



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST2002

Professional Engagement

Semester 1

## Contents

1.	LOCATION .....	2
2.	STAFF CONTACT DETAILS .....	2
3.	COURSE DETAILS .....	2
	Summary of Course .....	2
	Aims of the Course .....	3
	Student Learning Outcomes .....	4
	Graduate Attributes (AITSL Professional Graduate Teaching Standards) .....	4
	National Priority Area Elaborations .....	4
4.	RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH .....	5
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)  
Semester 1, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr. Neville Ellis  
Office Location: John Goodsell Building, Room 138  
Email: [neville.ellis@unsw.edu.au](mailto:neville.ellis@unsw.edu.au)  
Phone: 9385 9506  
Availability: Tuesdays Only - by email appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Professional Engagement	
<b>Credit Points</b>	6 units of credit (6 uoc)	
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
<b>Schedule</b>		
Lectures	Tue 10-14 (w1-2, Law 101)	Weeks 1 – 2
Fieldwork	14 days in a school	Weeks 3 – 13

### **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 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 in Week 1 and 2 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 the 14 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 14 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 - 5 and Weeks 7- 13). 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 A09A 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.

<b>Class</b>	<b>Section</b>	<b>Day/Start Time</b>
7229	M09A	Mon 09:00 - 16:00 <b>Placement day: Monday</b>
7230	T09A	Tue 09:00 - 16:00 <b>Placement day: Tuesday</b>
7231	W09A	Wed 09:00 - 16:00 <b>Placement day: Wednesday</b>
7232	H09A	Thu 09:00 - 16:00 <b>Placement day: Thursday</b>
7233	F09A	Fri 09:00 - 16:00 <b>Placement day: Friday</b>
7234*	A09A*	Mon Tue Wed Thu Fri 09:00 - 16:00 <b>SPECIAL CIRCUMSTANCE</b> 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:*

- 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.
- The due dates between assessment tasks have been timed so that students will now receive feedback on the first assessment task before they submit the second assessment task.

### ***Aims of the Course***

This course aims to:

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

### **Student Learning Outcomes**

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

### **Program Learning Outcomes (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 conduct for the teaching profession	3
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	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</b>	Week 1
A. Classroom Management	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b>	Week 2 & Fieldwork
B. Information and Communication Technologies	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</b>	Assessment 2 (Day Book)
C. Literacy and Numeracy	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19</b>	Week 1
D. Students with Special Educational Needs	<b>1, 2, 3, 4, 5, 6, 7, 8, 9</b>	Weeks 1 & 2 Assessment 1 & 2 & Fieldwork

---

E. Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
--	-----------------------------------

---

Week 1  
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 14 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.

## 6. COURSE CONTENT AND STRUCTURE

Lecture / Workshop	Lecture Topic	Readings
Week 1 Tues 1 Mar	<p>PART ONE</p> <p>Introduction and overview of the course:</p> <ul style="list-style-type: none"> <li>• Aims and organisation of Professional Experience and Professional Engagement</li> <li>• Description of placements in schools and fieldwork</li> <li>• Assessment tasks, useful resources &amp; use of APA style</li> </ul> <p>Education provision in NSW:</p> <ul style="list-style-type: none"> <li>• Factors shaping education</li> <li>• Responsibility for provision of education in Australia &amp; NSW</li> <li>• Overview of education in NSW from indigenous societies to the 21<sup>st</sup> century</li> <li>• Government schools in crisis?</li> <li>• Demographic trends</li> </ul>	<ul style="list-style-type: none"> <li>• Churchill, R. et al. (2011). <i>Teaching: Making a Difference</i>. Milton, QLD. Wiley &amp; Sons. Chapter 2. Historical insights into teaching.</li> <li>• 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:</li> </ul>
	<p>PART TWO</p> <p>Approaches to education &amp; matching programs to students:</p> <ul style="list-style-type: none"> <li>• School levels and the 'typical' pathway – your own journey</li> <li>• The public system including special needs schools, IECs, selective schools, specialized studies, distance education &amp; VET</li> <li>• The private system including Catholic and independent schools</li> </ul> <p>Knowing students and how they learn:</p> <ul style="list-style-type: none"> <li>• recognized groups with specific learning needs</li> <li>• strategies to engage students in learning</li> <li>• planning for Assessment 1</li> </ul> <p><b>Priority areas:</b>            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>	
Week 2 Tues 8 Mar	<p>PART ONE</p> <p>Working with students in the</p>	<ul style="list-style-type: none"> <li>• McDonald, T. (2010). <i>Classroom management: Engaging students in</i></li> </ul>

	<p>classroom:</p> <ul style="list-style-type: none"> <li>• engaging professionally in your fieldwork placement - expectations &amp; requirements</li> <li>• concerns &amp; worries you might have</li> <li>• creating &amp; maintaining supportive &amp; safe learning environments: <ul style="list-style-type: none"> <li>○ student engagement</li> <li>○ proactive classroom management</li> <li>○ re-active classroom management</li> <li>○ working with groups</li> </ul> </li> </ul>	<p><i>learning</i>. Melbourne: OUP.</p> <ul style="list-style-type: none"> <li>• Marsh, C. (2010). <i>Becoming a Teacher: knowledge, skills and issues</i>. 5<sup>th</sup> edition. Sydney: Pearson.</li> </ul>
	<p>PART TWO Motivating students in the classroom.</p> <p><b>Priority areas:</b> Classroom Management: 1, 2, 4, 5, 10 Students with Special Educational Needs: 1, 8</p>	<ul style="list-style-type: none"> <li>• Churchill, R. et al. (2011). <i>Teaching: Making a Difference</i>. Milton, QLD. Wiley &amp; Sons. Chapter 4. Understanding and motivating students.</li> <li>• 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"> <li>○ Chapter 1: What promotes adaptive motivation.</li> <li>○ Chapter 2: When failure undermines and failure motivates.</li> </ul> </li> <li>• Reeve, J., &amp; 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</li> </ul>
<p>Weeks 3 – 13  or  Weeks N2 – N4</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](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/](http://www.aisnsw.edu.au/)

