## Contents

1. **LOCATION** .................................................................................................................................... 1
2. **STAFF CONTACT DETAILS** ..................................................................................................... 1
3. **COURSE DETAILS** ..................................................................................................................... 1
   - Aims of the Course ....................................................................................................................... 2
   - Student Learning Outcomes ........................................................................................................ 2
   - Graduate Attributes (AITSL Professional Graduate Teaching Standards) .................................. 2
4. **RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH** ............ 4
5. **TEACHING STRATEGIES** ......................................................................................................... 4
6. **COURSE CONTENT AND STRUCTURE** ..................................................................................... 4
7. **ASSESSMENT** .......................................................................................................................... 6
   - Assessment Details ...................................................................................................................... 6
   - Submission of Assessment Tasks ................................................................................................. 12
8. **RESOURCES** ................................................................................................................................ 12
   - Required Readings ...................................................................................................................... 12
9. **ACADEMIC HONESTY AND PLAGIARISM** ........................................................................... 12
10. **COURSE EVALUATION AND DEVELOPMENT** ................................................................. 14
11. **OTHER INFORMATION** .......................................................................................................... 14
    - Assessment Principles and Procedures ...................................................................................... 14
    - School of Education Grade Descriptors .................................................................................... 14
    - Attendance ................................................................................................................................. 15
    - Special Consideration ................................................................................................................. 15
    - University Counselling Service ................................................................................................. 15
    - Equity and Diversity .................................................................................................................. 16
1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6760 Professional Experience (6 units of credit)
Semester 1, 2013

2. STAFF CONTACT DETAILS

Course Convenor: Dr. Neville Ellis
Office Location: John Goodsell Building, Rm 135
Email: neville.ellis@unsw.edu.au
Phone: 9385 9506
Availability: John Goodsell Bldg, Rm 135 – be email appointment

Other Staff: Nisha Vohra
Office Location: John Goodsell Building, Rm 139
Email: n.vohra@unsw.edu.au
Phone: 9385 1950
Availability: Monday – Wednesday 8am to 4pm

Other Staff: Simone Pilosio
Office Location: John Goodsell Building, Rm 139
Email: s.pilosio@unsw.edu.au
Phone: 9385 9388
Availability: Monday – Friday 8am to 4pm

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Professional Experience 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (6 uoc)</td>
</tr>
</tbody>
</table>

Workload
Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

<table>
<thead>
<tr>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
</tr>
<tr>
<td>Tutorial/s</td>
</tr>
</tbody>
</table>

Summary of Course

Professional Experience is the central component of all pre-service programs. Pre-service teachers develop a range of teaching skills and understandings essential to plan for, and manage successful classrooms. For Professional Experience 1, pre-service teachers engage in ongoing professional learning during a 4-week (20 day) professional experience block in a NSW school. The placement begins with 3 days of structured observation followed by 17 days of supervised teaching, teaching one third of a teacher’s normal load. Through ongoing observation, supervised teaching and performing other duties, Professional Experience 1 allows pre-service teachers to work towards the achievement of the 7 national standards for a graduate teacher. Pre-service teachers gain understandings of the range of activities that occur both inside and outside the classroom and the roles of the teaching and non-teaching staff within the school.

This school-based experience is complimented by 24 hours of compulsory lectures during the semester. Pre-service teachers must also successfully complete a microteaching session in each
method 1 course before commencing their professional experience in schools.

**Note**: Professional Experience 1 occurs at the times specified by the School of Education. In order to arrange timely professional experience placements, pre-service teachers must log in to the School of Education’s online placement system and enter requested information no later than week 1 of the semester.

