



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5442

Advanced Professional Practice

Semester 2, 2017

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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
EDST5442 Advanced Professional Practice (6 units of credit)
Semester 2, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Prof Chris Davison
Office Location: John Goodsell, Rm 125
Email: c.davison@unsw.edu.au
Phone: 9385 1987

*NOTE: This course includes a field-based component so **students must be teaching in a secondary school setting and have access to observe and teach classes in their target specialisation**.*

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	25 days of school-based professional practice	Weeks 1 - 12
Face-to-face Workshops		tba

Summary of Course

This course requires students to be working in the school system and to complete a minimum of 25 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.

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

- *This course now requires students to be working in the school system and to complete a minimum of 25 days of school-based professional practice over the duration of the course.*
- *The AITSL Classroom Practice Continuum, the AITSL Reflection on Practice Tool, and the AITSL and BOSTES Evidence Guides are now used as resources to support the course.*
- *Otherwise, students have indicated that they were extremely satisfied with the organization and delivery of the course hence no further changes have been made.*

Student Learning Outcomes

Outcome		Assessment/s
1	Students will systematically identify the characteristics of an “effective” teacher”	1
2	Students will demonstrate how data collected during classroom observations relate to theory presented in the course readings and how they might apply what they learnt to improve their own teaching practice	1
3	Students will identify the strengths and weaknesses of their own teaching practice through reference to the AITSL Australian Professional Standards for Teachers, the Classroom Practice Continuum, and the Reflection on Practice Tool	1, 2
4	Students will establish a structured self-directed program of reflection and peer/self-evaluation to enhance their professional practice in a specific teaching context/area	1, 2
5	Student will demonstrate achievement of a negotiated set of Australian Professional Standards for Teachers (APST) at the relevant career stage	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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

5. TEACHING STRATEGIES

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

Thus, teaching strategies used during the course will include:

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

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Workshop Topic / Activity	Post-workshop tasks
Pre-course orientation workshop (2 hours)	<ul style="list-style-type: none"> • Notions of 'the expert teacher' • The 'novice' to 'expert' continuum – characteristics of a teacher at each level • The Standards at the different career stages <ul style="list-style-type: none"> ○ The Reflection on Practice Tool ○ Identifying your focus areas for improvement / development • Methods of recording observational data – 'how' to observe using different instruments and tools including: <ul style="list-style-type: none"> ○ Narrative Reports (anecdotal, ethnographic, thematic notes, visual maps); ○ Rating Scales (checklists, summated ratings, scales) ○ Classroom Coding System (counting, signs) • What to do before, during and after the observation 	<p>Read</p> <ul style="list-style-type: none"> • Borich, G. (2011). Observation Skills for Effective Teaching. • Loughran, J. (2010). What Expert Teachers Do. Part 1 pp. 3-36. <p>Decide upon a 'focus' or 'lens' and begin planning to observe two lessons by expert teachers.</p> <p>Arrange and observe two lessons by expert teachers.</p> <p>Establish effective mechanisms to collect evidence and develop your Professional Practice Reflective Journal to demonstrate competence at a higher career stage.</p>
Assessment Task 1 due		
Wks 1 – 12 (field-based)	<ul style="list-style-type: none"> • Students are to complete a minimum of 25 days of school-based professional practice in a secondary school setting over the duration of the course. 	<p>Get approval for proposed teaching placement</p> <p>Details of observations and teaching experience are to be recorded in a Teaching Log.</p>
Mid-course observation visit (2 hours)	<ul style="list-style-type: none"> • Arrange a visit by the course-coordinator to see you teaching • Accreditation & certification - collecting & annotating evidence • Unpacking the Standards • Reflection: <ul style="list-style-type: none"> ○ Descriptive of reflective reflection ○ Samples of reflective journals ○ Setting professional learning goals 	<p>Continue reading prescribed texts:</p> <ul style="list-style-type: none"> • 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, Part 3 pp. 161 – 219. <p>Continue to collect evidence and develop your Professional Practice Reflective Journal.</p>
Post Week 12	Assessment Task 2 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 2-5

