



UNSW
AUSTRALIA

Arts & Social
Sciences

School of Education

EDST6760

Professional Experience 1

Semester 1

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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 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
EDST 6760 Professional Experience (6 units of credit)
Semester 1 2016

2. STAFF CONTACT DETAILS

Course Coordinator: James Terry
Office Location: John Goodsell Building, Rm 139
Email: james.terry@unsw.edu.au
Phone: 9385 1993
Availability: Mondays: 3.00-4.00pm by appointment

3. COURSE DETAILS

Course Name	Professional Experience 1
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Lecture	Mon 12:00-14:00 (w1-4,5-10,N4, CLB 7) + w16 Mon PE1 Debrief Lecture

Summary of Course

Professional Experience is the central component of all teacher education student programs. Teacher education students develop a range of teaching skills and understandings essential to plan for, and manage successful classrooms. For Professional Experience 1, teacher education students 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 teacher education students to work towards the achievement of the AITSL standards for a graduate teacher. Teacher education students 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 complemented by 22 hours of compulsory lectures during the semester. Teacher education students must also successfully complete a microteaching session in each Method 1 course, provide evidence that they can meet the national literacy and numeracy requirements (eg. a pass the National Literacy and Numeracy Test for Initial Teacher Education (LANTITE), and be deemed ready to teach by both method tutors (via a student readiness report) 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, teacher education students must log in to the School of Education's online placement system (OPS) 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.

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

The range of guest speakers and people in industry addressing students will be expanded this year to include current NSW School Principals, Executives or Teachers. They will present on relevant school-based experiences in alignment with the National Teaching Standards. This will play a significant part in student's preparation for their PE1 practicum.

Student Learning Outcomes

Outcome		Assessment/s
1	Develop a range of teaching skills and understandings essential to plan for and manage successful classrooms.	all
2	Take part in a range of activities outside the classroom to fully appreciate a teacher's role.	all
3	Observe lessons to see various teaching styles and strategies and to get to know the school and the students he/she will teach.	all
4	Develop a strong commitment, enthusiasm and respect for the teaching profession.	all
5	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.	all
6	Develop a strong commitment, enthusiasm and respect for the teaching profession.	all
7	Engage with the broader community.	all

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
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1,2,3
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1,2,3
1.4	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	1,2,3
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1,2,3
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	1,2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1,2,3
2.2	Organise content into an effective learning and teaching sequence	1,2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1,2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	1,2,3
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1,2,3

2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1,2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1,2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1,2
3.3	Include a range of teaching strategies	1,2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1,2
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1,2
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1,2
3.7	Describe a broad range of strategies for involving parents/carers in the educative process	1,2,3
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1,2,3
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	1,2
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	1,2
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements	1,2,3
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	1,2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1,2
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1,2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	1,2
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	1,2,3
6.1	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs	1,2
6.2	Understand the relevant and appropriate sources of professional learning for teachers	1,2
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1,2
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	1,2
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	1,2
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 student teachers the opportunity to develop the skills, knowledge, attitudes and values essential for teaching in secondary schools in NSW. 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 and educational organisations, 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:

(Mandatory 80% Lecture Attendance Required)

Week Beginning	Lecture Topic	Preparation Required
1	<i>Introducing Teaching as a Profession/ Overview of Professional Experience and The Australian Professional Standards; Collecting Evidence of the Standards</i>	<i>Required Reading: Churchill, et al (2013) Teaching: Making a difference (2nd ed.). Ch. 1 & 2.</i>
2	<i>What does a school expect I should know about student learning?</i> + Mandatory Anaphylaxis Training- Final 30 min for all MTeach students. 3 rd Year students may leave early.	Standard 1: Know students and how they learn <i>Required Reading: Churchill, et al (2013) Ch. 3, 4 & 5.</i>
3	<i>What does a school expect I should know about the curriculum and syllabus?</i>	Standard 2: Know the content and how to teach it <i>Required Reading: Churchill, et al (2013) Ch. 6.</i>
4	<i>What does a school expect I should know about pedagogy, lesson planning and classroom management?</i>	Standard 3: Plan for and implement effective teaching and learning Standard 4: Create and maintain supportive and safe learning environments <i>Required Reading: Churchill, et al (2013) Ch. 8, 9, 10 & 11.</i>
Easter Break		
5	<i>What does a school expect I should know about assessment and feedback?</i>	Standard 5: Assess, provide feedback and report on student learning <i>Required Reading: Churchill, et al (2013) Ch. 7 & 12.</i>
6	<i>What does a school expect I should know about professional learning?</i>	Standard 6: Engage in professional learning <i>Required Reading: Churchill, et al (2013) Ch. 13 & 14.</i>
7	<i>Preparing for PE 1 - Top tips for PE1</i>	Prepare 3 questions to ask the panel.

