



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST2002
Professional Engagement

Summer Semester

Contents

1.	LOCATION	2
2.	STAFF CONTACT DETAILS	2
3.	COURSE DETAILS	2
	Summary of Course	2
	Aims of the Course	3
	Important Information.....	3
	Student Learning Outcomes	3
	Graduate Attributes (AITSL Professional Graduate Teaching Standards)	3
	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	6
7.	RESOURCES	8
8.	ASSESSMENT	10
	Assessment Details	10

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 Bidjigal 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)
Summer Semester, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr. Neville Ellis
Office Location: John Goodsell Building, Room 138
Email: neville.ellis@unsw.edu.au
Phone: 9385 1977
Availability: Tuesdays by email 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	Thurs 28 and Fri 29 January 2016 1.00 – 5.00 LG21
Fieldwork	Mon 1 to Thurs 18 February 2016 (Monday – Friday)

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 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, an online forum, and 14 days structured fieldwork in a school. In addition, students enrolled in the program are required to participate in the Beyond the Bridge program for one day. Lectures are delivered in blocks over two days (Thurs 26 and Fri 29 Jan) so that students may be placed in a school for fieldwork from Monday 1 February to Thurs 18 February 2016 (14 days). Teacher Education Students will be placed in a school for the fourteen 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 fourteen days of structured fieldwork are to be completed in a block from Monday 1 February to Thurs 18 February 2016.

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

- This compulsory course is now offered in summer to allow students greater flexibility and choice in progressing through their program.
- The number of days of fieldwork has been increased from 10 to 14 so that students gain greater professional experience in schools.
- The Beyond the Bridge program has been integrated into Professional Engagement.

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.

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

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.

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 1.3, 1.4, 3.1, 4.1)	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, 7.2)	1, 3, 2

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

Standard	Assessment/s
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1, 2
3.1 Set learning goals that provide achievable challenges for students of varying characteristics	2
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	2
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities	1, 2
7.1 Understand and apply the key principles described in codes of ethics and	3

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

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	Thurs Workshop
A. Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Friday Workshop & Fieldwork
B. Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	Assessment 2 (Online Discussion Forum)
C. Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	Thurs Workshop
D. Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	Thurs & Fri Workshops Assessment 1 & 2 & Fieldwork
E. Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Thurs Workshop Assessment 2 & Fieldwork

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 (i.e. 14 days of fieldwork plus 1 day Beyond the Bridge).

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 others 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.

6. COURSE CONTENT AND STRUCTURE

Dates	Lecture Topic	Readings
	<p>PART ONE</p> <p>Introduction and overview of the course:</p> <ul style="list-style-type: none"> • Aims and organisation of Professional Experience and Professional Engagement • Description of placements in schools and fieldwork • Assessment tasks, useful resources & use of APA style <p>Education provision in NSW:</p> <ul style="list-style-type: none"> • Factors shaping education • Responsibility for provision of education in Australia & NSW • Overview of education in NSW from indigenous societies to the 21st century • Government schools in crisis? • Demographic trends 	<ul style="list-style-type: none"> • Churchill, R. et al. (2011). <i>Teaching: Making a Difference</i>. Milton, QLD. Wiley & Sons. Chapter 2. Historical insights into teaching. • Campbell, C. (2010). Schools and school choice. In Connell, R, Campbell, C, Vickers, M, Welch, A, Foley, D, Bagnall, N, Hayes, D. (Eds), <i>Education, Change and Society</i> (2nd ed. pp. 211-238). Melbourne:
<p>Thurs 28 Jan 1.00 – 5.00</p>	<p>PART TWO</p> <p>Approaches to education & matching programs to students:</p> <ul style="list-style-type: none"> • School levels and the 'typical' pathway – your own journey • The public system including special needs schools, IECs, selective schools, specialized studies, distance education & VET • The private system including Catholic and independent schools <p>Knowing students and how they learn:</p> <ul style="list-style-type: none"> • recognized groups with specific learning needs • strategies to engage students in learning • planning for Assessment 1 <p>Priority areas: ATSI: 1, 3 Literacy and Numeracy: 4, 15, 16 Students with Special Educational Needs: 1, 2, 3, 8 Teaching Students from NESB: 6, 8</p>	

