



## UNSW Course Outline

# EDST2094 Communication Skills for Teachers - 2024

Published on the 12 May 2024

## General Course Information

**Course Code :** EDST2094

**Year :** 2024

**Term :** Term 2

**Teaching Period :** T2

**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

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

In this course, you will improve your reading, writing and oral communication, and enhance your ability to communicate effectively with students, parents and other key stakeholders using a variety of skills and strategies. The course has a particular focus on intercultural understanding

and language and literacy development for teachers new to Australian educational contexts.

## Course Learning Outcomes

| Course Learning Outcomes  |
|---|
| CLO1 : Communicate effectively with students, parents and other key stakeholders in a range of different modes and contexts |
| CLO2 : Assess their own language and literacy skills and those of their students  |
| CLO3 : Generate and implement strategies for ongoing improvement  |
| CLO4 : Demonstrate the required language and literacy skills to gain teacher accreditation                                  |

| Course Learning Outcomes  | Assessment Item   |
|---|---|
| CLO1 : Communicate effectively with students, parents and other key stakeholders in a range of different modes and contexts | <ul style="list-style-type: none"><li>• Text analysis and reflection</li><li>• Presentation</li></ul> |
| CLO2 : Assess their own language and literacy skills and those of their students  | <ul style="list-style-type: none"><li>• Text analysis and reflection</li><li>• Presentation</li></ul> |
| CLO3 : Generate and implement strategies for ongoing improvement  | <ul style="list-style-type: none"><li>• Text analysis and reflection</li><li>• Presentation</li></ul> |
| CLO4 : Demonstrate the required language and literacy skills to gain teacher accreditation                                  | <ul style="list-style-type: none"><li>• Text analysis and reflection</li><li>• Presentation</li></ul> |

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

### Teaching Strategies

Participants 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:

- Small group cooperative learning to demonstrate the use of group structures to address teaching and learning goals;
- Explicit teaching and modelling of effective communication strategies;
- Peer teaching in a simulated classroom setting;
- Structured occasions to allow students to reflect critically on learning and improve literacy skills and teaching practice;

- Extensive opportunities for whole group and small group 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 course content.

#### Rationale

A high level of competence in English language and literacy is essential to effective teaching, and to more effective communication with other key stakeholders including parents and colleagues. Teachers need to constantly reflect on and evaluate their own communication skills, as well as those of their students, and identify and describe strategies for improvement. The course thus aims to use microteaching, text-based analysis, error correction and peer teaching to heighten participants' awareness of their own English language and literacy skills and provide them with strategies for ongoing reflection and improvement.

# 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         |
| 2.2.1    | Organise content into an effective learning and teaching sequence.  | 1, 2         |
| 2.5.1    | Know and understand literacy and numeracy teaching strategies and their application in teaching areas.  | 1, 2         |
| 3.2.1    | Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.  | 1, 2         |
| 3.5.1    | Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.  | 1, 2         |
| 4.2.1    | Demonstrate the capacity to organise classroom activities and provide clear directions.   | 1, 2         |
| 6.3.1    | Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.   | 1, 2         |

## NATIONAL PRIORITY AREA ELABORATIONS

|   | Priority area  |           | Assessment/s |
|---|--|-----------|--------------|
| A | Aboriginal and Torres Strait Islander Education.         | 4         | 1            |
| B | Classroom Management.                                    | 7         | 2            |
| C | Information and Communication Technologies.              | 12, 14    | 1, 2         |
| D | Literacy and Numeracy.                                   | 1-5, 7-19 | 1, 2         |
| E | Students with Special Educational Needs.                 | 7         | 1            |
| F | Teaching Students from Non-English-Speaking Backgrounds. | 1, 3-7    | 1, 2         |

# Assessments

## Assessment Structure

| Assessment Item  | Weight | Relevant Dates  |
|--|--------|---|
| Text analysis and reflection<br>Assessment Format: Individual<br>Short Extension: Yes (4 days) | 50%    | Due Date: 05/07/2024 05:00 PM<br>Post Date: 19/07/2024 05:00 PM |
| Presentation<br>Assessment Format: Individual<br>Short Extension: Yes (4 days)                 | 50%    | Due Date: 05/08/2024 05:00 PM<br>Post Date: 19/08/2024 05:00 PM |

## Assessment Details

### Text analysis and reflection

#### Assessment Overview

Task 1, 2000w

#### Course Learning Outcomes

- CLO1 : Communicate effectively with students, parents and other key stakeholders in a range of different modes and contexts
- CLO2 : Assess their own language and literacy skills and those of their students
- CLO3 : Generate and implement strategies for ongoing improvement
- CLO4 : Demonstrate the required language and literacy skills to gain teacher accreditation

#### Detailed Assessment Description

Text-based questions, peer activity, and reflection

This assessment will require you to choose a text and create a set of 10 questions. The format of the questions will be up to you; choose a format that you think would be appropriate to assess comprehension (e.g., Multiple choice, True/ False, Short Answer etc.). You are also required to complete a peer activity and reflection based on these questions. A template will be available on Moodle. The assessment has three parts:

Part 1:

