School of Education

EDST5442: Advanced Professional Practice

Semester 1

Contents

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
EDST5442 Advanced Professional Practice (6 units of credit)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Neville Ellis
Office Location: John Goodsell, Rm 138
Email: neville.ellis@unsw.edu.au
Phone: 9385 9506
Availability: Tuesdays only – by email appointment

*NOTE: This course is delivered in a blended mode (i.e. face-to-face and online workshops)
so **reliable and easy access to the internet is essential**. There is also a field-based component
so **students must be teaching in a secondary school setting.***

3. COURSE DETAILS

Course Name	Advanced Professional Practice	
Credit Points	6 units of credit (uoc)	
Workload	Includes 150 number of hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Fieldwork	**30 days of school-based professional practice**	Weeks 1 - 12
Face-to-face Workshops	Wednesday, 17.00 – 19.00 (RedC 4034)	Weeks 1, 3, 6 & 8
Online Workshops	Ongoing	Weeks 6 - 12

Summary of Course

This course requires students to be working in the school system and to complete a minimum of 30 days of school-based professional practice over the duration of the course. 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 course participants in developing expertise as a teacher while working towards achievement of some of the Australian Professional Standards for Teachers (APST) at a higher career stage. This course is offered in both semester 1 and 2.

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

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

- The course now focuses on the continuum of professional development from 'novice' to 'expert' teacher, i.e. from the Graduate to Lead career stage rather than exclusively on development at the "proficient" stage.
- From 2016, the course will now be offered as an elective to allow students greater flexibility in planning and designing their study programs.
- An additional face-to-face lecture has been included in the course to provide students with greater scaffolding and support.

Student Learning Outcomes

Outcome		Assessment/s
1	To provide a structured self-directed program of reflection and peer/self-evaluation to enhance professional practice in a specific teaching context/area	1
2	To critically evaluate their own developing skills in program design and delivery, including student needs analysis (e.g. diversity, special needs), syllabus design, program organization and processes of assessment, review and evaluation in the designated field.	2 & 3
3	To monitor, document and report on a range of students' development in the designated area and implement appropriate feedback mechanisms to enhance learning and teaching;	1, 2 & 3
4	To demonstrate the ability to operate independently both within the classroom and within the wider school community and interact effectively with colleagues and members of the wider school community	1, 2 & 3

Program Learning Outcomes

Capability		Assessment/s
3	Plan for and implement effective teaching and learning	1, 2 & 3
4	Create and maintain supportive and safe learning environments	1, 2 & 3
5	Assess, provide feedback and report on student learning	1, 2 & 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	Assessment 3
B. Classroom Management	**1, 2, 3, 4, 5, 6, 7, 8, 9,10**	Assessment 1 & 3 & Professional Placement
C. Information and Communication Technologies	1, 2, **3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14**	Assessment 1 & 2 & Professional Placement
D. Literacy and Numeracy	**1, 2, 3, 4, 5, 6**, 7, 8 ,**9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19**	Assessment 1 & Professional Placement
E. Students with Special Educational Needs	1, 2, 3, **4, 5, 6, 7, 8, 9**	Assessment 1 & 3 & Professional Placement
F. Teaching Students from Non-English Speaking Backgrounds	**1, 2, 3, 4, 5, 6, 7, 8 ,9, 10, 11**	Assessment 1 & 3 & Professional Placement

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:

- o Small group cooperative learning to address teaching and learning goals;
- o Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice;
- o 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.
- o 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

Week Beginning	Workshop Topic / Activity	Post-workshop tasks
Wks 1 – 12 (field-based)	• Students are to complete a minimum of 30 days of school-based professional practice in a secondary school setting over the duration of the course. **Priority areas:** Classroom Management: 1 - 10 ICT: 3 - 14 Literacy and Numeracy: 1 – 6, 9 - 19 Students with Special Educational Needs: 4 - 9 Teaching Students from NESB: 1 - 11	Details of teaching experience are to be recorded in a Teaching Log.

Wk 1 (2 hours)	• Overview of the course including:
	  o assessment tasks & assessment requirements
	• Re-visiting the Australian Professional Standards for teachers:
	  o The Standards at different career stages
	  o Providing evidence of the Standards at different career stages
	• The 'why' and 'what' of observation:
	  o Overview of Borich's 'lenses for self- improvement'
	  o Illustrations of practice and evaluating evidence – case studies & vignettes
		Purchase text books and begin to read:
		• Borich, G. (2011). Observation Skills for Effective Teaching.
		• Loughran, J. (2010). What Expert Teachers Do. Part 1 pp. 3-36.
		
		Decide upon a 'focus' or 'lens' and begin planning to observe two lessons by expert teachers.
		
		Begin to collect evidence and develop your Professional Practice Reflective Journal to demonstrate competence at a higher career stage.