<p style="color: red;">Fri 29 January 1.00 – 5.00</p>	<p>PART ONE Working with students in the classroom:</p> <ul style="list-style-type: none"> • engaging professionally in your fieldwork placement - expectations & requirements • concerns & worries you might have • creating & maintaining supportive & safe learning environments: <ul style="list-style-type: none"> ○ student engagement ○ proactive classroom management ○ re-active classroom management ○ working with groups 	<ul style="list-style-type: none"> • McDonald, T. (2010). <i>Classroom management: Engaging students in learning</i>. Melbourne: OUP. • Marsh, C. (2010). <i>Becoming a Teacher: knowledge, skills and issues</i>. 5th edition. Sydney: Pearson.
	<p>PART TWO Motivating students in the classroom.</p> <p>Priority areas: Classroom Management: 1, 2, 4, 5, 10 Students with Special Educational Needs: 1, 8</p>	<ul style="list-style-type: none"> • Churchill, R. et al. (2011). <i>Teaching: Making a Difference</i>. Milton, QLD. Wiley & Sons. Chapter 4. Understanding and motivating students. • Dweck, C. S. (2000). <i>Self-theories: Their role in motivation, personality, and development</i>. New York: Psychology Press. <ul style="list-style-type: none"> ○ Chapter 1: What promotes adaptive motivation. ○ Chapter 2: When failure undermines and failure motivates. • Reeve, J., & Halusic, M. (2009). How K-12 teachers can put self-determination theory principles into practice. <i>Theory and Research in Education</i>, 7, 145-154. doi: 10.1177/1477878509104319
<p style="color: red;">1 – 18 February 2016</p>	<p>Fieldwork (and online forums) Teacher Education Students are to complete 14 days fieldwork as a teaching assistant in either a primary or secondary school</p>	

7. RESOURCES

Required Readings

- Campbell, C. (2010). Schools and school choice. In Connell, R, Campbell, C, Vickers, M, Welch, A, Foley, D, Bagnall, N, Hayes, D. (Eds), *Education, Change and Society* (2nd ed. pp. 211-238). Melbourne:
- Churchill, R. et al. (2011). *Teaching: Making a Difference*. Milton, QLD. Wiley & Sons.
Chapter 2: Historical insights into teaching.
Chapter 4. Understanding and motivating students.
- Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. New York: Psychology Press.
Chapter 1: What promotes adaptive motivation.
Chapter 2: When failure undermines and failure motivates.
- Marsh, C. (2004). *Becoming a teacher: understandings, skills and issues*. Frenchs Forest, NSW: Pearson Education Australia.
- McDonald, T. (2010). *Classroom Management: Engaging Students in Learning*. South Melbourne, VIC: Oxford University Press.
- Reeve, J., & Halusic, M. (2009). How K-12 teachers can put self-determination theory principles into practice. *Theory and Research in Education*, 7, 145-154. doi: 10.1177/1477878509104319

Additional Readings and Resources:

1. Connell, R, Campbell C., Vickers, M., Welch, A., Foley, D., Bagnall, N. (2007). *Education, Change and Society*. Melbourne: Oxford University Press.

Chapter 6: Class and Competition

Chapter 7: Cultural difference and identity

2. Curriculum Corporation, MYCEETA

<http://www.mceecdya.edu.au/mceecdya/>

3. Vocational Education in Schools

<https://www.det.nsw.edu.au/vetinschools/vet/tvet/index.html>

4. TAFE

<https://www.tafensw.edu.au/>

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

<http://www.schools.nsw.edu.au/studentsupport/programs/disabilitypgrms/dpresources.php>