12. Catholic School system

[www.ceosyd.catholic.edu.au/](http://www.ceosyd.catholic.edu.au/)

## 8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Priority Area Elaborations	Due Date
1. Report	2,000 words	40%	1, 2	7.2	D	Week 4 Sun 27 Mar 5pm
2. Professional Engagement Observations and Reflections	3,000 words	60%	1	1.3, 3.1, 3.5, 4.1	B, D, E	Part A: Week 8 Sun 1 May 5pm
						Part B: Week 12 Sun 29 May 5pm
3. Evidence of Professionalism	-	Hurdle Requirement	2	7.1	B, D, E	Week 13 Fri 3 June 5pm

### **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. Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle 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: 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. However, it is very important to note that this assessment task is to be submitted in two parts:

- Part A (total 1500 words) is to be submitted Week 8, **Sun 1 May 2016.**
- Part B (total 1500 words) is to be submitted Week 12, **Sun 29 May, 2016.**

*Note: For those students, only, who have been given permission to complete field work in block mode at the end of semester, i.e. 'A09A - Special Circumstance', Part A will be due end Week 14, **Sun 12 June, and Part B will be due end Week 15, Sun 19 June, 2016.***

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.

#### **Part A (Due Week 8, **Sun 1 May**):**

Read through the chapter on 'The Learner' (pp. 28 – 42) and 'The Lesson' (pp. 74-90) in Wajnryb (1992) which has been uploaded onto Moodle. Then choose any TWO 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

Using what you have read in Wajnryb (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 Wajnryb 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. Part A of Assessment Task 2 is not to exceed 1500 words in total (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.

Part B (Due Week 12, Sun 29 May):

Read through the chapter on 'Teaching skills and strategies' (pp. 291 – 105) and 'Classroom management' (pp. 106 - 121) in Wajnryb (1992) which has been uploaded onto Moodle. Then choose any TWO of the following foci/issues listed below to base your observations and reflections on:

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

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

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

Using what you have read in Wajnryb (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 Wajnryb 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. Part B of Assessment Task 2 is not to exceed 1500 words in total (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 Pre-service Teacher is required to act in a professional manner at all times during Professional Engagement. This includes maintaining satisfactory attendance, being punctual, dressing appropriately, cooperating with staff, working effectively in the school environment, and in general, demonstrating attitudes and actions that are appropriate and proper to the profession of teaching. Evidence of professionalism is a *hurdle requirement* and is assessed by the Cooperating Teacher. Students must be awarded a satisfactory report in order to pass this course.

*Feedback process:* The Evidence of Professionalism report is the responsibility of the Cooperating Teacher(s). The report is written collaboratively where there are 2 or more Cooperating Teachers. This report needs to be discussed with the pre-service teacher prior to it being signed. The Cooperating Teacher is also asked to provide a qualitative comment on the degree of professional engagement the Pre-service Teacher demonstrated during the 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	(-)	—————>			(+)
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Identification and description of the school including identification of the specific group of students the school aims to cater to</li> <li>• Characteristics and needs of the targeted group of students</li> <li>• Nature of teaching and learning programs offered by the provider</li> <li>• Classroom teaching strategies to effectively engage target students</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Demonstrated ability to analyse data, reflect deeply, and determine how well the provider is meeting the needs of the targeted students</li> </ul>					
<b>Familiarity with, and relevance of, professional and/or research sources used in your report</b> <ul style="list-style-type: none"> <li>• Understanding of related data, theory and research with reference to at least five different sources e.g. annual reports, 'My School', NAPLAN, etc.</li> </ul>					
<b>Structure and organisation or response</b> <ul style="list-style-type: none"> <li>• Structure reflecting a planned and logically organised report with a coherence of argument</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.</li> <li>• Consistency and appropriateness of APA referencing style – for both in-text and reference list</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer **Dr. Neville Ellis**

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	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Clear identification of the foci/ issues you intend to address</li> <li>• Depth of observation and description of the foci/ issues</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Reflection on your ideas/opinions/experiences relating to the foci/issues you have identified</li> <li>• Provision and analysis of evidence to support your claims, e.g. school documents, websites, interviews, observations</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Evidence of reading and research through connections made with the scholarly literature and related data, evidence and research</li> </ul>					
<b>Structure and organisation or response</b> <ul style="list-style-type: none"> <li>• Logical and clear organisation of the reflection</li> <li>• Arguments or discussions presented in a structured and cohesive manner</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.</li> <li>• Consistency and appropriateness of APA referencing style – for both in-text and reference list</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

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**

N	Date	Activity Summary	Teacher's Signature
0			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

**Demonstration of the Standards**

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

Comments by Cooperating Teacher	
<p>Please provide a comment on the degree of professional engagement that you observed in the Pre-service Teacher:</p>          <p><b>FINAL GRADE: Satisfactory</b>                                      <b>Unsatisfactory</b></p>	
<p>Supervising Teacher's name _____</p> <p>Signature _____ Date _____</p> <p>Preservice Teacher's signature _____ Date _____</p>	