School of Education

EDST5116
Student Engagement

Semester T2C, 2015
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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 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 5116 Community Engagement (6 units of credit)

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Jennifer L Jolly
Office Location: John Goodsell, Room 107
Email: j.jolly@unsw.edu.au
Phone: 9385 8682
Availability: Monday 2:00-4:00 and by appointment

Tutor: Katherine Thompson
katherine.thompson@unsw.edu.au

Tutor: Jennifer Perkins
jennifer.perkins@unsw.edu.au

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>EDST 5116 Student Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
</tbody>
</table>

Workload

Involves 150 hours of study including a 2 hour face-to-face orientation session, Week 7, Monday 7 September, 9:00-11:00, Colombo Theatre C, online discussions, readings, research, preparation and assessment.

Summary of Course

This course provides an opportunity for students to draw on their knowledge of the historical, political and social context of Australian education and the cognitive and societal factors that shape students' experiences and outcomes to develop, implement and evaluate an appropriate action plan to improve student learning through engaging with the wider educational community, including parents, caregivers, and other education-related professionals. The course consists of university-based orientation classes, online forums and structured field work in a specific school community.

This project will normally be negotiated directly by students with the school in which they undertake their final internship.

Aims of the Course

To enable students to critically evaluate a range of educational policies and practices specifically those relating to access, equity and diversity and to apply their knowledge and skills in assessment, curriculum and pedagogy to develop an action plan to make a difference to the educational outcomes of individual learners or small groups of learners. It also aims to develop an understanding of the strengths and limitations of educational organisations, and how they can better meet the needs of individuals, families and communities.

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate knowledge of current educational programs and organisations working within school communities in NSW</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate the capacity to work effectively with external professionals, teachers' aides, parents, and/or community-based personnel to enhance student learning opportunities.</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>To develop, implement and evaluate appropriate action plans to improve student learning through collaborative practice within a secondary context</td>
<td>1</td>
</tr>
</tbody>
</table>

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</td>
<td>1</td>
</tr>
<tr>
<td>3.1</td>
<td>Set learning goals that provide achievable challenges for students of varying characteristics</td>
<td>1</td>
</tr>
<tr>
<td>3.2</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies</td>
<td>1</td>
</tr>
<tr>
<td>3.7</td>
<td>Describe a broad range of strategies for involving parents/carers in the educative process</td>
<td>1</td>
</tr>
<tr>
<td>5.4</td>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice</td>
<td>1</td>
</tr>
<tr>
<td>5.5</td>
<td>Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement</td>
<td>1</td>
</tr>
<tr>
<td>7.3</td>
<td>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</td>
<td>1</td>
</tr>
<tr>
<td>7.4</td>
<td>Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice</td>
<td>1</td>
</tr>
</tbody>
</table>

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Pre-service teachers and those in the first year or so of teaching often lack the confidence and skills needed to engage with the wider educational community, and are not always able to work effectively with external professionals, parents and caregivers or even teachers or peers outside their discipline area. This course gives them the opportunity to develop this knowledge and to apply it to develop, implement and evaluate appropriate action plans to improve student learning through collaborative practice with the support of a mentor or more experienced teacher.

5. TEACHING STRATEGIES

A variety of teaching and learning strategies will be used including:

- Readings, case studies, video excerpts provide a framework for thinking about student and community engagement
• Online discussions during the engagement period so students and the convenor remain connected with one another, and can share and reflect on experiences
• Pre service teachers are expected to check the Moodle site regularly throughout the T2 period

6. COURSE CONTENT AND STRUCTURE

1. A 2 hour face-to-face orientation session, followed by online discussions, readings, research, preparation and assessment

<table>
<thead>
<tr>
<th>Week 7, Monday 7 September, Colombo Theatre C</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 9:00–10:00 | • Under-achievement: Potential effects on students and pathways (e.g. special schools, ELD centres, selective schools, “behaviour schools”, Indigenous centres)  
• Using assessment data to improve learning  
• Parent and community support structures  
| 10:00-11:00 | • Sharing of requirements for Draft Action Plan, Assessment Task 1, and Q & A  
7. RESOURCES


Recommended websites
http://cse.edc.org/products/teacherleadership/reachingout.asp
8. **ASSESSMENT**

<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><strong>Draft action plan</strong></td>
<td>500 words</td>
<td></td>
<td>1, 2</td>
<td>1.1, 3.1, 3.2, 3.7, 5.4, 5.5, 7.3, 7.4</td>
<td>Before midnight, Monday 16 November, 2015</td>
</tr>
<tr>
<td><strong>Completed action plan and report on outcomes</strong></td>
<td>3000 words</td>
<td>100%</td>
<td>1, 2, 3</td>
<td>1.1, 3.1, 3.2, 3.7, 5.4, 5.5, 7.3, 7.4</td>
<td>Before midnight Friday 11 December, 2015</td>
</tr>
</tbody>
</table>

**Assessment Details**

**Action Plan and Outcomes (100% weighting)**

This student engagement project involves working with a small group of underachieving students who have been identified as needing more support to be achieve their academic potential in order to develop a *detailed action plan for intervention* to improve learning, based on the course input and consultation with relevant school support personnel and other key stakeholders and *a report* of the outcomes of the intervention.

