



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5116
Student 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 5116 Student Engagement (6 units of credit)
Semester 2, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Jenn Jolly
Office Location: John Goodsell, Level 1
Email: j.jolly@unsw.edu.au

3. COURSE DETAILS

Course Name	EDST 5116 Student Engagement
Credit Points	6 units of credit (uoc)
Workload	Involves 150 hours of study including an online input session and discussions, readings, research, preparation and assessment.

Summary of Course

This online course provides an opportunity for students to draw on their knowledge of the historical, political and social context of Australian education and the cognitive and societal factors that shape students' experiences and outcomes to develop, implement and evaluate an appropriate action plan to improve student learning through engaging with the wider educational community, including parents, caregivers, and other education-related professionals. The course consists of online forums and the equivalent of 10 days of structured field work in a specific school community, either

1. working with a small group of students in the school in which you undertake your final internship, or
2. working with a small group of students at Matraville High School in October – November, 2016, or
3. working with a small group of students in a school or educational organisation in which you are employed as a teacher.

Aims of the Course

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

Student Learning Outcomes

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

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	2
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1
3.7	Describe a broad range of strategies for involving parents/carers in the educative process	1
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	1, 2
5.5	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement	1,2
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	2
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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

5. TEACHING STRATEGIES

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

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

6. COURSE CONTENT AND STRUCTURE

1. Moodle orientation session, followed by online discussions, readings, research, preparation and assessment

	Topic	Readings
Moodle input	<ul style="list-style-type: none"> • Introduction: Educational provision in NSW and effectiveness of pathways for diverse learners • Under-achievement: Potential effects on students • Using assessment data to improve learning • Community support structures 	Connell, R, Campbell C., Vickers, M., Welch, A., Foley, D., Bagnall, N. (2007). <i>Education, Change and Society</i> . Melbourne: Open University. Gannon, S. (2009). Rewriting the Road to Nowhere: Place Pedagogies in Western Sydney. <i>Urban Education</i> , 44(5), 608-624.
Moodle discussion and follow up, dates tba	<ul style="list-style-type: none"> • Sharing of requirements for Assessment Task 1 in small groups, followed by whole group discussion • Working with underachieving students and their key learning partners 	
Moodle discussion and follow up, dates tba	<ul style="list-style-type: none"> • Sharing of requirements for Assessment Task 2 in small groups, followed by whole group discussion • Developing an action plan 	McDonald, T. (2010). <i>Classroom management: Engaging students in learning</i> . Melbourne: OUP. Marsh, C. (2010). <i>Becoming a Teacher: Knowledge, skills and issues</i> . 5 th edition.. Sydney: Pearson.
Moodle discussion and follow up, dates tba	Plenary and sharing of reports	

