EDST5442: Advanced Professional Practice

Semester 1, 2014
1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5442 Advanced Professional Practice (6 units of credit)
Semester 1, 2014

2. STAFF CONTACT DETAILS

Course Convenor:      Dr Neville Ellis
Office Location:      John Goodsell 135
Email:                neville.ellis@unsw.edu.au
Phone:                9385 9506
Availability:         John Goodsell 135 - please email to arrange a consultation

Other Teaching Staff:
Office Location:
Email:
Phone:
Availability:

NOTE: This course is a blended face to face and field-based course so reliable and easy access to the internet is essential. **Students must be teaching in a secondary school setting.**
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Advanced Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 number of hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td></td>
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<tr>
<td>Workshops</td>
<td>Wed (5.00 – 7.00 pm), TBA</td>
</tr>
<tr>
<td></td>
<td>Weeks 2, 4, 9</td>
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<td></td>
<td>Week 11 (online)</td>
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</tbody>
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Summary of Course

This course requires students to be working in the school system with the goal of working towards 25 days of school-based professional practice. The coursework and assessments are linked to the teaching experiences, observation, critical self reflection, and peer review students will be engaged in while working in schools. The course supports graduates of the program in working towards achievement of some of the National Standards for a proficient teacher. The course is normally undertaken in conjunction with a Master of Education elective. This course is offered in both semesters.

Aims of the Course

This course aims to:
- To provide a structured self-directed program of reflection and peer/self-evaluation to enhance professional practice in a specific teaching context/area
- To develop skills and understandings in critical reflection and evaluation of practice and identify links to program evaluation and teaching improvement

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2 &amp; 3</td>
</tr>
<tr>
<td>3</td>
<td>1, 2 &amp; 3</td>
</tr>
<tr>
<td>4</td>
<td>1, 2 &amp; 3</td>
</tr>
</tbody>
</table>
Graduate Attributes (AITSL Professional 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 linguistic, cultural, religious and socioeconomic backgrounds (while undertaking 25 days of professional practice)</td>
</tr>
<tr>
<td>1, 2 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities</td>
</tr>
<tr>
<td>1, 2 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning</td>
</tr>
<tr>
<td>2 &amp; 3</td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Demonstrate knowledge of practical approaches to manage challenging behaviour</td>
</tr>
<tr>
<td>1, 2 &amp; 3</td>
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</tbody>
</table>

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

School-based work is a critical component of effective teacher education, not only providing an essential forum for generating concrete problems and issues and applying new knowledge and skills, but also enabling the development of an integral link between theory and practice.

5. TEACHING STRATEGIES

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers.

Thus, teaching strategies used during the course will include:

- Small group cooperative learning to address teaching and learning goals;
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice;
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings and web links on Moodle and associated web-based resources.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.
### 6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Workshop Topic</th>
<th>Post-workshop tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 2 12 Mar (2 hours)</td>
<td>Developing awareness of classroom behaviour: Lenses for self improvement</td>
<td>Start developing Professional Practice Reflective Journal to demonstrate competence on proficiency teacher standards</td>
</tr>
<tr>
<td></td>
<td>Overview of course &amp; the National Standards for a proficient teacher</td>
<td>Organise 2 observations of peers</td>
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<tr>
<td></td>
<td>Outline assessments requirements</td>
<td>Purchase text book and read Part 1 pp. 3-36 (Loughran, 2010)</td>
</tr>
<tr>
<td>Wk 4 26 Mar (2 hours)</td>
<td>Strategies for critical self reflection, lesson observation and giving feedback</td>
<td>Prepare strategy/resource/approach to share at next workshop (i.e. behaviour managements, diversity, special needs, etc.)</td>
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<tr>
<td></td>
<td></td>
<td>Arrange 2 Master teacher observations</td>
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<tr>
<td></td>
<td></td>
<td>Read Part 2 pp. 57 – 142 (Loughran, 2010)</td>
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<td></td>
<td><strong>Mid-semester Break &amp; School Holidays</strong></td>
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</tr>
<tr>
<td>Wk 9 7 May (2 hours)</td>
<td>Workshop session – reflection of advanced professional practice &amp; group review on achievement towards standards (1.3, 1.5, 3.6 &amp; 4.5)</td>
<td>Complete post-workshop activities as set by lecturer</td>
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<tr>
<td></td>
<td></td>
<td>Ongoing review and reflection of practice.</td>
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<td>Discuss progress with workshop leader</td>
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<td>Submit completed reflection activity (formative feedback)</td>
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<tr>
<td></td>
<td></td>
<td>Read Chapter 6 pp. 105 – 125 (Day, 2004)</td>
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<td></td>
<td></td>
<td>Submit professional practice reviews (Assignment 1 - Week 9 – 7 May)</td>
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<tr>
<td>Wk 11 21 May online</td>
<td>Becoming a proficient teacher – peer sharing</td>
<td>Complete teaching placement and all associated requirements.</td>
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<tr>
<td></td>
<td></td>
<td>Read Part 3 (Loughran, 2010) and Chapter 7 (Day, 2004)</td>
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<td></td>
<td></td>
<td>Complete Reflective Journal (Assignment 2 &amp; 3 - Week 12 - 30 May)</td>
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</tbody>
</table>
ASSESSMENT

Assessment tasks are designed to provide evidence of advanced professional practice (towards proficiency level) and the ability to work independently both in the classroom and in the wider school community. They target specifically standards 1.3, 1.5, 3.6 & 4.3 (at the proficiency level).