**Aims of the Course**

The School of Education and schools working collaboratively to ensure student teachers can work towards the achievement of the National Teaching Standards.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop a range of teaching skills and understandings essential to plan for and manage successful classrooms.</td>
</tr>
<tr>
<td>2</td>
<td>Take part in a range of activities outside the classroom to fully appreciate a teacher’s role.</td>
</tr>
<tr>
<td>3</td>
<td>Observe lessons to see various teaching styles and strategies and to get to know the school and the students he/she will teach.</td>
</tr>
<tr>
<td>4</td>
<td>Develop a strong commitment, enthusiasm and respect for the teaching profession.</td>
</tr>
<tr>
<td>5</td>
<td>Gain an understanding of the range of activities that occurs both inside and outside the classroom, and the roles of the teaching and non-teaching staff within the school.</td>
</tr>
<tr>
<td>6</td>
<td>Develop a strong commitment, enthusiasm and respect for the teaching profession.</td>
</tr>
<tr>
<td>7</td>
<td>Engage with the broader community.</td>
</tr>
</tbody>
</table>

**Graduate Attributes (AITSL Professional Graduate Teaching Standards)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</td>
</tr>
<tr>
<td>1.2</td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</td>
</tr>
<tr>
<td>1.3</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
</tr>
<tr>
<td>1.4</td>
<td>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds</td>
</tr>
<tr>
<td>1.5</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities</td>
</tr>
<tr>
<td>1.6</td>
<td>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability</td>
</tr>
<tr>
<td>2.1</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</td>
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</tbody>
</table>

EDST6760 Professional Experience 1, UNSW 2013
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2.2</td>
<td>Organise content into an effective learning and teaching sequence</td>
</tr>
<tr>
<td>2.3</td>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans</td>
</tr>
<tr>
<td>2.4</td>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</td>
</tr>
<tr>
<td>2.5</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas</td>
</tr>
<tr>
<td>2.6</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students</td>
</tr>
<tr>
<td>3.1</td>
<td>Set learning goals that provide achievable challenges for students of varying characteristics</td>
</tr>
<tr>
<td>3.2</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies</td>
</tr>
<tr>
<td>3.3</td>
<td>Include a range of teaching strategies</td>
</tr>
<tr>
<td>3.4</td>
<td>Demonstrate knowledge of a range of resources including ICT that engage students in their learning</td>
</tr>
<tr>
<td>3.5</td>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement</td>
</tr>
<tr>
<td>3.6</td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning</td>
</tr>
<tr>
<td>3.7</td>
<td>Describe a broad range of strategies for involving parents/carers in the educative process</td>
</tr>
<tr>
<td>4.1</td>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities</td>
</tr>
<tr>
<td>4.2</td>
<td>Demonstrate the capacity to organise classroom activities and provide clear directions</td>
</tr>
<tr>
<td>4.3</td>
<td>Demonstrate knowledge of practical approaches to manage challenging behaviour</td>
</tr>
<tr>
<td>4.4</td>
<td>Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements</td>
</tr>
<tr>
<td>4.5</td>
<td>Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching</td>
</tr>
<tr>
<td>5.1</td>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning</td>
</tr>
<tr>
<td>5.2</td>
<td>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning</td>
</tr>
<tr>
<td>5.3</td>
<td>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning</td>
</tr>
<tr>
<td>5.4</td>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice</td>
</tr>
<tr>
<td>5.5</td>
<td>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</td>
</tr>
<tr>
<td>6.1</td>
<td>Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs</td>
</tr>
<tr>
<td>6.2</td>
<td>Understand the relevant and appropriate sources of professional learning for teachers</td>
</tr>
<tr>
<td>6.3</td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices</td>
</tr>
<tr>
<td>6.4</td>
<td>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning</td>
</tr>
<tr>
<td>7.1</td>
<td>Understand and apply the key principles described in codes of ethics and</td>
</tr>
</tbody>
</table>
conduct for the teaching profession

7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage 1,2,3

7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers 1,2,3

7.4 Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice 1,2,3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Professional Experience gives pre service teachers the opportunity to develop the skills, knowledge, attitudes and values essential for teaching in secondary schools in NSW. Professional experience is undertaken in a variety of settings, as advised by the NSW Institute of Teachers (pre-service teachers must complete Professional Experience in at least 2 schools). Placements should also be diverse. Placements should offer diversity in year levels taught, subject areas taught, educational sectors (DET, independent, Catholic and other denominations), geographical location (inner city, outer suburbs, rural), and socio-economic.

