



## UNSW Course Outline

# EDST5442 Advanced Professional Practice - 2024

Published on the 25 Aug 2024

## General Course Information

Course Code : EDST5442

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : In Person

Delivery Format : Non Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course requires you 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. In this course, you will develop expertise during a work-integrated learning placement in teaching a school subject

that will be an additional method for you. The coursework and assessments are linked to the teaching experiences, observation, critical self-reflection and peer review you will be engaged in while working in schools. The course supports you in developing your expertise as a teacher while working towards achievement of some of the Australian Professional Standards for Teachers (APST) at a higher career stage.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Interpret observation data with reference to theory and explain how this can be applied to improve teaching practices.
CLO2 : Identify and evaluate teaching practices with reference to the Australian Professional Standards for Teachers at the level of proficient.
CLO3 : Develop and apply a structured self-directed program of critical reflection to enhance professional practice in their third method
CLO4 : Demonstrate achievement of a selection from standards two, three and five some of the Australian Professional Standards for Teachers (APST) at the proficient level in their third method.

Course Learning Outcomes	Assessment Item
CLO1 : Interpret observation data with reference to theory and explain how this can be applied to improve teaching practices.	• Audit of teaching practice
CLO2 : Identify and evaluate teaching practices with reference to the Australian Professional Standards for Teachers at the level of proficient.	• Annotated Evidence • Audit of teaching practice
CLO3 : Develop and apply a structured self-directed program of critical reflection to enhance professional practice in their third method	• Annotated Evidence • Audit of teaching practice
CLO4 : Demonstrate achievement of a selection from standards two, three and five some of the Australian Professional Standards for Teachers (APST) at the proficient level in their third method.	• Annotated Evidence • Audit of teaching practice

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

Rationale

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. The teaching strategies are designed to support student learning.

## Teaching Strategies

The teaching strategies to be used in this course include; small group learning, structured occasions for reflection and online learning 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.

## Other Professional Outcomes

### 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.	1-12	1, 2
B	Classroom Management.	1-10	1, 2
C	Information and Communication Technologies.	1-14	1, 2
D	Literacy and Numeracy.	1-19	1, 2
E	Students with Special Educational Needs.	1-9	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	1-11	1, 2

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Audit of teaching practice Assessment Format: Individual	40%	Due Date: Week 1 of placement.
Annotated Evidence Assessment Format: Individual	60%	Due Date: One week after placement finishes.

## Assessment Details

### Audit of teaching practice

#### Assessment Overview

- Use the lesson reflection form in Appendix C to assist you to reflect upon your lessons and provide a good scaffold from which to create your assignment. It is important to collect student work samples to analyse as part of your critical reflection.
- Identify your strengths and weaknesses in 1500 words with reference to the evidence gained from your lesson reflection. Link this analysis to theories and ideas you learned about in your first degree.
- Target three standard descriptors, one each from standards 2, 3, and 5 that you will focus on in your improvement plan. Identify how you will achieve this improvement in your current context. Support your improvement plan with reference to the literature (500 words).

Qualitative feedback within 10 days of submission.

#### Course Learning Outcomes

- CL01 : Interpret observation data with reference to theory and explain how this can be applied to improve teaching practices.
- CL02 : Identify and evaluate teaching practices with reference to the Australian Professional Standards for Teachers at the level of proficient.
- CL03 : Develop and apply a structured self-directed program of critical reflection to enhance professional practice in their third method
- CL04 : Demonstrate achievement of a selection from standards two, three and five some of the Australian Professional Standards for Teachers (APST) at the proficient level in their third method.

#### Detailed Assessment Description

- Use [the lesson feedback and reflection form](#) to assist you to reflect upon your lessons and provide a good scaffold from which to create your assignment.
- It is important to collect student work samples to analyse as part of your critical reflection.
- Identify your strengths and weaknesses in 1,500 words with reference to the evidence gained from your lesson reflection. Link this analysis to theories and ideas you learned about in your first degree

- Target three standard descriptors, one each from standards 2, 3, and 5 that you will focus on in your improvement plan. Identify how you will achieve this improvement in your current context. Support your improvement plan with reference to the literature (500 words).

#### Assessment information

<ul style="list-style-type: none"> <li>• RUBRIC/FEEDBACK SHEET EDST5442 UNSW SCHOOL OF EDUCATION</li> <li>• Assessment Task 1: Audit of teaching practice</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>• Ability to reflect on one's lessons using the proficient teacher standards</li> <li>• Use of reflections to identify areas of self-improvement in own teaching</li> </ul>	
<ul style="list-style-type: none"> <li>• Depth of analysis and critique in response to the task</li> <li>• Demonstrated ability to think critically using analytical skills</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>• Understanding of prescribed readings and related theory and research</li> </ul>	
<ul style="list-style-type: none"> <li>• Structure and organisation of response</li> <li>• A well-planned, concise and cohesive response</li> </ul>	
<ul style="list-style-type: none"> <li>• Presentation of response according to appropriate academic and linguistic conventions</li> <li>• Clear, fluent written expression</li> <li>• Appropriate use of APA referencing style</li> </ul>	
• General comments/recommendations for next time:	
<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: 40%</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	

#### 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.

## Generative AI Permission Level

### **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](#).

### **Annotated Evidence**

#### Assessment Overview

Annotated evidence to demonstrate and your achievement of the targeted proficient standard descriptors from the Australian Professional Standards for Teachers (APST) that you chose as a result of your audit in assessment task 1.