Wk 3 (2 hours)	• Methods of recording observational data – 'how' to observe using different instruments and tools including:
	  o Narrative Reports (anecdotal, ethnographic, thematic notes, visual maps);
	  o Rating Scales (checklists, summated ratings, scales)
	  o Classroom Coding System (counting, signs)
	• What to do before, during and after the observation
	• Strategies for critical self-reflection
	• Class discussion on 'what expert teachers do'
		Continue reading prescribed texts:
		• Borich, G. (2011). Observation Skills for Effective Teaching.
		• Day, C. (2004). A passion for teaching (Chaps 6 & 7).
		• Loughran, J. (2010). What Expert Teachers Do. Part 2 pp. 57 - 142.
		
		Arrange and observe two lessons by expert teachers.
		
		Continue to collect evidence and develop your Professional Practice Reflective Journal.

Wk 5	Assessment Task 1 Due	
Wk 6	• Group review: What makes an 'expert'	Continue reading prescribed texts:

(2 hours)	teacher? Sharing of learning gained through classroom observations of expert teachers
	• The 'novice' to 'expert' continuum – characteristics of a teacher at each level
	• The Standards at the different career stages
	   o The Classroom Practice Continuum
	   o The Self Assessment Tool
	• Forming online discussion groups & contributing to discussions in a meaningful way
		• Loughran, J. (2010). What Expert Teachers Do. Part 3 pp. 161 – 219.
		
		Be prepared to discuss what constitutes an expert teacher.
		
		Continue to collect evidence and develop your Professional Practice Reflective Journal.
		
		Join an online discussion group and begin to submit posts.

Wk 8
(2 hours)
	• Discussion of Assess. Tasks 2 & 3:
	   o Unpacking the Standards
	   o Collecting & annotating evidence
	   o Descriptive cf reflective reflection
	• Samples of reflective journals
		Continue to collect evidence and develop your Professional Practice Reflective Journal.
		
		Continue to submit posts to an online discussion group in a meaningful way.

Wks 6 - 12
(online)
	• Students are to actively participate in the online discussion group and submit a minimum of 6 quality posts. 'High order thinking' is encouraged and students should aim for a premise, i.e. how what they describe fits into a theory of learning and why it is important.
	• Students might choose to address one or more of the following:
	   o How are you developing your practice on the continuum of professional development from 'novice' to 'expert' teacher, i.e. from the Graduate to Lead career stage?
	   o How have you made connections with the literature/theory to inform and improve your practice?
	   o What do you perceive to be your strengths and areas for improvement?
	   o What evidence are you collecting to 'showcase' you are working towards achievement of the standards at a higher career stage (Standards 3, 4, 5)
		Submit a minimum of 6 quality posts to your online discussion group then collate your contributions into one electronic file
		
		Complete your Professional Practice Reflective Journal.
		
		(Assessment Tasks 2 & 3 due)

7. ASSESSMENT

Assessment tasks are designed to provide evidence of advanced professional practice **(towards a higher career stage on the APST)** and the ability to work independently both in the classroom and in the wider school community. They target specifically standards 3, 4 and 5.

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Priority Areas	Due Date
Assessment 1: Observing Expert Teachers 2 observations of a 'Master/Expert' Teacher using Borich (2008) Lens for self-improvement	1500 word equivalent	30%	1,3,5	3, 4 & 5	B, C, D, E, F	Week 5 Sun 10 Apr 2016 5.00 pm
Assessment 2: Contribution to online discussion group (please collate and attach hard copies of your 6 posts and submit with Assessment 3)	1000 words	10%	1, 5	3, 4 & 5	C	Week 12 Sun 29 May 2016 5.00 pm
Assessment 3: Reflective Journal & Annotated Evidence **Part A** A narrative reflective journal outlining your developing practice on the continuum of development from 'novice' to 'expert', i.e. from Graduate to Lead career stage. **Part B** Annotated evidence to demonstrate achievement of some of the Australian Professional Standards for Teachers (APST) at a higher career stage <u>as describned in your journal narrative</u>. Refer specifically to the AITSL Classroom Practice Continuum, the AITSL Self Assessment Tool, and APST 3, 4 & 5.	3000 words equivalent	60%	2, 3, 4 & 5	3, 4 & 5	A, B, E, F	Week 12 Sun 29 May 2016 5.00 pm

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 Details

Assessment 1: Observing Expert Teachers Using Borich's Lenses for Observation

You are required to observe (2) lessons of an '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 a teacher?
4. What area/s of teacher effectiveness do you plan to work on?

Assessment 2: Contribution to online discussion group

You are required to actively participate in the online workshop and contribute through submitting a minimum of 6 quality posts to your discussion group. 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 3: Reflective Journal & Annotated Evidence

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 on the continuum of professional development from 'novice' to 'expert', i.e. from Graduate to Lead career stage. **Include links to literature** from set text (Loughran, 2010) and other relevant readings e.g. (Day, 2014). You are required to explicitly identify APST Standards: 3, 4 and 5. You can write this in first person as it is most important to hear your story.

