EDST5442

Advanced Professional Practice Handbook

Updated January 2024

CRICOS Provider Code 00098G

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Welcome

Welcome to our Professional Experience courses. Our Teacher Education degree programs could not exist without your support as partners in the conduct of our professional experience curriculum.

The professional experience curriculum in our degree programs is highly valued by our students. In turn, all academic staff members in our school recognise the importance of professional experience by acting as liaisons between our school and yours. Through these liaison visits, our staff make connections for our students between what is taught on campus and what they learn in your school.

Our professional experience curriculum is supported by a skilled, diligent and responsive Professional Experience Team. We hope the information provided here is informative and clear, but please don't hesitate to contact our team if you need clarification.

Yours in partnership in professional experience,

Tony

Associate Professor Tony Loughland
Head of School
School of Education
UNSW Australia

Contacts

UNSW SCHOOL OF EDUCATION

COURSE COORDINATOR

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PROFESSIONAL EXPERIENCE/ WORK-INTEGRATED LEARNING TEAM

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GENERAL EDUCATION ENQUIRIES

School Enquiries
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MAILING ADDRESS

School of Education
Morven Brown Building
University of NSW
UNSW Sydney 2052

Overview of Program

Master of Teaching

The Master of Teaching provides an advanced postgraduate initial secondary teaching qualification for both government and non-government schools in New South Wales and in all other states in Australia. It is also widely accepted as a teaching qualification overseas.

The Master of Teaching (Secondary) is a two-year equivalent accelerated secondary teacher degree that can be completed in four terms (1.3 years). After completing the first year of study, students will be eligible to apply for a job in NSW schools.

While the first year of study is fixed (students will overload and complete 4 courses each term), the second year of study is more flexible and can be finished at the end of Term 1, 2, or 3.

Students can also opt to take the program part-time and be eligible to teach after their second year of study.

Graduate Certificate in Teaching

The Graduate Certificate in Teaching is designed to enable qualified practising secondary teachers to update and/or add an additional teaching area to their formal preservice teacher qualifications.

Teaching Methods

Teaching areas for both programs include:

- Aboriginal Studies
- Biology
- Business Studies
- Chemistry
- Chemistry/Biology
- Drama
- Earth and Environmental Science
- Economics
- English
- English as an Additional Language/Dialect
- Geography
- Graphics and Multimedia
- History – Ancient
- History – Modern
- Languages (Chinese, French, Japanese, Korean and Spanish)
- Legal Studies
- Mathematics
- Music
- Physics
- Science
- Society and Culture
- Visual Arts

Overview of EDST5442 Advanced Professional Practice

Summary of Course

This course requires students to be working in the school system and to complete a minimum of 25 days of school-based professional practice over the duration of the course. The coursework and assessments are linked to the teaching experiences, observation, and critical self-reflection students will be engaged in while working in schools. The course supports course participants in developing expertise in a third method area while working towards achievement of some of the Australian Professional Standards for Teachers (APST) at proficient level. This course is only offered in Term 3.

Time Period	*This is a course for students enrolled in Graduate Certificate in Teaching or Master of Teaching (Secondary) to gain accreditation to teach an additional method and can be undertaken in Term 3.*
No. of Days	*25 days*
Description	*This course provides accredited teachers with the opportunity to gain additional classroom practice in this specialist field.*
Observation, Teaching and other duties	*For candidates seeking accreditation to teach in NSW schools in a third method area, a 25-day placement in a relevant school setting. Candidates will predominantly undertake their placement in a school where they are already employed.*

Rationale for inclusion of content and teaching approach

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

Teaching Strategies

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

Thus, teaching strategies used during the course will include:

- structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice,
- extensive opportunities for dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content, and
- online learning from readings and web links on Moodle and associated web-based resources.

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

Student Learning Outcomes

Outcome		Assessment/s
1	Interpret observation data with reference to theory and explain how this can be applied to improve teaching practices.	1, 2, 3
2	Identify and evaluate teaching practices with reference to the Australian Professional Standards for Teachers at the level of proficient.	1, 2, 3
3	Develop and apply a structured self-directed program of critical reflection to enhance professional practice in their third method	1, 2, 3
4	Student will demonstrate achievement of a selection from standards two, three and five of the Australian Professional Standards for Teachers (APST) at the proficient level in their third method	2, 3

Proficient – Australian Professional Standards for Teachers

Standard		Assessment/s
2	Know your content and how to teach it	1, 2, 3
3	Plan for and implement effective teaching and learning	1, 2, 3
5	Assess, provide feedback and report on student learning	1, 2, 3

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, 2, 3
B. Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9,10	1, 2, 3
C. Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14	1, 2, 3
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, 3
E. Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3
F. Teaching Students from Non- English-Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8 ,9, 10, 11	1, 2, 3

Roles and Responsibilities

Principal or Director of Studies

Advanced Professional Practice students come under the administrative responsibility of the Principal or their equivalent in their placement school, and under the direction of the staff to whom the Principal delegates responsibilities. S/he has executive responsibility for matters of educational quality and equity related to the Advanced Professional Practice placement.

