

# EDST6760

Professional Experience 1

Term 1, Term 2, 2022



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Andy Gao	<a href="mailto:xuesong.gao@unsw.edu.au">xuesong.gao@unsw.edu.au</a>	By Email appointment	G22 Morven Brown Building	

#### Administrators

Name	Email	Availability	Location	Phone
Professional Experience Workplace Integrated Learning (WIL)	<a href="mailto:professionalexperience@unsw.edu.au">professionalexperience@unsw.edu.au</a>	Post queries on the course enquiry forum on Moodle or email to arrange an appointment	Morven Brown Building, Lower Ground	

### School Contact Information

School of Education  
Arts, Design and Architecture  
Ground Floor, Morven Brown Building (F20)

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**W:** <https://www.arts.unsw.edu.au/education>

## Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

## Course Details

### Units of Credit 6

### Workload

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

### Summary of the Course

*This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.*

In this course you will develop a range of teaching skills and understandings essential to plan for and manage successful classrooms. You will complete a 1 day intensive orientation and a range of online activities, followed by a 4-week (20 day) supervised professional experience placement in a NSW school. Through ongoing observation, supervised teaching and contribution in the wider school community, the course ensures you work towards the achievement of the national standards for a graduate teacher. You will 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.

#### Note:

Before undertaking the placement component of Professional Experience 1, teacher education students must provide evidence that they can meet the IELTS (if appropriate) and national literacy and numeracy requirements, successfully complete a microteaching session in each Method 1 course, and be deemed ready to teach by both method tutors (via a student readiness report) before commencing their professional experience in schools. They also must provide evidence of having received a Working with Children Check and mandatory anaphylaxis training. 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 term.**

### Course Learning Outcomes

1. Make significant progress in working towards meeting all the Australian professional standards for teachers at the graduate level.
2. Continually reflect on and seek out opportunities to improve teaching practice through lesson observation, reflection and inquiry
3. Demonstrate a strong commitment, enthusiasm and respect for the teaching profession.

### Australian Professional Standards for Teachers

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
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics,	1

	cultural, religious, and socioeconomic backgrounds.	
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
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
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	1
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1
2.2	Organise content into an effective learning and teaching sequence.	1
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.	1
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1
3.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1
3.2	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	1
3.3	Include a range of teaching strategies.	1
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	1
3.7	Describe a broad range of strategies for involving parents/carers in the educative process.	1
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour.	1
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum, and legislative requirements.	1
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
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.	1
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	1
5.3	Demonstrate understanding of assessment moderation and its	1

	application to support consistent and comparable judgements of student learning.	
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	1
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
6.1	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.	1
6.2	Understand the relevant and appropriate sources of professional learning for teachers.	1
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	1
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	1
7.2	Understand the relevant legislative, administrative, and organisational policies and processes required for teachers according to school stage.	1
7.3	Understand strategies for working effectively, sensitively, and confidentially with parents/carers.	1
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice.	1

## Teaching Strategies

### Rationale:

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.

### Teaching Strategies:

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

## Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Professional Experience 1 Report	100%	Not Applicable	1, 3

### Assessment 1: Professional Experience 1 Report

Task 1 - Professional Experience 1 Report

This is the final assessment

#### Additional details

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

#### Preparation tasks

##### *Pre placement*

Before their first supervised professional experience placement, all teacher education students must successfully complete:

- Self assessment against the criteria from the Teacher Performance Assessment
- Scenario based learning activity (instructions will be provided on course Moodle page)

##### *Early placement*

During Weeks 1-2 of their first supervised professional experience placement, all teacher education students must successfully complete:

- A school and classroom observation and analysis. These tasks guide and encourage students to ask the right questions and look at the right things during the early weeks of the professional experience.

#### The Professional Experience Report

The 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 Australian professional standards for teachers at the graduate level for each standard descriptor, their level of achievement is assessed as:

**WT** – Working Towards

**D** – Demonstrated

**E** – Exceeds Expectations



# Attendance Requirements

## School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

## Resources

### Prescribed Resources

<https://www.unsw.edu.au/arts-design-architecture/our-schools/education/student-life/course-information/professional-experience>

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.

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

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

### UNSW groups plagiarism into the following categories:

**Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

### Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

## Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

## Image Credit

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## CRICOS

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