><strong>Distinction</strong> (75-84%)</td>
<td>The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
</tr>
<tr>
<td><strong>Credit</strong> (65-74%)</td>
<td>The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with that research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well-organised and moderately well-written.</td>
</tr>
<tr>
<td><strong>Pass</strong> (50-64%)</td>
<td>The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The assignment is moderately well-organised and the arguments can be clearly understood.</td>
</tr>
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For more information regarding the UNSW assessment policy please visit: [https://my.unsw.edu.au/student/academiclife/assessment/AssessmentatUNSW.html](https://my.unsw.edu.au/student/academiclife/assessment/AssessmentatUNSW.html)

### Attendance

Unless specific and formal permission (see note below) has been granted, failure to attend 80% of classes in a course may result in failure in that course. Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to the lecturers/tutors responsible for those classes. Explanation of an absence of more than one week (or half a day in the case of intensive courses) should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating circumstances only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.

Note: The School of Education gives permission to participate in lectures online only on a case by case basis and only in the following circumstances:

- a. The student is able to demonstrate that they have no other option but to participate in lectures online.

- b. The student must be able to access, at minimum, a sound recording of the missed lecture either through Echo360 or independent recording. The Course Convenor can reserve the right to refuse the lectures in their course to be recorded independently.
c. The Program and Course Convenor(s) must give their approval for participation in lecture to be undertaken online.

d. Permission will only be granted for lectures, not tutorials or method courses and for no more than one course at a time.

e. Permission will not be granted when it results in over-enrolment. Students may apply for formal permission to participate in lectures online.

Students may access further information and the application form to participate in lectures online at https://education.arts.unsw.edu.au/media/EDUCFile/Permission_to_Participate_in_Lectures_Online.pdf

**Special Consideration**

On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during the semester or in an examination, has been adversely affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online (https://iaro.online.unsw.edu.au/special_consideration/home.login) and must be made within three working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

**University Counselling Service**

The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: The 2nd floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418.

Website: https://www.counselling.unsw.edu.au

**Equity and Diversity**

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course. Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website https://www.studentequity.unsw.edu.au.

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.