



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST2002

Professional Engagement

Semester 2, 2017

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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 and Gadigal 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)
Semester 2 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Dr. Kerry Barnett
Office Location: John Goodsell Building, Room 106
Email: k.barnett@unsw.edu.au
Phone: 9385 1986
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	
Lectures	Thursday 27 July 2017, 9.00am-1.00pm, CLB6 Thursday 3 August 2017, 9.00am-1.00pm, CLB6
Fieldwork	15 days structured field placement in a school Date: Beginning Monday 7 August 2017

Course Requirements

English Proficiency:

Proficiency in English is essential in all Education courses. It is expected that all applicants will have a Higher School Certificate minimum Band 5 in Standard English, English as a Second Language or Advanced English, or an overall IELTS score of 7.5, with a minimum of 8.0 in Speaking and Listening and a minimum of 7.0 in Reading and Writing, or the equivalent.

National Literacy and Numeracy Test:

Students must pass a **national literacy and numeracy test** as part of the program requirements.

Summary of Course

This course gives Teacher Education Students the opportunity to develop an understanding of the educational environment through a consideration of theory and by interaction with students in schools. Teacher Education Students will develop practical knowledge and skills regarding teaching and how the diverse range of students learn. This includes participating in roles as teaching assistants in either a primary school or secondary school.

The course consists of university-based orientation classes, an online forum, and 15 days structured fieldwork in a school. Lectures are delivered in a block so that students may be placed in a school for

fieldwork from Week 3 onwards and complete the course within the semester. Teacher Education Students will be placed in a school for 15 days of fieldwork either as a:

1. Teaching assistant in a primary school (which may include an opportunity school)
2. Teaching assistant in a secondary school (which may include learning support / a gifted program)

The 15 days of structured fieldwork is to be completed on a specific day each week over the course of the semester (i.e. between Weeks 3 - 9 and Weeks 11-15). A student must choose one of the modules listed below (M09A – F09A) when enrolling in the course based on their timetable and availability. Please note that a student can only enroll in Module AO9A under special circumstances e.g. where their course and timetable constraints precludes the student being available on any one day during the semester to complete fieldwork. In such a circumstance the student will then complete their 14 days of field work over a 2 – 3 week block after Semester 1 finishes.

Class	Section	Day/Start Time
7229	M09A	Mon 09:00 - 16:00 Placement day: Monday
7230	T09A	Tue 09:00 - 16:00 Placement day: Tuesday
7231	W09A	Wed 09:00 - 16:00 Placement day: Wednesday
7232	H09A	Thu 09:00 - 16:00 Placement day: Thursday
7233	F09A	Fri 09:00 - 16:00 Placement day: Friday
7234*	A09A*	Mon Tue Wed Thu Fri 09:00 - 16:00 SPECIAL CIRCUMSTANCE Only if you have NO available day in your schedule

The main ways in which the course has changed since last time as a result of student feedback:

- New lecture content focused on teaching and learning
- New assessment one task, instructions, weighting, feedback sheet.
- Revised assessment two task, instructions, weighting, feedback sheet.
- Assessment tasks linked to lecture content.

Student Learning Outcomes

Outcome	Assessment/s
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. (Australian Professional Teaching Standards 1.1.1,1.2.1, 1.3.1, 2.5.1, 3.5.1,4.1.1)	1, 2
2 With guidance, experience the role of teacher and demonstrate a knowledge and understanding of what it means to be a teaching professional. (Australian Professional Teaching Standard 7.1.1,7.2.1)	2, 3

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1
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	2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	2,3
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	3
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities	2
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	3
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	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
B. Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	2
C. Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	2
D. Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	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 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 Teacher Education Students to meet the AITSL guidelines for 15 days of professional experience.

5. TEACHING STRATEGIES

Professional engagement consists of structured observations and activities that allow Teacher Education Students 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.

Some Basic Principles:

- The harder one works, the more one learns.
- While students are able to listen to the audio of the course lectures remotely, research shows this is no substitute for in-the-flesh attendance as learning is activated by interaction, not passive consumption.
- Much of the class will be interactive, and attendance and participation in the lecture discussions and in the tutorials will be a foundation of your personal and intellectual development in the course.
- If you have a question, it is likely other do as well. Participation (questions, comments, etc.) during course lectures and tutorials is expected and encouraged.

Professionalism:

Please respect the norms of classroom decorum that are appropriate for higher education students and professional educators. Please do not use electronic devices such as cell phones, pagers, blackberries, etc. during class. Please do not undertake non-course-related activities on your computer during class. Please do not engage in parallel conversations while classroom discussions and lectures are going on. If you expect you might need to use your phone during class time, please let me know before class begins.