7. RESOURCES

- Adsit, T. L. (2011). *Small schools, education, and the importance of community: Pathways to improvement and a sustainable future*. New York, NY: Rowman & Littlefield.
- Beck, C., & Kosnik, C. (2002). Components of a good practicum placement: Student teacher perceptions. *Teacher Education Quarterly*, 29(2), 81–98.
- Beck, C., & Kosnik, C. (2001). From cohort to community in a preservice teacher education program. *Teaching and Teacher Education*, 17, 925–948
- Bottrell, D., & Goodwin, S. (2011) *Schools, communities and social inclusion*. South Yarra, VIC: Palgrave Macmillan.
- Brennan, M., Groundwater-Smith, S., & McFadden, M. (2001). *Secondary schooling in a changing world*. Marrickville, N.S.W.: Harcourt.
- Cochran-Smith, M., & Lytle, S.L. (1999). Relationships of knowledge and practice: Teachers learning in communities. *Review of Research in Education*, 24, 249–305
- Cochran-Smith, M. (2004). *Walking the road: Race, diversity, and social justice in teacher education*. New York, NY: Teachers College Press.
- Cullingford, C. (Ed.). (1996). *Parents, education, and the state*. (1996). Brookfield, VT: Ashgate Pub. Co.
- Erlandson, P., & Beach, D. (2008). The ambivalence of reflection—rereading Schön. *Reflective Practice*, 9, 409–421.
- Frederick, R., Cave, A., & Perencevich, K. (2010). Teacher candidates' transformative thinking on issues of social justice. *Teaching and Teacher Education*, 26(2), 315–322
- Holcomb, E. L. (2007). *Students are stakeholders, too!: Including every voice in authentic high school reform*. Thousand Oaks, CA: Corwin Press.
- Hong, S. (2011). *A cord of three strands: A new approach to parent engagement in schools*. Boston, MA: Harvard Education Press.
- Loughran, J. (2010). *What expert teachers do*. New York, NY: Routledge.
- Marchesani, R. J. (2007). Involving family and Community. In, R. J. Marchesani, *A field guide to teaching* (pp. 217–230). New York, NY: Prentice Hall
- Marchesani, R. J. (2007). Working with your colleagues and support staff. In, R. J. Marchesani, *A field guide to teaching* (pp. 231–248). New Jersey: Prentice Hall.
- Miriam, E. D., & David, M. E. (1980). *The state, the family, and education*. London, UK: Routledge.
- New South Wales. Dept. of School Education. Western, R. (1991). *Parent and community participation to support schools renewal strategies: An inservice package*. Bathurst, NSW
- Partnership for Family Involvement in Education. (2000). *Parent organizations and schools: Team Up for Kids!* Jessup, MD: Ed Pubs.
- Roland, S. B., & Barth, R. S. (1990). *Improving schools from within: Teachers, parents, and principals can make the difference*. San Francisco, CA: Jossey-Bass.

Recommended websites

- <https://www.det.nsw.edu.au/about-us/careers-centre/school-careers/teaching/our-programs-and-initiatives/explore-your-future/beyond-the-bridge>
- http://www.schools.nsw.edu.au/gotoschool/types/specificpurposes/schoollist_ssp.php
- <http://cse.edc.org/products/teacherleadership/reachingout.asp>
- http://www.citized.info/pdf/external/Global_Educators_Report.pdf

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1 Report	2000 words	40%	1	1.1, 3.6, 3.7, 5.4, 5.5, 7.4	Complete draft to be uploaded to Moodle by 31 October, 5 pm
Assessment 2 Action plan and report on outcomes	3500 words approx..	60%	1, 2, 3	1.1, 3.1 3.2, 3.7, 5.4, 5.5, 7.3, 7.4	12 December, 2016, 5 pm uploaded to Moodle

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%)

This report aims to evaluate how effectively the educational institution in which your project is located is meeting the needs of the particular target group of underachieving students identified. Through a systematic and careful analysis of the public documents available about the institution, its programs and track record in meeting the students' needs, and the description of its support personnel and broader community networks, pre-service teachers will come to appreciate the diversity of education provision in NSW and the challenges encountered in meeting student need and improving student learning.

You need to follow these steps in completing your research report

1. Identify and briefly describe the underachieving group you are interested in and/or which has been allocated to you, and the school, or schooling system, in which they are located. You may use one of the schools allocated to you for professional experience, or you may use the school proposed for this project.
2. 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. Provide a summary of this research in 500-750 words. The group may comprise students with special needs (e.g. students with an intellectual disability, physical disability, vision or hearing impairment, language disorder, mental health conditions, autism) or students who are indigenous, from a low socio-economic background, ESL background or rural or remote area or are gifted academically or in sport, music or the arts, or seemingly disengaged and apparently unmotivated students.
3. Evaluate how well the provider (the school or schooling system) is meeting the needs of these students using evidence from sources such as school or system websites, annual reports, media posts and articles, 'My School' website, NAPLAN testing, etc. Provide a summary of

this research and evaluation in 1000-1500 words. Include a variety of sources (at least 6) in your bibliography.