Professional Experience placements are developmental and sequential.

5. TEACHING STRATEGIES

Professional experience consists of structured observations, supervised teaching and other duties in a school setting that allow pre-service teachers to engage with school age students, teachers and other para professionals.

The lecture series is designed to support this experience. Guest speakers from schools, educational sectors, organisations, academics from other universities and within the School of Education, as well as past and present students will be invited to participate in panel discussions and give guest lectures. These will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture Topic</th>
<th>Tutorial Topic / Preparation Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 3 March</td>
<td><em>Introducing Teaching as a Profession/The National Professional Standards</em> Prof. Chris Davison &amp; Dr. Neville Ellis</td>
<td>Please note: There are no tutorials for this course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You will be provided with a Professional Experience 2014 Handbook</td>
</tr>
<tr>
<td>2 10 March</td>
<td><em>The Development of Teaching as a Profession</em> Dr. Neville Ellis</td>
<td>Child Protection (Additional Lecture: M Teach / GDE students only)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Presenter/Author</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>17 March</td>
<td>Dr Robert Parkes</td>
<td>School of Education, Newcastle University</td>
</tr>
<tr>
<td>4 March</td>
<td>Approaches to Pedagogy</td>
<td>Dr. Matthew Clarke</td>
</tr>
<tr>
<td>5 March</td>
<td>Approaches to Assessment</td>
<td>Prof. Chris Davison</td>
</tr>
<tr>
<td>6 April</td>
<td>Planning for Practice: Connecting Pedagogy, Assessment and Curriculum</td>
<td>Dr. Neville Ellis</td>
</tr>
<tr>
<td>7 April</td>
<td>Schools as communities</td>
<td>Dr. Margaret Varaday, Ex. Principal, Sydney Girls’ HS</td>
</tr>
<tr>
<td></td>
<td>What makes a good teacher?</td>
<td>Panel discussion / Q&amp;A session</td>
</tr>
<tr>
<td>8 April</td>
<td>Preparation for PE1</td>
<td>Dr. Neville Ellis</td>
</tr>
<tr>
<td></td>
<td>Reflections on PE1: If we did it all again, what would we do differently?</td>
<td>Dr. Neville Ellis (Chair)</td>
</tr>
<tr>
<td></td>
<td>Top tips for PE1</td>
<td>Dr. Neville Ellis (Chair)</td>
</tr>
<tr>
<td></td>
<td>Final Preparation for PE 1</td>
<td>Dr. Neville Ellis &amp; Nisha Vohra</td>
</tr>
<tr>
<td>10 May</td>
<td>Final Preparation for PE 1</td>
<td>Dr. Neville Ellis &amp; Nisha Vohra</td>
</tr>
<tr>
<td>18 – 25 May</td>
<td>Break Week &amp; Pre-visit to School</td>
<td></td>
</tr>
<tr>
<td>26 May – 20 June</td>
<td>PROFESSIONAL EXPERIENCE 1</td>
<td></td>
</tr>
<tr>
<td>11 June</td>
<td>Debrief and Evaluation of PE1</td>
<td>Dr. Neville Ellis</td>
</tr>
<tr>
<td>14 Jul – 18 Jul</td>
<td>Supplementary Days for PE1</td>
<td></td>
</tr>
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</table>
7. **ASSESSMENT**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DEMONSTRATED PROFESSIONALISM</td>
<td>-</td>
<td>all</td>
<td>all</td>
<td>Ongoing throughout PE1</td>
<td></td>
</tr>
<tr>
<td>2. PE1 REPORT</td>
<td>100%</td>
<td>all</td>
<td>20/06/2013</td>
<td></td>
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</tr>
</tbody>
</table>