<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>Assessment 1: Observing Professional Practice</td>
<td>1500 word equivalent</td>
<td>30%</td>
<td>1, 3, 5</td>
<td>1.3, 1.5 &amp; 4.3</td>
<td>Week 9 7 May</td>
</tr>
<tr>
<td>2 observations of a Master Teacher using Borich (2008) Lens for self improvement</td>
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<tr>
<td>Assessment 2: Contribution to online workshop</td>
<td>1000 words</td>
<td>10%</td>
<td>1, 5</td>
<td>3.6</td>
<td>Week 12 30 May</td>
</tr>
<tr>
<td>(please attach hard copies of 6 blog posts to be submitted with Assignment 3)</td>
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</tr>
<tr>
<td>Assessment 3: A Reflective Journal</td>
<td>3000 words equivalent</td>
<td>60%</td>
<td>2, 3, 4 &amp; 5</td>
<td>1.3, 1.5, 3.6 &amp; 4.3</td>
<td>Week 12 30 May</td>
</tr>
<tr>
<td>Part A</td>
<td>A narrative reflective journal outlining your developing practice as a novice teacher.</td>
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<tr>
<td>Part B</td>
<td>Evidence to support your development as a novice teacher as indicated in your journal narrative. Refer specifically to standards 1.3, 1.5, 3.6 and 4.3</td>
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</tbody>
</table>

Assessment Details

Assessment 1: Observing Professional Practice & Using Lenses for Observation

You are required to observe (2) lessons of a ‘master/expert’ teacher in a high school setting. The lessons do not need to be in your immediate subject area. You can choose to watch either 2 different lessons given by the same ‘master/expert’ teacher or lessons given by two different ‘master/expert’ teachers. You will be required to justify your choice of ‘master/expert’ teacher/s.

The aim of the exercise is for you to become aware of classroom behaviour using Borich’s lens with the intension of self-improvement, i.e. What does this teacher do that makes them an advanced
practitioner? What can I learn or adopt from his/her approaches to teaching and learning in the classroom?

You will be required to record the behavioural practices and processes in a form that can be retrieved and studied to assist in your own self-improvement. You will be given information on three methods to use to record the lessons in your readings. Please include this information as appendixes.

They include: (1) Narrative Reports (anecdotal, ethnographic, thematic notes, visual maps); (2) Rating Scales (checklists, summated ratings, scales); (3) Classroom Coding System (counting, signs).

You can select a style that suits you and your subject area. You may want to record the lessons and replay them for discussion with the teacher. Please be conscious of privacy.

After you have collected your data you will need to pull together some ideas about what you were viewing and how these reflections can help to shape your own practice.

Consider:
1. What is influencing the quality and nature of events in your peers classrooms and your classroom?
2. What new instructional strategies, practices, approaches, educational ideas, solutions can help you to become a more effective teacher?
3. What are your personal strengths and challenges as novice teacher?
4. What area/s of teacher effectiveness do I plan to work on?
5. Other idea?

(Refer to Moodle for Borich' readings)

Assessment 2: Contribution to online workshop

You are required to actively participate in the online workshop and contribute through submitting a minimum of 6 blog posts. This workshop provides the opportunity for students to demonstrate intellectually engagement with unit content, with their personal learning process, and to connect with and participate in the learning experiences of fellow students. Contribution to the workshop may include several different forms including blog postings, comments on other blog postings, raising questions of significance, providing a summary of your observations, and/or sharing useful resources which you found that are particularly relevant to your area of enquiry. It is expected that you will seek and gather meaningful comments from other course participants and at the same time reply to relevant comments. To generate more feedback on your own blog postings it is suggested that you actively comments on other people's sites. You may also include quality links and other useful information in your blog posts, including links to relevant posts by other students in the unit. The frequency and regularity of posts should be matched by the quality and depth of content.

Assessment 2: A Reflective Journal

You are required to write a reflective journal with linked evidence of practice. It consists of 2 parts.

Part A
A narrative reflective journal outlining your developing practice as a novice teacher. Include links to literature from set text (Loughran, 2010) and other relevant readings e.g. (Day, 2014). You are required to explicitly identify standards: 1.3; 1.5; 3.6 & 4.3. You can write this in first person as it is most important to hear your story.

Part B

Includes evidence to support your development as a novice teacher referred to in your journal narrative. The evidence should ‘showcase’ you working towards achievement of the National standards for a proficient teacher. Include only one example for standards 1.3, 1.5, 3.6 and 4.3. Include brief annotation for each piece of evidence.