Choose a written text that would be suitable for a year 7-8 class. The text can be on any topic you choose but should be appropriate to be used in/ or of interest to your subject area. The text can be any format you choose (e.g., news article, a page from a textbook, extract from a novel, poem, a section from a report, etc.). The text should not be longer than two A4 pages, or 750 words. There is no minimum length for the text, but it should have enough content to develop your 10

questions (e.g., you might choose a short, but more difficult text; or a longer, but more accessible text). The text may include images/ graphs etc., but this is not a requirement. Write 10 questions that you would give your students to guide their reading comprehension. The 10 questions should follow the structure of LANTITE:

- Access and identify: 3-4 questions requiring students to locate one or more pieces of information in the text. For example: What are the three causes of...? According to the graph, when did...? In which paragraph does...?
- Integrate and interpret: 4-5 questions requiring students to relate parts of the text to each other, construe implied meanings, and come to an understanding of the text as a whole. For example: The author's view could be summarised as...; Why did the narrator feel that...? How does the information in the diagram relate to the information in paragraph 4?
- Evaluate and reflect: 1-2 questions requiring students to relate the text to knowledge, ideas or values that are external to the text. For example: Why does the author use the word...? The text contrasts the importance of... with...; How does the text position the audience to feel about...? This text is most likely intended for...

#### Part 2:

Read and complete one of your peers' text and set of questions. You will be required to:

- Read their text
- Answer their questions
- Write 200-300 words describing your response to the text and questions (e.g., Was the text suitable for year 7-8 students? Did the questions help you understand the text? Were the questions clearly written? Did they provide an appropriate but realistic challenge?). You should highlight both strengths and weaknesses of the activity.

This section will not be marked but is essential for Part 3.

#### Part 3:

Write a reflection paper in which you consider your questions, the peer activity, and your own literacy. The reflection paper should be 1,000 words, and include (~250 words for each question):

- Your rationale for including these 10 questions
- If your aims were met, based on the peer answers and feedback; and why or why not this may be the case
- Elements/questions you might keep the same, and elements/ questions you might change, and why
- How designing the questions, the peer activity, and reflecting on the questions influenced your literacy development, and how it might influence your practice as a teacher.

## Assessment Length

2000 words

## Assessment information

|   |  |
|---|--|
| <ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST2094 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 1: Text Analysis and Reflection</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>  |  |
| <ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Development of 10 questions following required structure</li><li>• Justification and reflection on questions</li><li>• Reflection on implications for literacy development and practice</li></ul>  |  |
| <ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Depth of analysis in evaluating questions</li><li>• Depth of reflection on literacy development and practice</li></ul>   |  |
| <ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• Selection and use of relevant literature to support development and analysis of questions, and reflection on literacy development and practice</li></ul>   |  |
| <ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Clarity of 10 questions</li><li>• Clarity and coherence of reflection section</li></ul>  |  |
| <ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• Consistency of APA style in reflection section</li><li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation</li><li>• Adherence to word length for reflection section, excluding references, +/-10%</li></ul>   |  |
| <ul style="list-style-type: none"><li>• General comments/recommendations for next time:</li></ul>   |  |
| <ul style="list-style-type: none"><li>• Lecturer:</li><li>• Recommended: /20 (FL PS CR DN HD)</li></ul>   | <ul style="list-style-type: none"><li>• Date:</li><li>• Weighting: 50%</li></ul> |
| <p>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p> |  |

## Assignment submission Turnitin type

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

## 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.

## Presentation

### Assessment Overview

Task 2 - 5-10 minute presentation (1,000 words)

### Course Learning Outcomes

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### Detailed Assessment Description

Presentation and reflection

This assessment will require you to record and upload a video of an oral presentation. Your presentation should take 5-10 minutes. You may display resources if you wish (e.g., PowerPoint slides, images, Whiteboard, etc.). You should be clearly visible in the video. You have a choice between two topics. Choose and present on ONE of these topics:

#### Option 1 – Microteaching

- Choose a topic from one of your subject areas, and present as if you were teaching a class. You will not be assessed on your disciplinary knowledge or content, and the topic can be as simple or complex as you choose. You do not need to explain the whole topic, and your presentation might come from the beginning, middle, or end of a lesson. Your focus should be on clearly explaining and presenting information so that it is accessible for your chosen year group.

#### Option 2 – Resource recommendation

- Choose a resource (e.g., a website, a film, an activity, a textbook, a journal article, a poem etc.), and present as if you were at a teacher conference. You will need to explain what the resource is, and why other teachers would find it useful to use with their students. You will not be assessed on your choice of resource, and the resource can be as simple or complex as you choose. Your focus should be on clearly explaining and arguing for the resource so that it is of interest to other teachers.

You are also required to write a reflection paper based on the activity. Your paper should include:

- A brief introduction explaining the context of the presentation (i.e., the class context for option 1; or the audience context for option 2) (~100 words)
- One or more aspects of your presentation you believe you did well in (~300 words)
- One or more aspects of your presentation you believe you could improve, and how you would do this (~300 words)
- How your understanding of oral communication and presentation has changed/ developed after completing the activity, and how this might affect your practice as a teacher (~300 words).