The Principal is a strong advocate for school/university partnerships and ensures there is appropriate support for each Advanced Professional Practice student. S/he ensures supervisors have the necessary experience and skills to fulfil their role. The principal is responsible for decisions relating to claims of grievance or harassment, for the resolution *of disputes and for decisions about the withdrawal of an Advanced Professional Practice student from the placement.*

Course Convenor/Liaison Officer

The UNSW Course Convenor/Liaison Officer oversees all Advanced Professional Practice placements in the school. The Convenor's role is vital in encouraging teaching staff to host Advanced Professional Practice students and to ensure all placements run smoothly. S/he is a strong advocate for the professional development of teachers. S/he arranges meetings with the students to ensure they are well briefed on school policies, procedures and any other information relevant to the placement. S/he encourages teaching staff with sufficient teaching experience and highly developed mentoring skills to supervise UNSW Advanced Professional Practice students.

Supervising Teacher

The Supervising Teacher allows the Advanced Professional Practice student to take over 0.5-0.6 FTE teaching load of their classes in the additional method area in which the student is seeking accreditation.

Advanced Professional Practice students are typically accredited teachers, often undertaking placement in the school where they are employed and are therefore not required to be supervised at all times while teaching on this placement. The Supervising Teacher takes on a mentor role for the Advanced Professional Practice student while undertaking their placement.

Advanced Professional Practice students should be inducted through two days of team teaching with the regular classroom teacher, and thereafter work on a 0.5-0.6 FTE workload as an intern.

The Supervising Teacher is expected to:

- encourage and support the Advanced Professional Practice student throughout the placement
    - they are not required to observe and provide feedback on student's teaching but are welcome to do so to support the student's development and skills in teaching the additional method area.
- complete the following forms:
    - Attendance Record (initialled daily and signed off at completion of placement), and
    - Evidence of Professionalism (to be completed and signed at conclusion of placement).

Advanced Professional Practice Student

Attendance

Students complete 25 days of school- based professional practice in a secondary school setting in their third method. They should be inducted through two days of team teaching with the regular classroom teacher, and thereafter work on a 0.5-0.6 FTE workload as an intern.

If for any reason you are unable to complete the required 25 days, please let EDST5442 Advanced Professional Practice course convenor, Dr Dennis Alonzo, know as soon as possible on d.alonzo@unsw.edu.au, and please cc the Work Integrated Learning (WIL Ed) team via professionalexperience@unsw.edu.au.

Missed days of Advanced Professional Practice placement due to industrial action of one day or part of a day that

occurs in a school will need to be made up, as will any absences due to ill-health or carer responsibilities.

Pre-placement responsibilities

Please familiarise yourself with the course expectations and attend the compulsory introductory meeting.

Please complete your InPlace profile:

1. Please login to InPlace, use your zID and usual password at https://placements.unsw.edu.au
2. In **InPlace** complete your profile and allocation information (including your current workplace if you intend to undertake your placement there, and agreed start and end dates)
    - Please select "No" in the "Current Workplace or Self Placement" section if you do not have a self-sourced placement and *inform your course coordinator and the Work Integrated Learning (WIL Ed) office via email (professionalexperience@unsw.edu.au) that you need assistance to find a host school for your placement.*
3. Upload your compliance documentation in **InPlace**. A list of the compliance documentation can be found below.
    - **Working With Children check** (Provide the number and expiry date)
    - **The Child Protection Awareness Training (CPAT).** Upload your training Certificate. **Please note this training only needs to be completed once.**
    - **Mandatory Child Protection Update**. Note there is an annual update; please ensure you complete the training for the current year.
    - **ASCIA-Anaphylaxis E-Training Course** Upload your training Certificate.
    - **Working With Children Check Declaration for Child-Related Work – Tertiary Practicum Students**. A screenshot of the confirmation email once the 'Tertiary Practicum Student Application Form' has been verified by the probity unit.
        - If are employed in a DoE school you should already be registered with the Probity Unit; if you do not have a verification email from the Probity Unit, you can follow up with them to request a copy at: wwcc@det.nsw.edu.au or call 02 7814 3825.
        - If you are employed in a non-DoE school and have never worked for the DoE, please contact the WIL Office at professionalexperience@unsw.edu.au or (02) 9385 9388 to discuss your circumstances
    - **Pre-Service Teacher Acknowledgement**. Confirm in InPlace that you have read and understood the Pre-Service Teacher Acknowledgement and **Code of Conduct**.
    - **Sexual Misconduct Training** This is new training which does need to be completed before your commence placement. You can access the training by self-enrolling at: https://moodle.telt.unsw.edu.au/course/view.php?id=66296 **Student key:** WILModules

