UNSW Course Outline

EDST6765 Professional Experience 2/Internship - 2024

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General Course Information

Course Code : EDST6765
Year : 2024
Term : Term 2
Teaching Period : T2C
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Distance Education
Campus : Sydney
Study Level : Postgraduate, Undergraduate
Units of Credit : 12

<u>Useful Links</u>

<u>Handbook</u> <u>Class Timetable</u>

Course Details & Outcomes

Course Description

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.

Subject Area: *Education*

In this course you will complete your final 9-week (45 days) professional experience block in a NSW school which you have not been involved with previously. During your placement you will be provided with increasing opportunities for autonomy, responsibility and accountability through a gradual shift from direct in-class supervision to program supervision by the Supervising Teacher(s) as you move into the internship phase of the course.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Meet or exceed all AITSL Graduate Teaching Standards across a range of teaching contexts and classes.
CLO2 : Successfully participate in and contribute to activities and interactions with the wider school community.
CLO3 : Continually reflect on and seek out opportunities to improve teaching practice through lesson observation, reflection and inquiry.
CLO4 : Demonstrate a strong commitment, enthusiasm and respect for the teaching profession.

Course Learning Outcomes	Assessment Item
CLO1 : Meet or exceed all AITSL Graduate Teaching Standards across a range of teaching contexts and classes.	• Cultural Awareness • Interim Report • Graduate Teaching Performance Assessment (GTPA) • Final Report
CLO2 : Successfully participate in and contribute to activities and interactions with the wider school community.	• Cultural Awareness • Interim Report • Final Report
CLO3 : Continually reflect on and seek out opportunities to improve teaching practice through lesson observation, reflection and inquiry.	• Profession Readiness Test • Graduate Teaching Performance Assessment (GTPA) • Cultural Awareness • Interim Report • Final Report
CLO4 : Demonstrate a strong commitment, enthusiasm and respect for the teaching profession.	• Cultural Awareness • Interim Report • Final Report

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

Professional Experience gives teacher education students the opportunity to integrate theory and practice, and develop the skills, knowledge, attitudes and values essential for teaching in schools in NSW. Professional Experience placements are developmental and sequential.

Teaching Strategies

Professional Experience consists of structured observations, including specific observation tasks, informal discussion and feedback, critical reflection, maintenance of a record book, supervising teaching and other duties in a school setting that allows teacher education students to engage with school age students, teachers and other para-professionals.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1, 3, 4, 5
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 3, 4, 5
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, 3, 4, 5
1.4.1	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.	2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1, 3, 4, 5
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	1, 3, 4, 5
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 3, 4, 5
2.2.1	Organise content into an effective learning and teaching sequence.	1, 3, 4, 5
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1, 3, 4, 5
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.	2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1, 3, 4, 5
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1, 3, 4, 5
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1, 3, 4, 5
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	1, 3, 4, 5
3.3.1	Include a range of teaching strategies.	1, 3, 4, 5
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	1, 3, 4, 5

3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1, 3, 4, 5
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	1, 3, 4, 5
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process.	1, 3, 4, 5
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1, 3, 4, 5
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1, 3, 4, 5
4.3.1	Demonstrate knowledge of practical approaches to manage challenging behaviour.	1, 3, 4, 5
4.4.1	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum, and legislative requirements.	1, 3, 4, 5
4.5.1	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, 3, 4, 5
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.	1, 3, 4, 5
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	1, 3, 4, 5
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	1, 3, 4, 5
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	1, 3, 4, 5
5.5.1	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, 3, 4, 5
6.1.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	1, 3, 4, 5
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers.	1, 3, 4, 5
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1, 3, 4, 5
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	1, 3, 4, 5
7.1.1	Understand and apply the key principles described in	1, 3, 4, 5

	codes of ethics and conduct for the teaching profession.	
7.2.1	Understand the relevant legislative, administrative, and organisational policies and processes required for teachers according to school stage.	1, 3, 4, 5
7.3.1	Understand strategies for working effectively, sensitively, and confidentially with parents/carers.	1, 3, 4, 5
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	1, 3, 4, 5

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Profession Readiness Test Assessment Format: Individual	0%	Due Date: By Week 5 of Placement
Cultural Awareness Assessment Format: Individual	0%	Due Date: See Moodle
Interim Report Assessment Format: Individual	0%	Due Date: Week 6 of Placement
Graduate Teaching Performance Assessment (GTPA) Assessment Format: Individual	0%	Due Date: 10 working days after placement completion
Final Report Assessment Format: Individual	100%	Due Date: 10 working days after placement completion.

Assessment Details

Profession Readiness Test

Assessment Overview

Self-assessment using the Interim Report. Complete online from the link given in Moodle before the orientation session.