**Assessment Length**

5-10 minute presentation (1000 words)

## Assessment information

|  |  |
|--|--|
| <ul style="list-style-type: none"><li>• RUBRIC/FEEDBACK SHEET EDST2094 UNSW SCHOOL OF EDUCATION</li><li>• Assessment Task 2: Presentation</li><li>• Specific Criteria and Grading (FL/PS/CR/DN/HD)</li></ul>   |  |
| <ul style="list-style-type: none"><li>• Understanding of the question or issue and the key concepts involved</li><li>• Demonstration of understanding of register, cohesion, grammar, and vocabulary in spoken education contexts</li><li>• Demonstration of oral communication skills (fluency, pronunciation, stress, and intonation)</li><li>• Demonstration of non-verbal communication skills (gesture/ body movement, and eye contact)</li><li>• Self-evaluation and reflection on implications for practice</li></ul> |  |
| <ul style="list-style-type: none"><li>• Depth of analysis and critique in response to the task</li><li>• Depth of analysis when self-evaluating performance</li><li>• Depth of analysis when reflecting on implications for practice</li></ul>   |  |
| <ul style="list-style-type: none"><li>• Familiarity with and relevance of professional and/or research literature used to support response</li><li>• Selection and use of relevant literature to support self-evaluation and reflection</li></ul>  |  |
| <ul style="list-style-type: none"><li>• Structure and organisation of response</li><li>• Appropriate structure and organisation of presentation, demonstrating awareness of cohesion and grammar in spoken contexts</li><li>• Appropriate structure and organisation of reflection paper, including a brief introduction</li></ul>   |  |
| <ul style="list-style-type: none"><li>• Presentation of response according to appropriate academic and linguistic conventions</li><li>• Consistency of APA style in reflection paper</li><li>• Adherence to time length for presentation, +/- 30 seconds</li><li>• Adherence to word length for reflection paper, excluding references, +/-10%</li></ul>   |  |
| <ul style="list-style-type: none"><li>• General comments/recommendations for next time:</li></ul>  |  |
| <ul style="list-style-type: none"><li>• Lecturer:</li><li>• Recommended: /20 (FL PS CR DN HD)</li></ul>  | <ul style="list-style-type: none"><li>• Date:</li><li>• Weighting: 50%</li></ul> |
| <p>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>  |  |

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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 \(unsw.edu.au\).](http://SED Policies and Procedures (unsw.edu.au).)

### Grading Basis

Standard

## Course Schedule

| Teaching Week/Module         | Activity Type | Content  |
|------------------------------|---------------|--|
| Week 1 : 27 May - 2 June     | Lecture       | <ul style="list-style-type: none"><li>• Introduction to course – aims, structure, assessment, and expectations</li><li>• LANTITE – assessment framework for literacy</li></ul> |
| Week 2 : 3 June - 9 June     | Lecture       | <ul style="list-style-type: none"><li>• Writing skills</li></ul>   |
| Week 3 : 10 June - 16 June   | Lecture       | <ul style="list-style-type: none"><li>• Writing skills</li></ul>   |
| Week 4 : 17 June - 23 June   | Lecture       | <ul style="list-style-type: none"><li>• Reading skills</li></ul>   |
| Week 5 : 24 June - 30 June   | Lecture       | <ul style="list-style-type: none"><li>• Reading skills</li></ul>   |
| Week 6 : 1 July - 7 July     | Homework      | <ul style="list-style-type: none"><li>• Flexibility Week</li><li>• Use the allocated time to work on activities from the online activity bank</li></ul>                        |
| Week 7 : 8 July - 14 July    | Lecture       | <ul style="list-style-type: none"><li>• Speaking skills</li></ul>  |
| Week 8 : 15 July - 21 July   | Lecture       | <ul style="list-style-type: none"><li>• Speaking skills</li></ul>  |
| Week 9 : 22 July - 28 July   | Lecture       | <ul style="list-style-type: none"><li>• Review and reflection</li></ul>  |
| Week 10 : 29 July - 4 August | Lecture       | <ul style="list-style-type: none"><li>• Presentation/micro teaching practice and peer feedback</li></ul>   |

## 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

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

Readings will be posted to Moodle in relevant weeks.

### Recommended Resources

- Australian Council for Educational Research. (n.d.). *Literacy and numeracy test for initial teacher education students: Assessment framework*. Retrieved from <https://teacheredtest.acer.edu.au/files/Literacy-and-Numeracy-Test-for-Initial-Teacher-Education-Students-Assessment-Framework.pdf>
- Chalker, S., & Weiner, E. (1998). *The Oxford dictionary of English grammar* (Revised ed.). Oxford: Oxford University Press.
- Eastwood, J. (2002). *Oxford guide to English grammar* (7th ed.). Oxford: Oxford University Press.

## Staff Details

| Position | Name         | Email | Location                            | Phone | Availability                    | Equitable Learning Services Contact | Primary Contact |
|----------|--------------|-------|-------------------------------------|-------|---------------------------------|-------------------------------------|-----------------|
| Convenor | Lisa Gilanyi |       | 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](mailto:externalteltsupport@unsw.edu.au)

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

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, 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](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>