4. Submit the report through Turnitin and upload 1 copy to the Moodle for sharing and discussion.

Assessment 2: Action Plan and Outcomes (60% weighting)

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

The following steps may be useful in guiding your study:

1. With the help of your Course coordinator, identify a suitable cohort of 3-5 students for your study. Make sure both teachers and students are happy for you to work with them and they understand what you will be doing and why.
2. Find out about the students' strengths, needs, family background, language use, school learning (in Australia and overseas), their out of school activities such as sport, coaching, community language school, community functions. Try and get a broader picture of them beyond the classroom. eg. for ESL students find out about their language use outside the classroom. What language/s do they use with friends in the playground, at home with mother/father/grandparents/older and younger siblings? What language do siblings, parents and others use with them? What programs do they watch on TV? Make a summary of their access to formal/informal English and home language outside class. What are some issues for them in terms of spoken language and learning? Talk with any other staff and key stakeholders who also work with the student/s to find out more.
3. Collect and evaluate at least four samples of the student's spoken and written language in different subject areas, as well as information about their academic achievement. Examine the work samples to decide whether your impressions of the students' achievement in learning are reflected in their actual performance.
4. With the help of your Supervisor, arrange to shadow the students for a day through a range of lessons. What are the conceptual, language, literacy and learning demands being made on them? How do these demands vary across curriculum areas? According to different teachers (and instructional techniques?). How does the learner respond to such demands? How could they be better supported in their learning?
5. In consultation with your supervising teacher, develop an action plan for a small scale intervention, eg. to review all the available data relating the students' performance and engagement with school, then initiate or significantly modify an instructional strategy or work on a specific skill or behaviour, then assess, then review again, and if necessary repeat the cycle . Work out how you will assess improvement in learning, including both qualitative and quantitative measures.
6. Implement your action plan in consultation with all key stakeholders.
7. Write up your report. The report should be divided into five sections, with the middle two sections being the most detailed:

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

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

Section 3: a discussion which clearly indicates the implications of your findings for intervening in the learning of such students, including an individualized action plan for the students.

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

Section 5: a conclusion which summarises what you have done and what you discovered as a result of your project.

Please note that all students are required to present your report according to accepted academic conventions. A list of all references cited in the report should be included at the end in alphabetical order using APA style, and any interview questions and anonymised **exemplars** of the learners' performance included as appendices

Sample Individual Action Plan

<p>Student name:</p> <p>Year level:</p>	<p>Main reasons for choosing this student/group of students:</p>
<p>Review of progress should be based on collection and analysis of data</p> <ul style="list-style-type: none"> • formal classroom and broader assessment data such as appropriate observation notes from classroom teacher/s • feedback from the student • feedback from the parents/carers <p><i>All decisions regarding student learning should be based on a range of data sources. Individual Action Plans aim to personalize the teaching and learning program, support improvement in identified areas and should be monitored and revised regularly.</i></p>	
<p>Learning improvement goals -</p> <p>Priority areas for improvement. Consider:</p> <ul style="list-style-type: none"> • engagement • attendance • behavior • language and literacy • academic achievement 	<p>Learning outcomes</p> <p>List relevant learning outcomes linked to the learning improvement goals. Consider:</p> <ul style="list-style-type: none"> • engagement • attendance • behavior • language and literacy • academic achievement
<p>School and classroom strategies revised pedagogy</p> <p>Consider:</p> <ul style="list-style-type: none"> • revised pedagogy • classroom learning interventions • small group/individual support • behaviour expectations 	<p>Parents/carers – expectations/support</p> <p>Identify in partnership:</p> <ul style="list-style-type: none"> • expectations of parents/carers • level of support that can be provided by parents/carers • how the school can communicate with and support parents/carers

Processes for implementation of the action plan

Identify:

- key steps for implementation
- how progress will be measured, data collection methods

Timeline for review and revision of plan

Action Plans should be measured and modified regularly.

Evidence of outcomes (as appropriate), including comments by students/teachers/support personnel /parents

**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST 5116 STUDENT ENGAGEMENT**

Student Name:
Assessment Task 1

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Knowledge and understanding demonstrated of the characteristics and needs of the target group of students • Depth of analysis of the support structures within the school or system chosen 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Range and depth of evidence of how well the school is able to meet the needs of the targeted students, including strategies for working effectively, sensitively and confidentially with parents/carers and relevant professionals (ie. Interpreters, counsellors, social workers, aides etc) 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Evidence of research through use of at least six different sources • Clear linkage of the sources to the school or system of the report 					
Structure and organisation of response <ul style="list-style-type: none"> • Coherence and clarity of structure 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references; • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

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.**

