



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST2002
Professional Engagement

Semester 2

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IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 2002 Professional Engagement (6 units of credit)
Semester 2, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr. Kerry Barnett
Office Location: John Goodsell Building, Room 106
Email: k.barnett@unsw.edu.au
Phone: 9385 1986
Availability: Tuesday 11-1pm

3. COURSE DETAILS

Course Name	Professional Engagement
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Lectures	Monday 09:00 – 13:00, CLB 6 (Wk 1-2) Monday 14:00 – 18:00, Old Main Building G31 (Wk 1-2)
Fieldwork	14 days of structured fieldwork

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 - 9 and Weeks 11-15). A student must choose one of the modules listed below (M09A – F09A) when enrolling in the course based on their timetable and availability. Please note that a student can only enroll in Module 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.

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

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

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

Aims of the Course

This course aims to:

- 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 1.2, 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,)	2, 3

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard	Assessment/s
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
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
3.3 Include a range of teaching strategies in teaching	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	2
7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	3

National Priority Area Elaborations

Priority area	Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 Week 1 & 2 Assessment 1
B. Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Week 1 & 2 Assessment 2
C. Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Assessment 2
D. Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 Week 1 & 2 Assessment 2
E. Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9 Week 1 & 2 Assessment 1
F. Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 Week 1 & 2 Assessment 1

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course gives Level 2 students the opportunity to observe student learning in NSW educational institutions, to experience the diverse range of students and how they learn, and to begin to develop practical knowledge and skills necessary for successful professional teaching. The course will also provide opportunities for Teacher Education Students to meet the AITSL guidelines for 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

Date/Week	Session	Topic/ Activity
Mon 25 July Week 1	1	Course overview <ul style="list-style-type: none"> • Aim • Structure • Placement • Assessment
	2	Student learning in a nutshell <ul style="list-style-type: none"> • Definition • Theoretical framework • Research evidence
	<i>Session Break</i>	
	3	Observations <ul style="list-style-type: none"> • Conducting observations of learners • Assessment task one
	4	Guest Speaker: How the practitioners do it
Mon 1 Aug Week 2	1	Effective teaching in a nutshell <ul style="list-style-type: none"> • Definition • Theoretical framework • Research evidence
	<i>Session break</i>	
	2	Observations <ul style="list-style-type: none"> • Conducting observations of teaching • Assessment task two
	3	Guest Speaker: How to engage professionally in fieldwork.
	4	<ul style="list-style-type: none"> • Assessment task 3
Weeks 3-15 or 13-15	Fieldwork	

7. RESOURCES

Week 1 and Week 2 readings: See Moodle

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaboration	Due Date M09A-F09A Students	Due Date A09A Students
1. Video Observation & Reflection Report	1000 words	20%	1	1.2, 1.3	A, E, F	17 Aug	17 Aug
2A. Fieldwork Observation & Reflection Report	1500 words	40%	1	1.2, 1.3 3.1, 3.3, 3.5, 4.1	B, C, D, E	12 Sept	31 Oct
2B. Fieldwork Observation & Reflection Report	1500 words	40%	1	1.2, 1.3 3.1, 3.3 3.5, 4.1	B, C, D, E	19 Oct	7 Nov
3. Evidence of Professionalism Report	-	Hurdle	2	7.1	B, C, D, E	7 Nov	7 Nov

*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: Video Observation and Reflections

A. Learning outcomes assessed:

1. With guidance, assess the learning needs of various diverse learners (for example, at differing stages of learning, differing cultural backgrounds, differing learning ability) and devise appropriate and engaging learning activities for these students. (Australian Professional Teaching Standards 1.3, 4.1)

B. Task description:

This assessment task requires you to conduct a classroom observation of a more experienced teacher who has been videoed in the classroom. The purpose of this assessment task is to familiarise you with how to conduct a classroom observation. In addition, to reveal patterns of practice by which effective teachers refine and match dimensions of effective teaching to a specific group of students.

C. Specific task requirements

You will need to:

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

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

3. Reflect by analysing what you observed and linking it to theory and research.

5. Written task format guidelines

Title: EDST2002 Professional Engagement Video Observation and Reflections

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

Structure: Your video observations and reflections should be organised into three parts: (1) *introduction* which identifies the setting and focus of the observation, (2) a description of what *observed*, and (3) *reflections* based on an *analysis* of what you observed with reference to relevant theory and research. Sub-headings may be used to organise your responses.