NOTE: All students undertaking placement in a secondary school, including those already working as a teacher, must provide the mandatory compliance documentation required for all school-based placement via InPlace for verification prior to commencing the placement

During placement Responsibilities

- *Ensure you are well briefed on the WHS policies and procedures within the school.*
- *Arrange a school visit with the course coordinator as soon as possible.*
- *Ensure your course expectations are made explicit including the importance of professional interaction and involvement with other staff and the broader school community.*
- *Communicate immediately with the course coordinator if any concerns arise.*

The School of Education expects that students will always demonstrate professionalism. Specifically:

- *Be punctual*
- *Use appropriate language at all times*
- *Dress professionally (males- shirt and trousers, females- skirts/dresses no shorter than knee length or dress pants/slacks, no low necklines, body piercings removed, and tattoos concealed (if possible)*
- *Respect the need for confidentiality of personal/academic information of students*
- *Respect the school culture/ethos*
- *Adhere to all school policies, including the non-use of mobile phones during class time*
- *Understand that the possession of and/or use of drugs/alcohol is illegal and will result in immediate termination of placement*

- *Smoking is not permitted on school premises*
- *Complete all tasks and requirements by dates specified*
- *You must attend school for the full day every day of the 25 days Professional Practice placement*

Post Placement

The Advanced Professional Practice student must complete the following forms for submission to Moodle no later than 10 working days after completion of the placement:

1. **Attendance Record** (see Appendix 1) and have your Supervising Teacher sign
2. **Evidence of Professionalism** (see Appendix 2) to be completed by your Supervising Teacher at completion of placement; form should be discussed and signed by both student and Supervising Teacher

Work Integrated Learning Office

While most students enrolled in this course will organise to undertake their placement in their employing school, it is important that the Work Integrated Learning staff maintain accurate records of all placement activity. As part of the enrolment process in this course, Advanced Professional Practice students are required to fill in a profile through the InPlace system and provide information such as prior experience, teaching qualifications, subject methods, residential address, mode of transport and high school attended. This information is used by the Work Integrated Learning Office to allocate students to a suitable school for their placement if they require assistance in sourcing a placement. For self-sourced placements, students will be able to provide their placement details, including organisation, contact person and dates, via their InPlace profile and this information will be used to confirm the placement details with the host organisation.

Placement activities may link to students' assessment for their course; therefore, the WIL Office will endeavour to align placement start and end dates with the assignment due dates for the course. For self-sourced placements, the WIL Office recommends commencing the placement period as early as possible in the enrolment term to ensure any placement activities align with related assessment due dates.

Concerns about performance

If there is concern the Advanced Professional Practice student will not meet the expected standards by the end of the placement, the student is at risk of failure. Please refer to the Concerns Regarding Student and, if required, the Process for Students Requiring Additional Support and/or At Risk of Failure documents to determine the next steps required.

There needs to be an open discussion with all concerned. The UNSW Liaison (usually the Course Convenor) should be contacted immediately. Often, timely intervention can lead to improved performance.

Unprofessionalism

In an extreme situation of demonstrated unprofessionalism, the university may withdraw the Advanced Professional Practice student immediately from the school or organisation. This may happen if the Advanced Professional Practice student demonstrates:

1. inability to cooperate with staff and work effectively in the school environment,
2. attitudes and actions antithetical to the profession of teaching, or
3. absence from Advanced Professional Practice without adequate explanation or documentation.

Schools can ask for an Advanced Professional Practice student to be withdrawn from the school based on unprofessional behaviour. Advanced Professional Practice students who receive an 'Unsatisfactory' grade due to unprofessionalism will need to "show cause" as to why they should be allowed to re-enrol. In the first instance, this is referred to the Course Convenor, who may consult with the Head of School to determine further action.

