EDST2002

Professional Engagement

Summer, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
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School Contact Information

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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

Subject Area: *Education*

This course provides an opportunity for students to understand the structure and practice of education in NSW and appreciate the cognitive and societal factors that shape students' experiences and educational outcomes. Through a university based seminar and 15 days of school-based fieldwork, the course enables students to observe and interact with a diverse range of students and professional educators and to actively reflect on the teaching and learning that is taking place in an educational institution.

Course Learning Outcomes

1. Identify and describe the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds and the implications for teaching
2. Follow the key principles described in codes of ethics and conduct for the teaching profession, and the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

Australian Professional Standards for Teachers

Standard		Assessment/s
1.3.1	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
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
3.5.1	Demonstrate (an understanding) of a range of verbal and non-verbal communication strategies to support student engagement.	1
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	1
6.1.1	Demonstrate an understanding of the role of the APST in identifying professional learning needs.	1, 2
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	1, 2

National Priority Area Elaborations

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9 ,10, 11, 12	1

D	Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8 ,9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1, 2
E	Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	1
F	Teaching Students from Non-English-Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8 ,9, 10, 11	1

Teaching Strategies

Professional engagement consists of a 15 day placement in schools, whether one or two days a week during semester/term or a block of three weeks if undertaken during the summer semester. Through this placement teacher education students are provided with structured opportunities to being to engage with teaching and learning in an educational setting. The orientation session and online support are designed to support this engagement. These activities will occur in a climate that is supportive and inclusive of all learners.

This course gives Level 2 students the opportunity to observe and support student learning in NSW educational institutions, to experience the diverse range of students and how they learn, and to work their cooperating teacher to develop the foundation knowledge and skills necessary for successful professional teaching.

Assessment

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. 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.
https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Teaching assistance and forum posts	50%	Within 5 days of placement completion	2
2. Evidence of Professionalism Report	50%	Within 5 days of placement completion	2

Assessment 1: Teaching assistance and forum posts

Start date: Start of placement
Due date: Within 5 days of placement completion

During your fieldwork as a teaching assistant you will support a regular classroom teacher and observe how students learn, how literacy and numeracy skills develop, how effective teachers work with their students and how schools function as organisations. You will be asked to work with small groups of students or individuals within the classroom or in a homework club. You will also have the opportunity to observe your classroom teacher/s, and will conduct a range of informal observations focused on the Australian Professional Standards for Teachers. You will post your responses to **seven different Question and Answer forums** on the course Moodle **and reply to at least one other post from another student in each of the seven forums**. The completion of the forum posts and responses is a hurdle requirement so you will not pass this course **unless you post to each of the seven forums** and write a response to **at least one other post from another student in each of the seven forums.**

Assessment 2: Evidence of Professionalism Report

Start date: Start of placement
Due date: Within 5 days of placement completion

As a Teacher Education Student you are required to act in a professional manner at all times during the fieldwork placement. This includes maintaining satisfactory attendance, being punctual, dressing appropriately, cooperating with staff, demonstrating high-level language, literacy and numeracy skills, undertaking a range of structured observations, participating actively in class, working collaboratively in the school environment and demonstrating attitudes and actions that are appropriate and aligned with the core standards and codes of conduct in the teaching profession. Evidence of professionalism is a **hurdle requirement** and is assessed by the Cooperating teacher.

The Evidence of Professionalism Report is the responsibility of the Cooperating teacher(s). The report is written collaboratively where there are two or more cooperating 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 Professional Engagement placement.

The Cooperating teacher/s will assess each Teacher Education Student against the Graduate Teacher Standard descriptors included here as well as the key attributes. The teacher education student will build their understanding of the selected graduate standard descriptors through participation in online forums as well as through observation of teaching whilst on this experience. The teacher education student should be able to discuss their understanding of these descriptors when you ask them. For each standard descriptor and key attribute, the level of achievement is assessed as:

ND: Not Demonstrated

WT: Working Towards

D: Demonstrated

The Cooperating teacher/s is also asked to provide a qualitative comment on the degree of professional engagement the Teacher Education Student demonstrated during the 15 days of Professional Engagement placement.

Additional details

The overall result for EDST 2002 is graded Satisfactory or Unsatisfactory.

It is your responsibility as the student to ensure the Evidence of Professionalism Report and Attendance Records are completed properly and signed in all of the required areas. You are to submit both of these documents to the Moodle assessment submission box in the After Prac section.

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.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course 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

See Moodle for readings.

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 . 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

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