	Panel of University Liaisons: <i>Communicating effectively with your supervising teacher</i> Panel of 4 th Year Education Students <i>Reflections on PE1: If we did it all again, what would we do differently?</i>	<i>Required Reading:</i> Professional Experience Handbook 2015
8	Anzac Day – No EDST 6760 Lecture	
9	<i>What does a school expect I should know about schools as communities?</i>	Standard 7: Engage professionally with colleagues, parents/carers and the community <i>Required Reading:</i> Churchill, et al (2013) Ch. 15 & 16.
10	<i>Final Preparation for PE 1 & Meet Your Liaisons</i>	<i>Required Reading:</i> Professional Experience Handbook 2015
11	Break Week & Pre-visit to School	
12-15	PROFESSIONAL EXPERIENCE 1	
16	Debrief and Evaluation of PE1 Make up days for any absences PE1	To reflect on any problems and issues you had during PE1

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
1. DEMONSTRATED PROFESSIONALISM		-		all	Ongoing throughout PE1
2. PE1 REPORT		100%		all	End of PE1

Please note: Students are also required to establish a digital portfolio and regularly include exemplars of evidence of their developing competence against the AITSL standards.

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

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 teacher education student 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 teacher education student 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 teacher education student'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 teacher education student 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 teacher education student 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 teacher education student 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 teacher education student'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			
Student Name		Student ID	
Program		No. of days	
School		Dates of placement	
Method(s) taught			

PROFESSIONAL KNOWLEDGE
1. TEACHERS KNOW THEIR STUDENTS AND HOW THEY LEARN

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

COMMENTS

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

	<i>NA</i>	<i>WT</i>	<i>D</i>	<i>E</i>
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organise content into an effective learning and teaching sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate broad knowledge of, and understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT

PROFESSIONAL PRACTICE

3. TEACHERS PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

	<i>NA</i>	<i>WT</i>	<i>D</i>	<i>E</i>
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan lesson sequences using knowledge of student learning content and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Include a range of teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe a broad range of strategies for involving parents /carers in the educative process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT

4. TEACHERS CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

	<i>NA</i>	<i>WT</i>	<i>D</i>	<i>E</i>
Identify strategies to support inclusive student participation and engagement in classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to organize classroom activities and provide clear directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of practical approaches to manage challenging behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe strategies that support students' well-being and safety working within school and/ or system, curriculum and legislative requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT

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

	<i>NA</i>	<i>WT</i>	<i>D</i>	<i>E</i>
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT

PROFESSIONAL ENGAGEMENT

6. TEACHERS ENGAGE IN PROFESSIONAL LEARNING

	<i>NA</i>	<i>WT</i>	<i>D</i>	<i>E</i>
Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the relevant and appropriate sources of professional learning for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek and apply constructive feedback from supervisors and teachers and to improve teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	<i>NA</i>	<i>WT</i>	<i>D</i>	<i>E</i>
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand strategies for working effectively, sensitively and confidentially with parents/carers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

PERSONAL LANGUAGE, LITERACY AND NUMERACY COMPETENCIES

The Teacher Education Student 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 Teacher Education Student 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 _____

Teacher Education Student's signature _____

Date _____

Principal/PE School Coordinator/School Executive or Head of Faculty signature _____

Date _____

8. RESOURCES

Required Readings

Australian Institute for Teaching and School Leadership. (2013). *Australian Professional Standards for Teachers. Home*. Retrieved from <http://www.teacherstandards.aitsl.edu.au/>

Australian Institute for Teaching and School Leadership. (2013). *Australian Professional Standards for Teachers. Standards*. Retrieved from <http://www.teacherstandards.aitsl.edu.au/OrganisationStandards/Organisation>

Churchill, R., Ferguson, P., Godinho, S., Johnson, N.F., Keddie, A., Letts, W., Vick, M. (2013). *Teaching. Making a Difference*. (2nd ed onwards.). Milton, QLD: John Wiley & Sons.