Course Learning Outcomes

- CLO3 : Continually reflect on and seek out opportunities to improve teaching practice through lesson observation, reflection and inquiry.

Detailed Assessment Description

See below.

Assessment Length

N/A

Assessment information

- This is a pre-prac self-assessment.

Assignment submission Turnitin type

Not Applicable

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Cultural Awareness

Assessment Overview

Please complete the five tasks below that will also be in the Moodle site with additional resources for you. The first task needs to be completed before you commence your professional experience. These activities will help you understand what country you are teaching on, to prepare an appropriate acknowledgment of country and to critically interrogate your own cultural frame so that your awareness of other cultures is enhanced.

- Task: 1. When: Week 1. Description: Identify the Aboriginal Country you are working on and create an appropriate and thoughtful acknowledgement of country that you can use in your teaching. See the Welcome to Country App as a starting point.
- Task: 2. When: Week 2. Description: Examine the eight ways of knowing protocol and discuss in your forum post how you might incorporate these in your teaching this term. Make explicit links to curriculum content. All resources developed should be shared with the 8 Ways of Knowing Unit.
- Task: 3. When: Week 4. Description: Critically examine your own cultural frame using the cultural competence framework in this document and discuss how this frame influences how you relate to students and the curriculum.
- Task: 4. When: Week 6. Description: Find out the contact details for the AECG closest to your school. Locate all of the Aboriginal Education experts and resources in your school and your system. Report the results of your search in the forum.
- Task: 5. When: Week 8. Description: Discuss your efforts at applying or thinking through the eight ways of knowing protocol throughout the first eight weeks of your experience. All

resources developed should be shared with the Eight Ways of Knowing Unit.

<u>Course Learning Outcomes</u>

- CLO1 : Meet or exceed all AITSL Graduate Teaching Standards across a range of teaching contexts and classes.
- CLO2 : Successfully participate in and contribute to activities and interactions with the wider school community.
- CLO3 : Continually reflect on and seek out opportunities to improve teaching practice through lesson observation, reflection and inquiry.
- CLO4 : Demonstrate a strong commitment, enthusiasm and respect for the teaching profession.

<u>Detailed Assessment Description</u>

See above.

<u>Assessment Length</u>

N/A

<u>Assessment information</u>

See Moodle.

<u>Assignment submission Turnitin type</u>

Not Applicable

<u>Hurdle rules</u>

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Interim Report

<u>Assessment Overview</u>

The Supervising Teacher (ST) will assess you using the PE2 interim report before the university liaison visit.

The UNSW liaison will moderate this process through a school visit between Week 4 and Week 6, including a classroom observation of a substantive lesson (teaching concepts); a post-lesson conference; and evaluation of a minimum of four lesson feedback and reflection forms that have

been completed by you for a minimum of four lesson plans. **Note: The organisation of the lesson feedback and reflection forms is entirely your responsibility and not that of your supervising teacher.**

The liaison will mediate any moderation discussions using benchmark examples from the NSWCDE mentoring website to ensure inter-rater reliability between schools. The UNSW liaison's signature on the PE2 interim report signals their agreement with the assessment made by the supervising teacher.

You and the ST sign the PE2 interim report and you submit this on Moodle in the assessment submission portal as close as possible to the end of Week 6. Note: The course convenor understands that at times your liaison visit may occur early in Week 6 and delay the submission.

Course Learning Outcomes

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- CLO3 : Continually reflect on and seek out opportunities to improve teaching practice through lesson observation, reflection and inquiry.
- CLO4 : Demonstrate a strong commitment, enthusiasm and respect for the teaching profession.

Detailed Assessment Description

- The Supervising Teacher (ST) will assess you using the PE2 interim report before the university liaison visit.

Assessment Length

N/A

Assessment information

See Moodle.

Assignment submission Turnitin type

Not Applicable

Hurdle rules

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assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Graduate Teaching Performance Assessment (GTPA)

Assessment Overview

The GTPA is the culminating summative assessment completed during a final-year professional experience placement. It satisfies the National Program Standard 1.2 for 'pre-service teachers to have successfully completed a final-year teaching performance assessment prior to graduation that is shown to a reflection of teaching practice including the element of planning, teaching, assessing and reflecting' (AITSL, 2018, p.10).

Course Learning Outcomes

- CLO1 : Meet or exceed all AITSL Graduate Teaching Standards across a range of teaching contexts and classes.
- CLO3 : Continually reflect on and seek out opportunities to improve teaching practice through lesson observation, reflection and inquiry.

Detailed Assessment Description

See below.