Length: Your video observation and reflections report is to be no more than 1000 words.

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

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

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST 2002 PROFESSIONAL ENGAGEMENT

Student Name:

Student No.:

Assessment Task One: Video Observation and Reflection

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

Recommended:

/20

(FL PS CR DN HD)

Weight: 20%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Assessment 2: Fieldwork Observation and Reflection Report

A. Learning outcomes assessed:

1. With guidance, assess the learning needs of various diverse learners (for example, at differing stages of learning, differing cultural backgrounds, differing learning ability) and devise appropriate and engaging learning activities for these students. (Australian Professional Teaching Standards 1.3, 3.1, 3.5, 4.1)

B. Task description:

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

Note: See Moodle for guidelines on conducting observations and writing reflections.

C (i) Part A task description:

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

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

C (ii) Part B task description:

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

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

D. Conducting observations:

See Moodle for instructions on how to conduct the observations.

E. Written observations and reflections task format:

Title: EDST Professional Engagement Fieldwork Observations and Reflections.

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

Structure: Your report should include the following sections with sub-headings: (1) *introduction* which identifies the setting and focus of the observation, (2) a description of what *observed*, and (3) *reflections* based on an *analysis* of what you observed with reference to relevant theory and research. Sub-headings may be used to organise your responses.

Length: Each part of the assessment task must not exceed 1500 words. As a guide, for each observation conducted, the introduction should be (approx.100 words), observation description (approx.325 words) and reflection (approx.325 words).

Style of writing: Both the observation description and reflection, are to be written in narrative form (not in note form or dot points) and APA style citations used (if appropriate).

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

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

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

F. Due dates:

Each part of the assessment task is to be submitted on a different date. For students in completing fieldwork modules (M09A-F09A), the due dates are:

- Part A (1500 words) submit by 5pm, **Monday 12 September**
- Part B (1500 words) submit by 5pm, **Monday 7 November**

For students given permission to complete fieldwork module A09A, the due dates are:

- Part A (1500 words) submit by 5pm, **Monday 31 October**
- Part B (1500 words) submit by 5pm, **Monday 7 November**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST 2002 PROFESSIONAL ENGAGEMENT

Student Name:

Student No.:

Assessment Task Two: Part A / Part B Fieldwork Observations and Reflections Report

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

Recommended: /20 (FL PS CR DN HD) Weight: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Assessment 3: Evidence of Professionalism Report

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

A. Learning outcomes assessed:

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

B. Description:

As a pre-service Teacher you are required to act in a professional manner at all times during the fieldwork placement. This includes maintaining satisfactory attendance, being punctual, dressing appropriately, cooperating with staff, working effectively in the school environment, and in general, demonstrating attitudes and actions that are appropriate and proper to the profession of teaching. Evidence of professionalism is a *hurdle requirement* and is assessed by the cooperating Teacher.

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

C. Feedback process:

The Evidence of Professionalism Report is the responsibility of the cooperating Teacher(s). The report is written collaboratively where there are 2 or more cooperating Teachers. This report needs to be discussed with the pre-service teacher prior to it being signed. The report should be consistent with strengths/areas for concern discussed throughout the Professional Engagement placement.

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

WT: Working Towards

D: Demonstrated

E: Exceeds Expectations

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

Professional Engagement – Evidence of Professionalism



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Instructions to COOPERATING TEACHER

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

WT – Working towards; D - Demonstrated; E - Exceeds expectations (please tick)

Upon completion, this document is to be returned to the Pre-service teacher who will upload it via our online placement system portal.

Details of Pre-service Teacher

Name:			
Student ID:		School:	

Attendance Record

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

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

PERSONAL LANGUAGE, LITERACY AND NUMERACY COMPETENCIES	
The Pre-service Teacher can use the English language appropriately and accurately to communicate and manage interactions with students and colleagues effectively both inside and outside the classroom	
Satisfactory <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
The Pre-service Teacher demonstrates mastery of the full range of literacy and numeracy competencies required of a beginning teacher	
Satisfactory <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>

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