Appendix 1 - Attendance Record

INSTRUCTIONS

This report is to be uploaded to Moodle by no later than ten (10) working days after the completion of your placement.

STUDENT DETAILS

Name		*Student ID*	
Supervising Teacher		*UNSW Program*	
School			

Please check appropriate boxes: ☐ *Professional Engagement* ☐ *PE1* ☐ *INSTEP MTP* ☐ *PE2/Internship* ☐ *INSTEP MTS* ☐ *Advanced Professional Practice*

Please note in the event that a public holiday falls within the scheduled placement dates, the public holiday does not count towards the total number of professional experience days for the Teacher Education Student. In this case, please include the public holiday on this form.

Please record any absences on this form and mark the day 'absent'. Make sure to include the scheduled make-up day on this form as well. Include the total number of absences and negotiated make-up days in the relevant boxes below.

TEACHING, OBSERVATION AND OTHER DUTIES

Day	Date	Time In	Time Out	*STS	Day	Date	Time in	Time Out	*STS	Day	Date	Time In	Time Out	*STS
Day 1					Day 18					Day 35				
Day 2					Day 19					Day 36				
Day 3					Day 20					Day 37				
Day 4					Day 21					Day 38				
Day 5					Day 22					Day 39				
Day 6					Day 23					Day 40				
Day 7					Day 24					Day 41				
Day 8					Day 25					Day 42				
Day 9					Day 26					Day 43				
Day 10					Day 27					Day 44				
Day 11					Day 28					Day 45				
Day 12					Day 29					Day 46				
Day 13					Day 30					Day 47				
Day 14					Day 31					Day 48				
Day 15					Day 32					Day 49				
Day 16					Day 33					Day 50				
Day 17					Day 34									

Fourth Column named STS = Supervising Teacher Signature

Total days ☐ *Number of days absent* ☐ *Negotiated days of making up absences* ☐

NOTE: Please sign and date this form on the final day of the placement.

Student Signature		*Date*	
Supervising Teacher signature		*Date*	

Appendix 2 - Evidence of Professionalism

Instructions to SUPERVISING TEACHER
This report is to be completed after the student has completed their 25 days of professional practice. Students are to be assessed for each Standard/requirement as either: ***ND – Not Demonstrated; D – Demonstrated; E – Exceeds expectations (please tick)*** Upon completion, this document is to be returned to the student for submission via the course Moodle no later than 10 working days after completion of placement.

Details of Student			
Name			
Student ID		School/Organisation:	
Supervising Teacher			
Date of Visit			

STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN	ND	D	E
1.1.2 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.			
1.2.3 Expand understanding of how students learn using research and workplace knowledge.			
1.3.3 Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.			
1.4.3 Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.			
1.5.3 Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.			
1.6.3 Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.			
Comments:			

STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT	ND	D	E
2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.			
2.2.2 Organise content into coherent, well-sequenced learning and teaching programs.			
2.3.2 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements			
2.4.2 Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.			
2.5.2 Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.			
2.6.2 Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.			
Comments:			

STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	ND	D	E
3.1.2 Set explicit, challenging and achievable learning goals for all students.			
3.2.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.			
3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.			
3.4.2 Select and/or create and use a range of resources, including ICT, to engage students in their learning.			
3.5.2 Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.			
3.6.2 Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.			
3.7.2 Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.			
Comments:			

STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	ND	D	E
4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.			
4.2.2 Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.			
4.3.2 Manage challenging behaviour by establishing and negotiating clear expectations with students, and address discipline issues promptly, fairly and respectfully.			
4.4.2 Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.			
4.5.2 Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.			
Comments:			

STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	ND	D	E
5.1.2 Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.			
5.2.2 Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.			
5.3.2 Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.			
5.4.2 Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.			
5.5.2 Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.			
Comments:			

STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING	ND	D	E
6.1.2 Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.			
6.2.2 Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities.			
6.3.2 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.			
6.4.2 Undertake professional learning programs designed to address identified student learning needs.			

Comments:

STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	ND	D	E
7.1.2 Meet codes of ethics and conduct established by regulatory authorities, systems and schools.			
7.2.2 Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.			
7.3.2 Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.			
7.4.2 Participate in professional and community networks and forums to broaden knowledge and improve practice.			

Comments:

PERSONAL LANGUAGE COMPETENCIES

The 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**

Comments by Supervising Teacher

Please provide a comment on the degree of professional engagement that you observed in the Advanced Professional Practice student:

Supervising Teacher's name _____

Supervising Teacher Signature _____ **Date** _____

Student's name _____

Student's signature _____ **Date** _____