Appendix

Include a professional practice log summarizing teaching, observation and other duties completed over the semester showing that you are working towards the 25 days. Please attach in Table format

Possible Examples of evidence:

- an original unit of work consisting of at least five lesson plans, teaching resources together with detailed notes and evaluation to justify selection. As a guide, a 4 week unit on a particular topic.
- detailed plans of activity undertaken during casual employment complimented by a variety of artifacts, along with notes/evaluations to justify selection
- samples of student work
- assessment records and analysis of these contributions towards policy documents, whole school activities, working with external stakeholders
## Specific Criteria

### Understanding of the question or issue and the key concepts involved
- Use of a specific method to record data on the two lessons observed
- Observation and recording of behaviour practices of an ‘expert/master’ peer
- Ability to reflect on peer’s lessons using a specific lens/s
- Use of reflections to identify areas of self improvement in own teaching

### Depth of analysis and/or critique in response to the task
- Demonstrated ability to reflect deeply / high order analytical skills
- Demonstrated ability to build upon reflections to improve own teaching and learning practices (reflexivity)

### Familiarity with and relevance of professional and/or research literature used to support response
- Reference to and/or use of Borich’s (2008) observation lens
- Understanding of prescribed readings and related theory and research
- Evidence of additional reading

### Structure and organisation or response
- A well-planned, concise and cohesive response
- Makes reference to specific standards (1.3, 1.5, 3.6 & 4.3) at the proficiency level

### Presentation of response according to appropriate academic and linguistic conventions
- Clear, fluent written expression
- Appropriate use of APA referencing style

## General Comments/Recommendations for Next Time

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

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.
## Specific Criteria

### Understanding of the question or issue and the key concepts involved
- Makes meaningful, regular contributions
- Clear development of ideas
- Variety of topics or particularly notable depth on a single topic
- Uses good school-based examples as evidence
- Significant engagement with and support of others members including replying to comments and commenting on other blogs

### Depth of analysis and/or critique in response to the task
- Provides honest, insightful self-evaluation
- Reflects engagement with other posts
- Demonstrates evolution of thinking and learning and the ability to make insightful connections between reflection on practice, observations and theory as a beginning teacher

### Familiarity with and relevance of professional and/or research literature used to support response
- Evidence of insightful and effective use of recommended readings and other relevant literature to support the analysis and investigation of the key issue(s).

### Structure and organisation of response
- Appropriate structure, organisation, appearance and presentation of blog
- Relevance of links

### Presentation of response according to appropriate academic and linguistic conventions
- Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length

## General Comments/Recommendations for Next Time

Lecturer: [Name]
Date: [Date]
Recommended: [Grade] (FL PS CR DN HD)
Weighting: [Percentage]

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.
FEEDBACK SHEET
EDST5442 ADVANCED PROFESSIONAL PRACTICE

Student Name:              Student No.:
Assessment Task 3 (Part A & B): **A Reflective Log**

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved</td>
<td></td>
</tr>
<tr>
<td>- Demonstrated ability to crucially evaluate own teaching practices</td>
<td></td>
</tr>
<tr>
<td>- Evidence:</td>
<td></td>
</tr>
<tr>
<td>o shows ability to monitor, document and report on a range of students' development</td>
<td></td>
</tr>
<tr>
<td>o includes examples of range of teaching strategies responsive to learning strengths and needs of students, program/lesson design &amp; delivery, differentiation, assessment, review, student feedback and evaluation</td>
<td></td>
</tr>
<tr>
<td>o illustrates the use of personal reviews and feedback to inform planning/teaching</td>
<td></td>
</tr>
<tr>
<td>o highlights developing management practices in dealing with challenging behaviours</td>
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</tr>
<tr>
<td>- Demonstrated ability to operate independently in the classroom and work with the wider school community</td>
<td></td>
</tr>
<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td></td>
</tr>
<tr>
<td>- A detailed narrative linked to standards and evidence</td>
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<tr>
<td>- Narrative incorporates relevant literature</td>
<td></td>
</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response</td>
<td></td>
</tr>
<tr>
<td>- Makes links with recommended readings and other relevant literature</td>
<td></td>
</tr>
<tr>
<td>Structure and organisation or response</td>
<td></td>
</tr>
<tr>
<td>- Well planned &amp; structured – concise, easy to navigate - presented in 2 parts</td>
<td></td>
</tr>
<tr>
<td>- Part one is linked to part 2 and incorporates relevant literature</td>
<td></td>
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<tr>
<td>- All evidence is clearly annotated</td>
<td></td>
</tr>
<tr>
<td>- Appropriate appendixes are included</td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions</td>
<td></td>
</tr>
</tbody>
</table>

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

Lecturer     Date
Recommended grade:   /20   (FL   PS   CR   DN   HD)

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.**

**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**

**Specific Reading will be uploaded on Moodle**

**Required Readings:**


**Further Readings:**


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 Descriptor</th>
<th>Description</th>
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<tbody>
<tr>
<td>High Distinction (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>Distinction (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>Credit (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>Pass (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>
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For more information regarding the UNSW assessment policy please visit: 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.