<http://www.schools.nsw.edu.au/studentsupport/programs/disability.php>

6. Selective High Schools and Opportunity Classes

<http://www.schools.nsw.edu.au/learning/k-6assessments/shsplacement/index.php>

<http://www.schools.nsw.edu.au/gotoschool/types/primarywithoc.php>

7. Intensive English Centres

<http://www.schools.nsw.edu.au/gotoschool/types/intensivecentre/index.php>

8. Early childhood

<http://www.earlychildhoodaustralia.org.au/>

http://www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx

9. Primary Education

<http://www.curriculumsupport.education.nsw.gov.au/primary/index.htm>

10. Secondary Education

<http://www.curriculumsupport.education.nsw.gov.au/secondary/index.htm>

11. Independent Schools

www.aisnsw.edu.au/

12. Catholic School system

www.ceosyd.catholic.edu.au/

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Priority Area Elaborations	Due Date
1. A Report (Pre-course Assessment Task)	2,000 words	40%	1, 2	7.2	D	Fri 8 Jan Midnight
2. Professional Engagement Observations and Reflections	3,000 words	60%	1	1.3, 3.1, 3.5, 4.1	B, D, E	Sun 14 Feb Midnight
3. Evidence of Professionalism	-	Hurdle Requirement	2	7.1	B, D, E	Thurs 18 Feb

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.

Pre-course Assessment - Assessment 1: A Report (40%)

Description: The aim of this report is to identify and analyse in some detail an education provider catering to the needs of a specific group of students within the NSW education system. Through analysis of the provider and consideration of the students serviced, Teacher Education Students will come to appreciate the diversity of education provision in NSW and the challenges encountered in meeting student needs.

You are first required to identify and provide details of a school (or other educational institution) within the NSW education system that aims to meet the needs of a specific group of students. For example, you might choose a school that caters to students with an intellectual disability, physical disability, vision or hearing impairment, language disorder, mental health condition or autism. Alternatively, you might choose a school that caters to students who are indigenous, from a low socio-economic background, from an ESL background, or from a rural or remote area. You might choose a school that caters to students who are gifted academically or in sport, music or the arts.

Secondly, 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.

Finally, evaluate how well the provider (the school or other educational institution) is meeting the needs of these students using evidence from sources such as school or system websites, annual reports, media reports, 'My School' website, NAPLAN testing, etc. You are required to include a variety of sources (at least 5) to support your argument and list these in your Reference List (using correct APA style).

Feedback process: The course coordinator will provide written feedback on your report.

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, 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.
(Australian Professional Teaching Standard 7.2)

Assessment 2: Professional Engagement Observations and Reflections (60%)

The total word length for this assessment task is 3000 words and it is worth 60% of your overall marks.

While on fieldwork you will be teaching as an assistant and observing your classroom teacher/s. This assessment task draws on that experience. You are required to choose a particular focus/issue for each of your observations then collect information on what is happening in the classroom in a systematic way. The assessment task requires you to submit a description of what you observed and a critical reflection based on your observations.

While your observation describes 'what' is happening in the classroom your reflection moves beyond this. Your reflection must attempt to explain 'why' things are happening the way they do in the classroom by providing good analysis and critique as well as making connections with the theory in the scholarly literature on your chosen focus/issue. Therefore your reflection must show evidence of high order thinking and make connections with the relevant scholarly literature. You are expected to draw on at least two different sources from the literature for each focus/topic you have chosen.

I have provided further notes on what constitutes good reflection below.

Read through the chapters on 'The Learner' (pp. 28 – 42), 'The Lesson' (pp. 74-90), 'Classroom management' (pp. 106 - 121), and 'Teaching skills and strategies' (pp. 291 – 105) in Wanjnryb (1992) which have been uploaded onto Moodle. Then choose any FOUR of the following foci/issues listed below to base your observations and reflections on:

Know students and how they learn (The learner).

- Attending to the learner
- Learner motivation
- The learner as doer
- Learner level
- The learner as cultural being

Plan for and implement effective teaching and learning (The lesson)

- Lesson planning
- Opening and closures
- Lesson phases and transitions
- Grammar as lesson content
- Lesson breakdowns

Create and maintain supportive and safe learning environments (Classroom management)

- Managing classroom communication: patterns of interaction
- Managing pair and group work
- Teaching and learning roles
- Timing and pace
- Classroom power

Plan for and implement effective teaching and learning (Teaching skills and strategies)

- Eliciting: teacher prompts
- Eliciting: teacher responses
- Giving instructions
- Managing error

Using what you have read in Wanjnryb (1992) as a guide, write an observation (approx. 350-400 words) and a reflection (approx. 350-400 words) for each focus/issue you have chosen. While Wanjnryb refers specifically to the teaching of language you may refer to the teaching of any subject/topic. Make sure you provide an appropriate heading to clearly identify the focus/issue you intend to address for each of your observations and reflections. Your assessment task, both the observation and reflection, is to be written in narrative form (not in note form or dot points) and must use proper APA formatting. The total word length for Assessment Task 2 is not to exceed 3000 words (excluding the reference list). Make sure that you include a reference list which lists all sources you have referred to in your text and again use proper APA formatting. You may include any tables and figures that you used for collecting data as appendices (attached after your reference list) and make reference to these in your text if you like. The appendices will not count towards the word length.