**Assessment Details**

The final grade awarded for Professional Experience is either Satisfactory or Unsatisfactory based on the following:

1. **Demonstrated professionalism.** This is a **hurdle requirement** and is assessed by the Supervising Teacher, Coordinator and University Liaison. The Pre-service Teacher must act in a professional manner at all times during Professional Experience which includes maintaining satisfactory attendance, being punctual, dressing appropriately, proper preparation of lessons and resources, cooperating with staff, working effectively in the school environment, and in general, demonstrating attitudes and actions that are appropriate and proper to the profession of teaching. The Pre-service Teacher is required to provide evidence that he or she is preparing lessons, keeping proper records and gaining an awareness of the broader school community, by submitting a hard copy of the following documents to the University Liaison when he or she visits the school:

- The Pre-service Teacher’s timetable indicating both teaching lessons and observation lessons (Appendix 2 in PE Handbook)
- Lesson observations (Appendix 4 in PE Handbook) – one for each lesson observed
- Up-to-date lesson plans (Appendix 5 in PE Handbook) – one for each lesson taught
- All observation tasks (Appendix 7 in PE Handbook)
- Teaching materials & resources

2. **The Intermediate Professional Experience Report.** The Intermediate Professional Experience report is the responsibility of the Supervising teacher(s) who may consult with the University Liaison. The report is written collaboratively where there are 2 or more supervising 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 placement.

Supervising teachers and the university liaison assess each pre-service teacher against the graduate teacher standards. For each standard, their level of achievement is assessed as:

- **NA** – Not Applicable
- **WT** – Working Towards
- **D** – Demonstrated
- **E** – Exceeds Expectations

A pre-service teacher is expected to demonstrate achievement of all standards by the end of Professional Experience 2. Ongoing formative assessment is provided by both the Supervising Teacher and the University Liaison in the form of notes within the lesson feedback form.
INSTRUCTIONS TO SUPERVISING TEACHER

This Intermediate Professional Experience Report is to be completed at the end of that placement or placements identified by this institution as providing developmental opportunities in relation to the National Teacher Standards for graduates. The Professional Experience Handbook contains advice of this professional experience placement and where it fits with other placements in the pre-service teacher’s program as well as information of the teaching demands of pre-service teachers. Supervising Teachers should refer to the accompanying Evidence Guide before completing this report. Pre-service teachers are to be assessed for each standard/requirement as either NA – Not Applicable; WT – Working Towards; D – Demonstrated; E – Exceeds expectations.

The overall assessment is either Satisfactory or Unsatisfactory.

Details

<table>
<thead>
<tr>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Student Name</td>
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<tr>
<td>Student ID</td>
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<tr>
<td>Program</td>
<td></td>
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<tr>
<td>No. of days</td>
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<tr>
<td>School</td>
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<tr>
<td>Dates of placement</td>
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<tr>
<td>Method(s) taught</td>
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</tbody>
</table>

PROFESSIONAL KNOWLEDGE

1. TEACHERS KNOW THEIR STUDENTS AND HOW THEY LEARN

<table>
<thead>
<tr>
<th></th>
<th>NA</th>
<th>WT</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge and understanding of physical, social</td>
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<td>and intellectual development and characteristics of students</td>
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<tr>
<td>and how these may affect learning.</td>
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<tr>
<td>Demonstrate knowledge and understanding of research into how</td>
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<td>students learn and the implications for teaching.</td>
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<tr>
<td>Demonstrate knowledge of teaching strategies that are</td>
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<tr>
<td>responsive to the learning strengths and needs of students</td>
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<td>from diverse linguistic, cultural, religious and</td>
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<tr>
<td>socioeconomic backgrounds.</td>
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<tr>
<td>Demonstrate knowledge and understanding of strategies for</td>
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<td>differentiating teaching to meet to specific learning needs of</td>
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<tr>
<td>students across the full range of abilities.</td>
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<tr>
<td>Demonstrate broad knowledge and understanding of legislative</td>
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<tr>
<td>requirements and teaching strategies that support participation</td>
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<tr>
<td>and learning of students with disability.</td>
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</table>
### COMMENTS

