



## School of Education

EDST6760  
Professional Experience 1

Term 2 2019

## Contents

1. LOCATION
2. STAFF CONTACT DETAILS
3. COURSE DETAILS
  - Summary of Course*
  - Student Learning Outcomes*
  - Australian Professional Graduate Teaching Standards*
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH
5. TEACHING STRATEGIES
6. COURSE CONTENT AND STRUCTURE:
7. RESOURCES
8. ASSESSMENT

### **IMPORTANT:**

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.**



## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Make significant progress in working towards meeting all the <i>AITSL Graduate Teaching Standards</i> across a range of teaching contexts and classes	2,3
2	Respond constructively to feedback	2
3	Continually reflect on and seek out opportunities to improve teaching practice through lesson observation, reflection and inquiry	2
4	Demonstrate a strong commitment, enthusiasm and respect for the teaching profession.	2

## AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	2,3
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	2,3
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	2,3
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	2,3
1.5		

3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	2,3
3.7	Describe a broad range of strategies for involving parents/carers in the educative process	2,3
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	2,3
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	2,3
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	2,3
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements	2,3
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	2,3
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	2,3
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	2,3
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	2,3
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	2,3
5.5	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	2,3
6.1	Demonstrate an understanding of the role of the	

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

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

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

**1. Preparation tasks**

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

The National Literacy and Numeracy Test for Initial Teacher Education.

The Classroom Readiness Questionnaire. The Classroom Readiness Questionnaire is a pre-professional experience self-assessment tool that requires students to provide evidence of success across six areas (subject content, inherent requirements, professional language/literacy/numeracy, oral communication, classroom management, and commitment to the profession). Their self-assessments are then endorsed (or not) by at least two staff members who teach them.

A situational judgement test. This test is a scenario-based measurement tool designed

evaluates a number of key non-academic capabilities deemed necessary for teaching (e.g., adaptability, empathy).

**2. Demonstrated professionalism.**

This is a *hurdle requirement* and is assessed by the Supervising Teacher, Coordinator and University Liaison. The teacher education student