Assessment Length

N/A

Assessment information

- The GTPA is an accreditation requirement and a requirement of your PE2 course. You need to be awarded a satisfactory grade for the GTPA to pass PE2. The GTPA provides opportunity for you to demonstrate impact of your teaching on student learning.
- During PE2 you will compile a report in which you analyse and justify your planning, teaching and assessing cycle for one class over a sustained learning sequence that you teach across the duration of your placement and in which you take responsibility for the whole class.

Requirements for the learning sequence are that it is:

- undertaken on one class (this may be constituted by a single year level or a range of year levels as in composite or multi-age classes)
- sustained over a period of placement (minimum 4 weeks)
- focused on on a single learning or teaching area, or a combination of subjects in an integrated approach; and
- significant and implemented across a series of lessons that has clearly defined learning goals for the whole class and three focus students you will select to focus on who represent the full range of achievement in the class.

In completing this assessment you will demonstrate your knowledge, understanding and capabilities in:

- planning with data
- teaching and learning
- providing feedback and professional judgement
- reflecting on practice, and
- appraising the impact of teaching on student learning.

This demonstration also includes making adjustments to meet the learning needs of all students in the class, making connections between theory and practice, and providing evidence of pedagogic decision- making, teaching practices, and learning outcomes. It affords you opportunity to demonstrate your emerging professional agency and identity in teaching cycles.

- Please submit the final version of GTPA to Moodle.
- Further information about this task and submission date will be available on Moodle.

<u>Assignment submission Turnitin type</u>

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

<u>Hurdle rules</u>

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Final Report

<u>Assessment Overview</u>

The final report is completed at the end of the placement. The reports are written collaboratively when there are two supervising teachers. The report needs to be discussed with you prior to being signed. The reports should be consistent with strengths/areas for concern discussed throughout the placement and recorded on the lesson feedback and reflection forms compiled by you in both the professional experience and internship phases of the course.

For each standard descriptor in the final report, the level of achievement is assessed as
ND – Not Demonstrated,
D – Demonstrated, **or**

E – Exceeds Expectations.

Note: '**NA**' is not an acceptable response to a standard descriptor. Demonstrate your knowledge of the standard by discussing with your Supervising Teacher/s the standard, provide examples, and/or role play scenarios. The final grade awarded for Professional Experience 2/Internship is either Satisfactory or Unsatisfactory based on whether students **do** or **do not** meet **all of the** standard descriptors. This is why an '**NA**' is not an acceptable response to a standard descriptor.

Please submit the final report signed by all three parties listed at the bottom of the form. You will not receive your final grade until this report and the signed attendance record are submitted on Moodle.

Course Learning Outcomes

- CLO1 : Meet or exceed all AITSL Graduate Teaching Standards across a range of teaching contexts and classes.
- CLO2 : Successfully participate in and contribute to activities and interactions with the wider school community.
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- CLO4 : Demonstrate a strong commitment, enthusiasm and respect for the teaching profession.

Detailed Assessment Description

- The final report is completed at the end of the placement.

Assessment Length

N/A

Assessment information

See Moodle.

Assignment submission Turnitin type

Not Applicable

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures (unsw.edu.au)](https://unsw.edu.au).

<u>Grading Basis</u>

Satisfactory

Course Schedule

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

Key points:

- Prior to commencing placement, Teacher Education Students must attend the compulsory UNSW orientation session for PE2. Students are responsible for creating their InPlace profile and keeping all information up to date. You must complete all the NSW mandatory compliance documentation prior to setting foot in a NSW school.
- Students complete a 9-week (45 day) professional experience block in a NSW school, teaching 50-60% of teacher's normal FTE workload. Teacher education students should contact their supervising teacher before the placement so that they are ready to begin teaching from day 3 of week 1. Teacher education students begin their internship phase after they are deemed to be satisfactory on the Interim report that is reviewed and signed at the Liaison visit (approximate Week 5).
- Teacher education students must attend school for the full 45 days and be involved in all aspects of the school program. This will include sport activities, yard supervision, assemblies, meetings and other duties specified by the school. Any days missed must be made up in negotiation with the school. The Attendance Record must be signed by both the Teacher

Education student and Supervising Teacher and submitted by the student to the EDST6765 course Moodle along with the final report no later than 10 working days after the completion of the placement.

- This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

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

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Administrator	Professional Experience Team Workplace Integrated Learning				Post queries on the course enquiry forum on Moodle or email to arrange an appointment	No	No
Convenor	Paul Evans		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	Yes

Other Useful Information

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).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;

- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagarism

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.

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

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: SED Policies and Procedures (unsw.edu.au).

School Contact Information

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

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: https://www.arts.unsw.edu.au/education