#### 2. TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>NA</th>
<th>WT</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</td>
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<tr>
<td>Organise content into an effective learning and teaching sequence.</td>
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<tr>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</td>
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<tr>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
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<tr>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</td>
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### PROFESSIONAL PRACTICE

#### 3. TEACHERS PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

<table>
<thead>
<tr>
<th></th>
<th>NA</th>
<th>WT</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</td>
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</tr>
<tr>
<td>Plan lesson sequences using knowledge of student learning content and effective teaching strategies.</td>
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<tr>
<td>Include a range of teaching strategies.</td>
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<tr>
<td>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</td>
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<tr>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</td>
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</tr>
<tr>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</td>
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<tr>
<td>Describe a broad range of strategies for involving parents /carers in the educative process.</td>
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</tbody>
</table>
### 4. TEACHERS CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

<table>
<thead>
<tr>
<th>NA</th>
<th>WT</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrate the capacity to organize classroom activities and provide clear directions.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrate knowledge of practical approaches to manage challenging behaviour.</td>
<td>☐</td>
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<tr>
<td>Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.</td>
<td>☐</td>
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<tr>
<td>Demonstrate and understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</td>
<td>☐</td>
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### COMMENT

### 5. TEACHERS ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

<table>
<thead>
<tr>
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<tr>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</td>
<td>☐</td>
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<tr>
<td>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</td>
<td>☐</td>
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<tr>
<td>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</td>
<td>☐</td>
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</tr>
<tr>
<td>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.</td>
<td>☐</td>
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</table>
### PROFESSIONAL ENGAGEMENT

#### 6. TEACHERS ENGAGE IN PROFESSIONAL LEARNING

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- Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.
- Understand the relevant and appropriate sources of professional learning for teachers.
- Seek and apply constructive feedback from supervisors and teachers and to improve teaching practices.
- Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

#### 7. TEACHERS ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

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- Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
- Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
- Understand strategies for working effectively, sensitively and confidentially with parents/carers.
- Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.

**COMMENTS**
### 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
- [ ] Unsatisfactory

The Pre-service Teacher demonstrates mastery of the full range of literacy and numeracy competencies required of a beginning teacher

- [ ] Satisfactory
- [ ] Unsatisfactory

### SUMMARY COMMENTS:

**FINAL GRADE:**

- [ ] Satisfactory
- [ ] Unsatisfactory

---

**Supervising Teacher’s name** _______________________
**Signature** _______________________
**Date** ____________

**Preservice Teacher’s signature** _______________________
**Date** ______________

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**UNSW School of Education Endorsement**

**Endorsed by the Professional Experience Office**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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<th>Stamp</th>
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EDST6760 Professional Experience 1, UNSW 2013
Submission of Assessment Tasks
Students are required to follow their lecturer’s instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Moodle. 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.

A penalty of 3% per day (24 hours) applies to work submitted after the due date (including weekends and holidays) without an approved extension. Extension request forms can be downloaded from https://education.arts.unsw.edu.au/students/resources/forms/ and must be approved by the appropriate course convenor prior to the due date. Extensions will only be granted for illness or serious problems beyond a student’s control. Please note that the submission of a request for an extension does not necessarily guarantee approval of the request. Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. This process does not take the place of lodging an application for Special Consideration through MyUNSW at https://iaro.online.unsw.edu.au/special_consideration/home.login and students must consider the merits of both options available.

Please note: Computer malfunctions will not be considered as sufficient grounds for extension.