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1: Observing Expert Teachers 2 observations of a 'Master/Expert' Teacher using Borich's (2011) Lens for self-improvement	1500-2000 word equivalent	40%	1,3,5	3, 4 & 5	Week 5 Monday 21 August 5.00 pm
Assessment 2: 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 described in your journal narrative</u> . Refer specifically to the AITSL Classroom Practice Continuum, the AITSL Reflection on Practice Tool, and APST 3, 4 & 5.	3-4000 words equivalent	60%	2, 3, 4 & 5	3, 4 & 5	Post Week 12 Monday 6 November 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 1: Observing Expert Teachers Using Borich's Lenses for Observation

You are required to observe (2) lessons of an 'expert' teacher in a secondary school setting in your target area of specialisation. 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 aim 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? It is advised that you chose only one or two of Borich's lens for each observation.

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. These include: (1) Narrative Reports (anecdotal, ethnographic, thematic notes, visual maps); (2) Rating Scales (checklists, summated ratings, scales); (3) Classroom Coding System (counting, signs). You will be given information on these three methods during class and in the readings. You should include the instrument/s you used for your observations as appendixes. You may want to record the lessons and replay them for discussion with the teacher but please be conscious of any ethical issues including 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. You might consider:

1. What is influencing the quality and nature of events in your peer's 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: Reflective Journal & Annotated Evidence

You are required to produce a reflective journal with linked evidence of practice demonstrating what you have learnt and still to learn about teaching in in a secondary school setting in your target area of specialisation. The assessment 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 (Borich, 2011, Loughran, 2010) and other relevant readings. 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 as described in your journal

narrative. 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 Reflection on Practice Tool, and the AITSL and BOSTES Evidence Guides (listed below) for guidance and support.

Appendix

Include a professional practice log documenting the 25 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/>

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5442 ADVANCED PROFESSIONAL PRACTICE

Student Name:

Student No.:

Assessment Task 1: **Observing Expert Teachers**

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Reference to and/or use of Borich's (2011) observation lens • Understanding of prescribed readings and related theory and research • Evidence of additional reading 					
Structure and organisation of response <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Clear, fluent written expression • Appropriate use of APA referencing style 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Chris Davison
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.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5442 ADVANCED PROFESSIONAL PRACTICE

Student Name:

Student No.:

Assessment Task 2 (Part A & B): **Reflective Journal & Annotated Evidence**

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Demonstrates reflexivity & reflectivity / analytical & evaluative thinking / complexity of ideas 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Makes links with recommended readings Provides evidence of additional reading 					
Structure and organisation of response <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Clarity and fluency of written expression Use of APA referencing style for in-text referencing & reference list 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Chris Davison

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

Recommended 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:

- Buttner, S., Pijl, S. J., Bijstra, J., & Van den Bosch, E. (2015). Personality traits of expert teachers of students with behavioural problems. *The Australian Educational Researcher*, 42(4), 461-481.
- Day, C. (2004). *A Passion for Teaching*. London: RoutledgeFalmer.
- Hattie, J. (2003). *Teachers make a difference: what is the research evidence?* Melbourne: Australian Council for Educational Research.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge, Taylor & Francis Group.
- Qiong, L. I., & Yujing, N. I. (2009). Dialogue in the elementary school mathematics classroom: A comparative study between expert and novice teachers. *Frontiers of Education in China*, 4(4), 526-540.
- Ross, P., & Gibson, S. A. (2010). Exploring a conceptual framework for expert noticing during literacy instruction. *Literacy Research and Instruction*, 49(2), 175-193.
- Slater, R., Veach, P. M., & Li, Z. (2013). Recognizing and Managing Countertransference in the College Classroom: An Exploration of Expert Teachers' Inner Experiences. *Innovative Higher Education*, 38(1), 3-17.
- Tsui, A. B. (2009). Distinctive qualities of expert teachers. *Teachers and Teaching: theory and practice*, 15(4), 421-439.