**UNSW Course Outline**

# EDST6760 Professional Experience 1 - 2024

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## General Course Information

**Course Code :**  EDST6760
**Year :**  2024
**Term :**  Term 1
**Teaching Period :**  T1B
**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 :**  Postgraduate, Undergraduate
**Units of Credit :**  6

Useful Links

[Handbook](#) [Class Timetable](#)

## 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.*

In this course you will develop a range of teaching skills and understandings essential to plan for and manage successful classrooms. You will complete an orientation and a range of online activities, followed by a 4-week (i.e., 20 consecutive days) supervised professional experience placement in a NSW school. Through ongoing observation, supervised teaching, and contribution to the wider school community, the course ensures you work towards the achievement of the national standards for a graduate teacher. You will gain an understanding of the range of activities that occur both inside and outside the classroom and the roles of the teaching and non-teaching staff within the school.

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

# Course Learning Outcomes

| Course Learning Outcomes |
| --- |
| CLO1 : Make significant progress in working towards meeting all the Australian professional standards for teachers at the graduate level. |
| CLO2 : Continually reflect on and seek out opportunities to improve teaching practice through lesson observation, reflection, and inquiry |
| CLO3 : Demonstrate a strong commitment, enthusiasm, and respect for the teaching profession. |

| Course Learning Outcomes | Assessment Item |
| --- | --- |
| CLO1 : Make significant progress in working towards meeting all the Australian professional standards for teachers at the graduate level. | • Professional Experience 1 Report |
| CLO2 : Continually reflect on and seek out opportunities to improve teaching practice through lesson observation, reflection, and inquiry | |
| CLO3 : Demonstrate a strong commitment, enthusiasm, and respect for the teaching profession. | • Professional Experience 1 Report |

# Learning and Teaching Technologies

Moodle - Learning Management System

# Learning and Teaching in this course

Rationale

- Professional Experience gives student teachers the opportunity to develop the skills, knowledge, attitudes and values essential for teaching in secondary schools in NSW.
- Placements should offer diversity in year levels taught, subject areas taught, educational sectors (DET, independent, Catholic and other denominations), geographical location (inner city, outer suburbs, rural), and socio-economic.
- Professional Experience placements are developmental and sequential.

Teaching Strategies

- Professional experience consists of structured observations, supervised teaching and other duties in a school setting that allow 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 |
| 1.2.1 | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | 1 |
| 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 |
| 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. | 1 |
| 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 |
| 1.6.1 | Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. | 1 |
| 2.1.1 | Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. | 1 |
| 2.2.1 | Organise content into an effective learning and teaching sequence. | 1 |
| 2.3.1 | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | 1 |
| 2.4.1 | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages. | 1 |
| 2.5.1 | Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | 1 |
| 2.6.1 | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | 1 |
| 3.1.1 | Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | 1 |
| 3.2.1 | Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies. | 1 |
| 3.3.1 | Include a range of teaching strategies. | 1 |
| 3.4.1 | Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. | 1 |

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

| | 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 |
| 7.3.1 | Understand strategies for working effectively, sensitively, and confidentially with parents/carers. | 1 |
| 7.4.1 | Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. | 1 |

# Assessments

## Assessment Structure

| Assessment Item | Weight | Relevant Dates |
|---|---|---|
| Professional Experience 1 Report | 100% | Due Date: 10 working days after placement finishes. |

## Assessment Details

### Professional Experience 1 Report

**Assessment Overview**

Task 1 - Professional Experience 1 Report

This is the final assessment

**Course Learning Outcomes**

- CLO1 : Make significant progress in working towards meeting all the Australian professional standards for teachers at the graduate level.
- CLO3 : Demonstrate a strong commitment, enthusiasm, and respect for the teaching profession.

**Detailed Assessment Description**

See below.

**Assessment Length**

N/A

**Assessment information**

The final grade awarded for Professional Experience is either Satisfactory or Unsatisfactory based on the following:

## Preparation tasks

### *Preplacement*

Before their first supervised professional experience placement, all teacher education students must successfully complete:

- Self-assessment against the criteria from the Teacher Performance Assessment.

### *Early placement*

During Weeks 1-2 of their first supervised professional experience placement, all teacher education students must successfully complete:

- A school and classroom observation and analysis. These tasks guide and encourage students to ask the right questions and look at the right things during the early weeks of the professional experience.

## The Professional Experience Report

The Professional Experience report is the responsibility of the Supervising teacher/s who may consult with the University Liaison. The report is written collaboratively where there are 2 or more supervising teachers. This report needs to be discussed with the teacher education student prior to it being signed. The report should be consistent with strengths/areas for concern discussed throughout the placement. Supervising teacher/s and the university liaison assess each teacher education student against Australian professional standards for teachers at the graduate level for each standard descriptor, their level of achievement is assessed as:

- WT – Working Towards
- D　 – Demonstrated
- E　 – Exceeds Expectations

Note: 'N/A' is not accepted as a response for a standard descriptor. Please discuss examples or role play scenarios to demonstrate your understanding of the standard.

### 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).

Grading Basis

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 notes:

- Prior to commencing placement, Teacher Education Students must attend the compulsory UNSW orientation session for PE1. 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 4-week (20 day) professional experience block in a NSW school, teaching one third of a teacher's 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 need to be on their one-third FTE workload from the beginning of week 2 of the placement.
- Teacher education students must attend school for the full 20 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 EDST6760 course Moodle along with the PE1 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
- Australian Institute for Teaching and School Leadership. (2013). Australian Professional Standards for Teachers. Standards. Retrieved from https://www.aitsl.edu.au/standards
- Churchill, R., Ferguson, P., Godinho, S., Johnson, N.F., Keddie, A., Letts,W., Vick,M. (2013). *Teaching. Making a Difference.* (2nd ed onwards.). Milton, QLD: John Wiley & Sons.

# Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|----------|------|-------|----------|-------|--------------|-------------------------------------|-----------------|
| Convenor | Prof. Andy Gao | | G22, Morven Brown Building | | Email to arrange an appointment | No | Yes |
| Administrator | Professional Experience Workplace Integrated Learning (WIL) | | | | Post queries on the course inquiry forum on Moodle or email to arrange an appointment | No | No |

# 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](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](mailto:education@unsw.edu.au)
- W: [https://www.arts.unsw.edu.au/education](https://www.arts.unsw.edu.au/education)