UNSW Course Outline

EDST2002 Professional Engagement - 2024

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General Course Information

Course Code : EDST2002
Year : 2024
Term : Term 3
Teaching Period : T3B
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 : Kensington
Campus : Sydney
Study Level : Undergraduate
Units of Credit : 6

<u>Useful Links</u>

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

Course Details & Outcomes

Course Description

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.

Note: In order to undertake professional experience placements, you must: meet eligibility criteria; understand the policies and procedures that apply to professional experience placement; and provide satisfactory evidence of the NSW Mandatory Compliance Documentation (via InPlace).

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify and describe the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds and the implications for teaching
CLO2 : 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.

Course Learning Outcomes	Assessment Item
CLO1 : Identify and describe the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds and the implications for teaching	
CLO2 : 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.	• Teaching assistance and forum posts • Evidence of Professionalism Report

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

- Professional engagement consists of a 15 day placement in schools, whether two or three days a week during semester/term or a block of three consecutive weeks if undertaken

during the summer semester. Through this placement, teacher education students are provided with structured opportunities 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 teacher education 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 with their cooperating teacher in developing the foundation knowledge and skills necessary for successful teaching.

Other Professional Outcomes

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 linguistic, 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 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 Australian Professional Standards for Teachers 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.	1-12	1
D	Literacy and Numeracy.	1-19	1, 2
E	Students with Special Educational Needs.	1-9	1
F	Teaching Students from Non-English-Speaking Backgrounds.	1-11	1

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Teaching assistance and forum posts Assessment Format: Individual	50%	Due Date: 10 working days after placement completion
Evidence of Professionalism Report Assessment Format: Individual	50%	Due Date: 10 working days after placement completion

Assessment Details
Teaching assistance and forum posts

Assessment Overview

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.**

Course Learning Outcomes

- CLO2 : 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.

Detailed Assessment Description

See above.

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.

<u>Generative AI Permission Level</u>

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.
If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.
For more information on Generative AI and permitted use please see here.

Evidence of Professionalism Report

<u>Assessment Overview</u>

As a teacher education student (TES) 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 TES 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 TES against the Graduate Teacher Standard descriptors included here as well as the key attributes. The TES will build their understanding of

the selected Graduate Teacher Standard descriptors through participation in online forums as well as through observation of teaching whilst on this experience. The TES 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 TES demonstrated during the 15 days of Professional Engagement placement.

<u>Course Learning Outcomes</u>

- CLO2 : 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.

<u>Detailed Assessment Description</u>

See above.

<u>Assessment information</u>

- The overall result for EDST2002 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.

<u>Assignment submission Turnitin type</u>

Not Applicable

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For more information on Generative AI and permitted use please see here.

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).

<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:

- Compulsory orientation before the placement.
- Placement: 15 full days, 2-3 days a week* (i.e., 8.00pm-4.00pm**).
  - * Unless advised otherwise.
  - ** Please negotiate start/finish time with school if you have a class after placement.

- Some schools may request participation in after-school activities (e.g., homework club); these may run until 5.30pm so you may negotiate to start later at those schools.
- Teacher education students must attend school for the required full 15 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 as the full completion of dates is required for your NESA Professional Teachers' accreditation.
- 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

See Moodle for readings.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Administrator	Professional Experience Workplace Integrated Learning (WIL)				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 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.

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