What is good reflection?

Good reflection is not just personal opinion, belief or speculation. It is arrived at through critical analysis based on evidence. Good reflection thereby will be supported by external material (such as data, artefacts and/or interviews with stakeholders). It will also make connections with the theory and research literature. Once you have decided on an area of interest, focus or theme, your reflection should include a *description* of “what” happened (your observation notes) as well as an *analysis* of “why” things happened that way (your reflection). Finally, but importantly, you need to *make connections with the literature/theory* that already exists on that topic. What does the literature/theory say in relation to your observations? So if your reflection was on student motivation or classroom management then you must make reference in your reflection to some of the theory on student motivation or classroom management. It is important to note that what you observed in practice might not always actually agree with what is described in the literature.

What is APA Style?

The American Psychological Association (APA) citation style consists of rules or guidelines to ensure clear and consistent presentation of written material. It is mandatory for all students to use the APA style in all written assignments. It is important to note that you are required to provide the author and date of any source that you use in your text, e.g. Smith (2002). If you make use of a direct quote you must also provide the page number, e.g. Smith (2002, p.1). Any sources that are used in your text must be listed in alphabetical order in your reference list. However, your reference list must not contain sources you have not referred to in your text. An overview of the style can be found at:

<https://student.unsw.edu.au/american-psychological-association-apa-referencing-system>

The detailed style guide and related resources are available at:

<http://www.apastyle.org/>

I also highly recommend the following link:

<http://www.cite.auckland.ac.nz/index.php?p=quickcite>

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, 3.1, 3.5, 4.1)

Assessment 3: Evidence of Professionalism (Hurdle Requirement – Pass/Fail)

Description: The Teacher Education Student 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 14 days of Professional Engagement.

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. (Standard 7.1)

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST 2002 PROFESSIONAL ENGAGEMENT

Student Name:

Student No.:

Assessment Task: Assessment One - Report

SPECIFIC CRITERIA	(-)	—————>			(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Identification and description of the school including identification of the specific group of students the school aims to cater to • Characteristics and needs of the targeted group of students • Nature of teaching and learning programs offered by the provider • Classroom teaching strategies to effectively engage target students 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Demonstrated ability to analyse data, reflect deeply, and determine how well the provider is meeting the needs of the targeted students 					
Familiarity with, and relevance of, professional and/or research sources used in your report <ul style="list-style-type: none"> • Understanding of related data, theory and research with reference to at least five different sources e.g. annual reports, 'My School', NAPLAN, etc. 					
Structure and organisation or response <ul style="list-style-type: none"> • Structure reflecting a planned and logically organised report with a coherence of argument 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length. • Consistency and appropriateness of APA referencing style – for both in-text and reference list 					
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
 EDST 2002 PROFESSIONAL ENGAGEMENT

Student Name:

Student No.:

Assessment Task: Assessment 2 – Observation and Reflection

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Clear identification of the foci/ issues you intend to address • Depth of observation and description of the foci/ issues 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Reflection on your ideas/opinions/experiences relating to the foci/issues you have identified • Provision and analysis of evidence to support your claims, e.g. school documents, websites, interviews, observations 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Evidence of reading and research through connections made with the scholarly literature and related data, evidence and research 					
Structure and organisation or response <ul style="list-style-type: none"> • Logical and clear organisation of the reflection • Arguments or discussions presented in a structured and cohesive manner 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length. • Consistency and appropriateness of APA referencing style – for both in-text and reference list 					
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.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST 2002 PROFESSIONAL ENGAGEMENT

Student Name:

Student No.:

Assessment Task: Assessment 3 – Evidence of Professionalism

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 **14** days of Professional Engagement.

Professional Engagement – Evidence of Professionalism



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Instructions to SUPERVISING 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:

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

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

	ND	D	E
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>D</i>	<i>E</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 _____