Part B

Annotated evidence to demonstrate and 'showcase' your achievement of some of the Australian Professional Standards for Teachers (APST) at a higher career stage <u>as described in your journal narrative</u>. Include evidence for one of the standard descriptors for each of the APST Standards 3, 4 and 5. Include brief annotations for each piece of evidence.

It is recommended that you refer to the AITSL Classroom Practice Continuum, the AITSL Self Assessment Tool, and the AITSL and BOSTES Evidence Guides (listed below) for guidance and support.

Appendix

Include a professional practice log documenting the 30 days (minimum) of school-based professional practice you have completed over the duration of the course. Please use the pro-forma that can be found on Moodle.

Evidence Guides for the Different Career Stages:

- AITSL. Documentary Evidence. Proficient Teacher.
  - http://www.aitsl.edu.au/docs/default-source/registration-resources/documentary_evidence_proficient_teachers.pdf
- AITSL. Annotated artefacts and sets of evidence at the Highly Accomplished and Lead career stages
  - http://www.aitsl.edu.au/certification/certification-evidence
- AITSL. Certification Documentary Evidence Supplement. Highly Accomplished Teachers.
  - http://www.aitsl.edu.au/docs/default-source/default-document-library/documentary_evidence_supplement
- BOSTEs. Proficient Teacher Evidence Guide.
  - http://www.nswteachers.nsw.edu.au/publications-policies-resources/resources/how-to-guides/
- BOSTES. Evidence Guide for Highly Accomplished Teacher Standards.
  - http://www.nswteachers.nsw.edu.au/publications-policies-resources/resources/how-to-guides/
- BOSTES. Evidence Guide for Lead Teacher Standards.
  - http://www.nswteachers.nsw.edu.au/publications-policies-resources/resources/how-to-guides/

Student Name: Student No.:

Assessment Task 1: **Observing Expert Teachers**

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 or lenses • 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					

Lecturer: **Dr Neville Ellis**   **Date:**

Recommended: **/20**   **(FL PS CR DN   HD)**   **Weighting: 30%**

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.**

Student Name: Student No.:

Assessment Task 2: **Contribution to Online Discussion Group**

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: **Dr Neville Ellis**   **Date:**
Recommended: **/20**   **(FL PS CR DN   HD)**   **Weighting:**   **10%**

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.**

Student Name: Student No.:

Assessment Task 3 (Part A & B): **Reflective Journal & Annotated Evidence**

SPECIFIC CRITERIA	(-) ——————➤ (+)				
Understanding of the question or issue and the key concepts involved • Provides a detailed narrative outlining development of own teaching practice • Makes links to one Standard Descriptor and provides evidence for each of the APST Standards: 3, 4 and 5.					
Depth of analysis and/or critique in response to the task • Demonstrates reflexivity & reflectivity / analytical & evaluative thinking / complexity of ideas					
Familiarity with and relevance of professional and/or research literature used to support response • Makes links with recommended readings, e.g. Day (2004), Loughran (2010) • Provides evidence of additional reading					
Structure and organisation or response • Provides a well-planned & structured narrative (Part A) • Includes well chosen & clearly labeled evidence as appendices (Part B) • Clearly annotates all evidence & links Part A with Part B					
Presentation of response according to appropriate academic and linguistic conventions • Clarity and fluency of written expression • Use of APA referencing style for in-text referencing & reference list					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Dr Neville Ellis**   **Date:**

Recommended: **/20**   **(FL PS CR DN 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.**

8. RESOURCES

Required Readings

Borich, G. (2011). Observation skills for effective teaching. Pearson, Merrill Prentice Hall. New Jersey.

Day, C. (2004). A passion for teaching. London: Routledge Falmer Taylor & Francis Group. [Chapters 6 & 7]

Loughran, J. (2010).What expert teachers do: Enhancing professional knowledge for classroom practice. Australia: Allen & Unwin.

Further Readings

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York: Routledge, Taylor & Francis Group.

Atkins, T., & Claxton, G. (2004). The Intuitive practitioner: On the value of not always know what one is doing. UK: Open University Press.

Shulman, L. (2004). The wisdom of practice: Essays on teaching, learning and learning to teach. USA: Jossey-Bass.

Darling-Hammond, L. (2006). Powerful teacher education: Lessons from exemplary programs. San Francisco: Jossey-Bass.

Darling-Hammond, L. (1999. Teaching as the learning profession: Handbook of policy and practice.

Darling-Hammond, L., & Bransford, J. (2005). Preparing teachers for a changing world: what teachers should learn and be able to do. San Francisco: Jossey-Bass.