Attendance:

Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

PLEASE NOTE:

1. YOU ARE EXPECTED TO ATTEND ALL OF THE LECTURE ON BOTH DAYS. PLEASE BE PUNCTUAL. ATTENDANCE WILL BE CHECKED, NON-ATTENDANCE WILL BE FOLLOWED UP AND MAY RESULT IN IMMEDIATE WITHDRAWAL OF SCHOOL PLACEMENT.
2. IF YOU DO NOT SIGN THE ATTENDANCE REGISTER, NON-ATTENDANCE WILL BE ASSUMED, FOLLOWED UP AND MAY RESULT IN IMMEDIATE WITHDRAWAL OF PLACEMENT.

6. COURSE CONTENT AND STRUCTURE

Date/Week	Session	Timing (minutes)	Topic/ Activity
Thursday 27 July 2017	1	30	Course overview <ul style="list-style-type: none"> • Aim • Structure • Placement • Assessment
	2	100	Student learning in a nutshell <ul style="list-style-type: none"> • Definition • Theoretical framework • Research evidence
		20	<i>Session Break</i>
	3	90	Observations <ul style="list-style-type: none"> • Conducting observations of learners • Observation practice task • Assessment task one
Thursday 3 August 2017	1	90	Effective teaching in a nutshell <ul style="list-style-type: none"> • Definition • Theoretical framework • Research evidence
		20	<i>Session break</i>
	2	30	Observations <ul style="list-style-type: none"> • Conducting observations of teaching • Assessment task two
	3	60	How to engage professionally in fieldwork. <ul style="list-style-type: none"> • Assessment task 3
	4	40	Guest speaker/s
From Monday 7 August			Fieldwork placement

7. RESOURCES

See the LMS for week one and two readings.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaboration	Due Date
1. Video Observation Report	600 words	20%	1	1.1.1,1.2.1	A, E, F	16 August
2A. Fieldwork Observation Report	1200 words	40%	1,2	1.3.1, 2.5.1, 4.1.1	B, C, D, E	20 September
2B. Fieldwork Observation Report	1200 words	40%	1,2	1.3.1, 2.5.1, 4.1.1	B, C, D, E	8 November
2C. Oral Video Presentation	10 minutes	Hurdle	2	1.3.1, 2.5.1, 4.1.1	B, C, D, E	Within five days of placement completion
3. Evidence of Professionalism Report	-	Hurdle	2	7.1.1,7.2.1	B, C, D, E	ASAP on placement completion

Assessment Details

Students are expected to read the assigned readings, attend BOTH lectures, fulfil required hours of fieldwork placement and participate in online discussions and activities. Students are required to follow their lecturer's instructions when submitting their work for assessment. **All assessment will be submitted online via the LMS by 5pm.** Student no longer need to use a cover sheet. 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.

Assessment 1: Video Observation Report

A. 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. (Australian Professional Teaching Standards 1.1.1, 1.2.1,)

B. Task description:

This assessment task requires you to conduct a classroom observation using a video of an experienced teacher in the classroom. The purpose of this assessment task is first, to familiarise you with how to conduct a classroom observation, and second, to reveal the patterns of practice used by effective teachers to meet learning needs of the full range of students.

C. Specific task requirements

You will need to:

1. Identify the setting in which the observation takes place and the focus of the observation.
2. Take detailed notes of what you observe in the classroom.

Note: An observation protocol will be provided on LMS to assist you to focus on key elements of practice.

3. Analyse what you observed and linking it to theory and research.
4. Reflect on what you observed and learned about the focus of the observation.

D. Written task format guidelines

Title: EDST2002 Professional Engagement Video Observation Report

Page set up: Font size: 11 or 12 point, Spacing: 1.5 lines and Margins: Left: 2.5cm, Right: 2cm, Top: 2cm, Bottom: 2cm.

Structure: Your video observations and reflections should be organised into four parts:

- (1) *introduction* that describes the setting and focus of the observation,
- (2) *description* of what happened.
- (3) *analysis* of why it happened, interpreted with reference to relevant literature.
- (4) *reflection* of what was learned about the focus of the observation.

Note: Sub-headings may be used to organise your responses.

Length: Your video observation report is to be no more than 600 words.

Style of writing: Academic writing style (not in note form or dot points) and APA style citations used (where appropriate).

References: All sources cited in-text should be included in a list of references using APA style. (See LMS for some tips on APA style).