8. RESOURCES
Required Readings


9. ACADEMIC HONESTY AND PLAGIARISM
Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

Examples of plagiarism include:

- Direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying materials, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person’s assignment, or the student’s own assignment from a previous course, without appropriate acknowledgement;

- Quotation without the use of quotation marks;

- Paraphrasing another person’s work with very minor change keeping the meaning, form and/or progression of ideas of the original;

- Citing sources which have not been read, without acknowledging the ‘secondary’ source from which knowledge of them has been obtained;

- Piecing together sections of the work of others into a new whole;
· Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or tutor;

· Claiming credit for a proportion of work contributed to a group assessment item that is greater than that actually contributed;

· Submitting your own assessment item that has already been submitted for academic credit at UNSW or elsewhere may also be considered plagiarism;

· Using another person’s ideas or words in an oral presentation without crediting the source.

Students are encouraged to seek advice from academic staff whenever necessary to ensure that you avoid plagiarism in all its forms. Further information on plagiarism and academic honesty can be located at: https://student.unsw.edu.au/plagiarism In addition, UNSW has produced a booklet to assist students with essential information for avoiding plagiarism which can be downloaded from https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at:

https://student.unsw.edu.au/conduct

In the interests of maintaining high standards in scholarship and research, the University reminds students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.

Cheating: It is a serious offence to submit any work that is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convenor to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person’s contribution.

Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specific period (See also student responsibilities 8 – Misconduct).

Misconduct: Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary Committee. For detail please go to: https://student.unsw.edu.au/conduct

Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit assessment via email.

Non-sexist language: it is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; e.g.’s/he’, ‘she or he, ‘people’, etc.
10. COURSE EVALUATION AND DEVELOPMENT
Periodically student evaluative feedback on the course is gathered, using UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

11. OTHER INFORMATION
Assessment Principles and Procedures

The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content. Assessment tasks are carefully designed to:

- Recognise, motivate and encourage deep learning
- Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school’s programs.

In the School of Education all potential failure are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialisation or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

School of Education Grade Descriptors

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>High Distinction (85% and above)</td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.</td>
</tr>
<tr>
<td>Distinction (75-84%)</td>
<td>The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
</tr>
<tr>
<td>Credit (65-74%)</td>
<td>The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with that research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well organised and moderately well-written.</td>
</tr>
<tr>
<td>Pass (50-64%)</td>
<td>The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The assignment is moderately well-organised and the arguments can be clearly</td>
</tr>
</tbody>
</table>
For more information regarding the UNSW assessment policy please visit: https://my.unsw.edu.au/student/academiclife/assessment/AssessmentatUNSW.html

Attendance

Unless specific and formal permission (see note below) has been granted, failure to attend 80% of classes in a course may result in failure in that course. Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to the lecturers/tutors responsible for those classes. Explanation of an absence of more than one week (or half a day in the case of intensive courses) should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating circumstances only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.

Note: The School of Education gives permission to participate in lectures online only on a case by case basis and only in the following circumstances:

a. The student is able to demonstrate that they have no other option but to participate in lectures online.

b. The student must be able to access, at minimum, a sound recording of the missed lecture either through Echo360 or independent recording. The Course Convenor can reserve the right to refuse the lectures in their course to be recorded independently.

c. The Program and Course Convenor(s) must give their approval for participation in lecture to be undertaken online.

d. Permission will only be granted for lectures, not tutorials or method courses and for no more than one course at a time.

e. Permission will not be granted when it results in over-enrolment. Students may apply for formal permission to participate in lectures online.

Students may access further information and the application form to participate in lectures online at https://education.arts.unsw.edu.au/media/EDUCFile/Permission_to_Participate_in_Lectures_Online.pdf

Special Consideration

On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during the semester or in an examination, has been adverse affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online (https://iaro.online.unsw.edu.au/special_consideration/home.login) and must be made within three working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

University Counselling Service
The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: The 2nd floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418.

Website: https://www.counselling.unsw.edu.au

Equity and Diversity

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course. Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website https://www.studentequity.unsw.edu.au.

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.