- Use the [NESA proficiency accreditation](#) guide to help you.
- You need to include academic references to support the claims of proficiency you make in the paper. This assessment provides a good opportunity for you to synthesize the professional learning you have done in your initial degree and apply it to a critique of your own practice.
- The lesson reflection form in Appendix C will assist you to reflect upon your lessons and provide a good scaffold from which to create your assignment.

Discuss your assessment task with the course convener when they visit your school. Qualitative feedback within 10 days of submission.

#### Course Learning Outcomes

- CL02 : Identify and evaluate teaching practices with reference to the Australian Professional Standards for Teachers at the level of proficient.
- CL03 : Develop and apply a structured self-directed program of critical reflection to enhance professional practice in their third method
- CL04 : Demonstrate achievement of a selection from standards two, three and five some of the Australian Professional Standards for Teachers (APST) at the proficient level in their third method.

## Detailed Assessment Description

### \*\*\*\* Final report and attendance record

- Due date: End of placement
- In addition to the two assessment tasks, students are also required to submit a final report and [attendance record](#).
- Submit the final report and [attendance record](#) via Moodle.
- An original of the final report can be found on Moodle.

### Assessment information

• RUBRIC/FEEDBACK SHEET EDST5442 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Annotated Evidence • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Uses NESA accreditation guide to construct response	
• Depth of analysis and critique in response to the task • Demonstrates reflexivity and reflectivity/ analytical and evaluative thinking/ complexity of ideas	
• Familiarity with and relevance of professional and/or research literature used to support response • Makes links with recommended and other appropriate readings	
• Structure and organisation of response • Provides a well-planned and structured text	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity and fluency of written expression • Use of APA referencing style for in-text referencing and reference list	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 60%
• 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.	

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to a late penalty and if the overall mark for the course is still greater than 50.

### Generative AI Permission Level

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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](#).

## 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://www.unsw.edu.au/sed/policies-and-procedures).

### Grading Basis

Standard

## Course Schedule

Teaching Week/Module	Activity Type	Content
Weeks 1-10	Topic	<ul style="list-style-type: none"><li>• Field-based.</li><li>• Students complete 25 days of school-based professional practice in a secondary school setting in their third method.</li><li>• Students should be inducted through two days of team teaching with the regular classroom teacher, and thereafter work on a 50-60% FTE workload as an intern.</li></ul>
Mid-Course	Topic	<ul style="list-style-type: none"><li>• Two hours.</li><li>• Email the course coordinator to negotiate their school visit to see you teach at the midpoint of your experience.</li><li>• Discuss assessment tasks with the convenor.</li></ul>
Weeks 1-10	Topic	<ul style="list-style-type: none"><li>• Field-based.</li><li>• Collect and annotate evidence of your proficiency using the NESA guide to proficiency accreditation.</li><li>• Critique your professional learning using the literature that you have read in your first teaching degree.</li></ul>



# Attendance Requirements

Not Applicable - as no class attendance is required

## General Schedule Information

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.

## Course Resources

### Prescribed Resources

#### Compulsory reading

- NESA (2019) Evidence of practice at proficient accreditation. Accessed July 26 at <https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/proficient-teacher/evidence>

#### Recommended readings

- Black, P. & William, D. (2018). Classroom assessment and pedagogy. *Assessment in Education: Principles, Policy & Practice*, 25(6), 551-575.
- Buttner, S., Pijl, S. J., Bijstra, J., & Van den Bosch, E. (2015). Personality traits of expert teachers of students with behavioural problems. *The Australian Educational Researcher*, 42(4), 461-481.
- Day, C. (2004). *A Passion for Teaching*. London: RoutledgeFalmer.
- Hattie, J. (2003). *Teachers make a difference: What is the research evidence?* Melbourne: Australian Council for Educational Research.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge, Taylor & Francis Group.
- Qiong, L. I., & Yujing, N. I. (2009). Dialogue in the elementary school mathematics classroom: A comparative study between expert and novice teachers. *Frontiers of Education in China*, 4(4), 526-540.
- Ross, P., & Gibson, S. A. (2010). Exploring a conceptual framework for expert noticing during literacy instruction. *Literacy Research and Instruction*, 49(2), 175-193.
- Slater, R., Veach, P. M., & Li, Z. (2013). Recognizing and Managing Countertransference in the College Classroom: An Exploration of Expert Teachers' Inner Experiences. *Innovative Higher Education*, 38(1), 3-17.
- Tsui, A. B. (2009). Distinctive qualities of expert teachers. *Teachers and Teaching: theory and practice*, 15(4), 421-439.

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	TBC TBC		Ground Floor, Morven Brown Building			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 \(unsw.edu.au\)](https://www.unsw.edu.au/education/policies-procedures).

### 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>