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST 2002 PROFESSIONAL ENGAGEMENT

Student Name:

Student No.:

Assessment Task One: Video Observation Report

SPECIFIC CRITERIA	(-) ←	→	(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Succinct introduction with setting details and focus of observation • Detailed, coherent focused description, demonstrating the ability to observe carefully, keep thorough records, and translate those into a clear, insightful and engaging narrative. • Reflection is insightful and comprehensive of what was observed 			
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • In-depth analysis and accurate interpretation of observation, uses examples from the observation as evidence and interpreted with relevant literature. 			
Familiarity with, and relevance of, professional and/or research sources used <ul style="list-style-type: none"> • Familiarity with relevant literature evidenced in depth and insightfulness of reflections. 			
Structure and organisation of response <ul style="list-style-type: none"> • Structure adheres to written task format guidelines. • Clarity and coherence of organisation, including use of section headings as needed to enhance readability. 			
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Sentences and paragraphs are well structured and clear, primarily written in own words, quoting occasionally and, words are selected well, tone is appropriate. • Grammar, spelling punctuation and word length are accurate. • All information and ideas that are not commonly known are supported with references. • References cited consistent with APA citation conventions for quoting, paraphrasing and attributing sources of information. • Reference list is consistent with APA format, contains complete bibliographic information. 			
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME			

Recommended:

/20

(FL PS CR DN HD)

Weight: 20%

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.**

Assessment 2 (Part A & B): Fieldwork Observation Report

A. 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. (Australian Professional Teaching Standards 1.3.1, 2.5.1, 4.1.1)

B. Task description:

During your fieldwork as a teaching assistant you will have the opportunity to observe your classroom teacher/s. Drawing on this experience your task is to conduct observations focused on **two** different aspects of the teaching and learning activities conducted in the classroom. You will need to systematically collect information and submit a description of what you observed and a critical reflection based on your observations.

Note: See LMS for guidelines on conducting the observation.

C(i). Part A task description:

You are to conduct TWO observations, one focused on 'knowing students and how they learn' (i.e., learners), and another observation focused on 'planning for and implementing effective teaching and learning' (i.e., the lesson and teaching strategies)

Note. Details about the specific focus of each observation can be found on LMS.

C(ii). Part B task description:

You are to conduct TWO observations, one focused on 'planning and implementing effective teaching and learning' (i.e., teaching strategies), and another observation focused on 'creating and maintaining supportive and safe learning environments' (i.e., teacher-student interactions)

Note. Details about the specific focus of each observation can be found on LMS.

D. Conducting observations:

See LMS for instructions on how to conduct the observations.

E. Written observations and reflections task format:

Title: EDST Professional Engagement Fieldwork Observation Report.

Page set up: Font size: 11 or 12 point, Spacing: 1.5 lines and Margins: Left: 2.5cm, Right: 2cm, Top: 2cm, Bottom: 2cm.

Structure: Your report should include the following sections:

- (1) *introduction* which describes the setting and focus of the observation,
- (2) a *description* of what happened
- (3) *analysis* of why it happened interpreted with reference to relevant literature.
- (4) *reflections* of what you learned about the focus of the observation.

Note: Sub-headings may be used to organise your responses.

Length: Each part of the assessment task must not exceed 600 words. A suggested guide regarding word length would be: introduction (50 words), description (200 words), analysis (300 words) and reflection (50 words).

Style of writing: Use narrative form (not in note form or dot points) and APA style citations (where appropriate).

References: All sources cited in-text should be included in a list of references using APA style. (See LMS for some tips on APA style).

Appendix: Any information that is not essential to explaining your observations and reflections, but supports them should be included in an appendix (e.g., figures, tables, graphs, drawings etc.). The appendix and the items in the appendix should be clearly labelled.

Note: The reference list and appendix will not be included in the word count.

Assessment 2 (Part C): Oral Presentation

Note: This is a hurdle requirement (Satisfactory/ Unsatisfactory).

A. 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. (Australian Professional Teaching Standards 1.3.1 , 2.5.1, 4.1.1)

B. Task description:

Submit a 2 minute video presentation of yourself explaining orally what you have learned about teaching and learning from the field observations conducted in EDST2002 to OPS within five days of your placement completion. In your video you are to:

1. Describe three things you have learned about teaching and learning from your field observations.
2. Describe three things about teaching and learning you need to investigate further, and why those three things are important to you.

No slides or any other material need to be submitted with the oral presentation.

C. Preparation, delivery and submission requirements:

1. Your video presentation must not exceed 2 minutes.
2. A copy of your video presentation should be uploaded to the OPS system within five days of placement completion.