The following steps may be useful in guiding your study:

1. With the help of your Supervisor or Preservice coordinator, identify a suitable cohort of 2-3 students for your study by the end of Week 4 of your professional experience. Make sure both teachers and students are happy for you to work with them and they understand what you will be doing and why.

2. Find out about the students’ strengths, needs, family background, language use, school learning (in Australia and overseas), their out of school activities such as sport, coaching, community language school, community functions. Try and get a broader picture of them beyond the classroom. e.g. for ESL students find out about their language use outside the classroom. What language/s do they use with friends in the playground, at home with mother/father/grandparents/older and younger siblings? What language do siblings, parents and others use with them? What programs do they watch on TV? Make a summary of their access to formal/informal English and home language outside class. What are some issues for them in terms of spoken language and learning? Talk with any other staff and key stakeholders who also work with the student/s to find out more.

3. Collect and evaluate at least four samples of the student’s spoken and written language in different subject areas, as well as information about their academic achievement. Examine the work samples to decide whether your impressions of the students’ achievement in learning are reflected in their actual performance.

4. With the help of your Supervisor, arrange to shadow the students for a day through a range of lessons. What are the conceptual, language, literacy and learning demands being made on them? How do these demands vary across curriculum areas? According
to different teachers (and instructional techniques?). How does the learner respond to such demands? How could they be better supported in their learning?

5. In consultation with your Supervisor, develop an action plan for a small scale intervention, e.g. to review all the available data relating the students’ performance and engagement with school, then initiate or significantly modify an instructional strategy or work on a specific skill or behaviour, then assess, then review again, and if necessary repeat the cycle. Work out how you will assess improvement in learning, including both qualitative and quantitative measures.

6. **Submit your draft action plan by Monday, November 16, 2015 and if there are not any concerns raised by your tutors, then implement your action plan in consultation with all key stakeholders.**

7. Assess any improvement in learning, including both qualitative and quantitative measures.

8. Write up your report. The report should be divided into five sections, with the middle two sections being the most detailed:

- **Section 1:** a brief introduction, which briefly describes what will be in your report;

- **Section 2:** a brief description of the learners and school (using pseudonyms), together with the reasons why they are have been identified as underachieving, making reference to the work samples and the relevant literature as appropriate;

- **Section 3:** a discussion which clearly indicates the implications of your findings for intervening in the learning of such students, include and refer to the action plan for the students.

- **Section 4:** a discussion which clearly indicates what happened to student learning as a result of the intervention, including any ways in which the outcomes of the intervention were constrained or inhibited.

- **Section 5:** a conclusion summarising what you have done and what you discovered as a result of your project.

**Appendices:** interview questions and exemplars of the learners’ performance (pre and post action plan implementation)

Please note that all students are required to present your report according to accepted academic conventions. A list of all references cited in the report should be included at the end in alphabetical order using APA style (6th ed.). 5–7 references required.
# Individual Action Plan

## Draft Individual Action Plan

<table>
<thead>
<tr>
<th>Student names:</th>
<th>Reason for choosing these students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

### Review of progress should be based on collection and analysis of data
- formal classroom and broader assessment data such as appropriate observation notes from classroom teacher/s
- feedback from the student
- feedback from the parents/carers

All decisions regarding student learning should be based on a range of data sources. Action Plans aim to personalize the teaching and learning program, support improvement in identified areas and should be monitored and revised regularly.

### Learning improvement goals -
**Priority areas for improvement.**
*Consider:*
- engagement
- attendance
- behaviour
- language and literacy
- academic achievement

### Learning outcomes
List relevant learning outcomes linked to the learning improvement goals.
*Consider:*
- engagement
- attendance
- behaviour
- language and literacy
- academic achievement

### School and classroom strategies revised pedagogy
Consider:
- revised pedagogy
- classroom learning interventions
- small group/individual support
- behaviour expectations

### Parents/carers – expectations/support
Identify in partnership:
- expectations of parents/carers
- level of support that can be provided by parents/carers
- how the school can support parents/carers

### Processes for collection of data
Identify:
- data collection methods
- how progress will be measured

### Timeline for review and revision of plan
Action Plans should be measured and modified regularly.

### Students’ comments:

### Classroom teacher’s comments:

### Parent(s)’ or carer(s)’ comments:
UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST 5116 STUDENT ENGAGEMENT

Student Name:  

Assessment Task:  

| SPECIFIC CRITERIA |  
|-------------------|---|---|---|---|---|
| Understanding of the question or issue and the key concepts involved | (-) | (+) |
| Adequacy of the response to all component parts of the question or issue |  
| Relevance of assessment techniques to identify student strengths, interests & learning needs |  
| Justification/rationale for intervention based on student learning needs |  
| Depth of analysis and/or critique in response to the task |  
| Suitability and justification of techniques/theories/models used in the intervention |  
| Depth and clarity of analysis |  
| Familiarity with and relevance of professional and/or research literature used to support response |  
| Evidence of a range of literature relevant to engagement |  
| Structure and organisation of response |  
| Appropriateness of structure for a report |  
| Clarity and coherence of response to the task, including final conclusion and appendices |  
| Presentation of response according to appropriate academic and linguistic conventions |  
| Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references; |  
| Clarity and consistency in presenting tables and diagrams; |  
| Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length. |  

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer:  

Recommended: /20 (FL PS CR DN HD)  

Weighting: 100%  

Date:  

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.