D. Assessment

1. The focus of this assessment is on informal oral language.
2. Student speaking skills must be at IELTS level 8 or higher.
For band descriptors see
https://takeielts.britishcouncil.org/sites/default/files/IELTS_Speaking_band_descriptors.pdf
3. This a hurdle requirement and students must obtain a satisfactory result to pass the course.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST 2002 PROFESSIONAL ENGAGEMENT

Student Name:

Student No.:

Assessment Task Two: Fieldwork Observation Report

SPECIFIC CRITERIA	(-)	→			(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Succinct introduction with setting details and focus of observation • Detailed, coherent focused description, demonstrating the ability to observe carefully, keep thorough records, and translate those into a clear, insightful and engaging narrative. • Reflection is insightful and comprehensive of what was observed 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • In-depth analysis and accurate interpretation of observation, uses examples from the observation as evidence and interpreted with relevant literature. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Familiarity with relevant literature evidenced in depth and insightfulness of reflections. 					
Structure and organisation of response <ul style="list-style-type: none"> • Structure adheres to written observations and reflections task format guidelines. • Clarity and coherence of organisation, including use of section headings as needed to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Sentences and paragraphs are well structured and clear, primarily written in own words, quoting occasionally and, words are selected well, tone is appropriate. • Grammar, spelling punctuation and word length are accurate. • All information and ideas that are not commonly known are supported with references. • References cited consistent with APA citation conventions for quoting, paraphrasing and attributing sources of information. • Reference list is consistent with APA format, contains complete bibliographic information. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Recommended: /20 (FL PS CR DN HD) Weight: 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.

Assessment 3: Evidence of Professionalism Report

Note: This is a hurdle requirement (Satisfactory/ Unsatisfactory)

A. Learning outcomes assessed:

With guidance, experience the role of teacher and demonstrate a knowledge and understanding of what it means to be a teaching professional. (Australian Professional Teaching Standard 2.5,3.5,7.1, 7.2)

B. Description:

As a pre-service Teacher 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, 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.

Note: Students must be awarded satisfactory in this report to pass this course

C. 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 report should be consistent with strengths/areas for concern discussed throughout the Professional Engagement placement.

The cooperating Teacher/s will assess each pre-service Teacher against the Graduate Teacher Standards and key attributes. For each standard and key attribute, the level of achievement is assessed as:

WT: Working Towards

D: Demonstrated

E: Exceeds Expectations

The cooperating Teacher/s is also asked to provide a qualitative comment on the degree of professional engagement the pre-service Teacher demonstrated during the 14 days of Professional Engagement placement.

Professional Engagement – Evidence of Professionalism



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Instructions to COOPERATING TEACHER

This report is to be completed after the Pre-service Teacher has completed his or her 14 days of professional engagement. Teacher Education Students are to be assessed for each Standard/requirement as either:

WT – Working towards; D - Demonstrated; NDE – Not demonstrated (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

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

Demonstration of the Standards			
	<i>ND</i>	<i>WT</i>	<i>D</i>
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Key Attributes			
	<i>ND</i>	<i>WT</i>	<i>D</i>
Demonstrate professionalism and commitment to teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meet school expectations regarding punctuality, attendance & dress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the ability to collaborate effectively with staff and fellow Teacher Education Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibit positive and flexible approach to resolving any problems and Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	
Satisfactory <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
The Pre-service Teacher demonstrates mastery of the full range of literacy and numeracy competencies required of a beginning teacher	
Satisfactory <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>

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 _____

Assessment and feedback summary

The due dates for each assessment task are summarised below:

- Assessment 1 (600 words) submit to **Moodle** by 5pm, **Wednesday 16 August 2017**
- Assessment 2 Part A (1200 words) submit to **Moodle** by 5pm, **Wednesday 20 September 2017**
- Assessment 2 Part B (1200 words) submit to **Moodle** by 5pm, **Wednesday 8 November 2017**
- Assessment 2 Part C (2 minutes) submit to **OPS** by 5pm, within five days of **completion of fieldwork placement.**
- Assessment 3 submit to **OPS** by 5pm, **ASAP on completion of fieldwork placement.**

Assessment Task	Description	Feedback Mechanism	Feedback Date
1	Video observation report	Qualitative/Quantitative	26 August
2a	Field work report	Qualitative/Quantitative	30 September
2b	Field work report	Quantitative	18 November
2c	Oral presentation	Hurdle	TBA
3	Evidence of professionalism	Hurdle	Placement completion