



School of Education

EDST5442

Advanced Professional Practice

Term 3, 2019

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## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST5442 Advanced Professional Practice (6 units of credit)  
Term 3, 2019

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Tony Loughland  
Office Location: John Goodsell Building, F20.127  
Email: [tony.loughland@unsw.edu.au](mailto:tony.loughland@unsw.edu.au)  
Phone: 9385 8390

*NOTE: This course includes a field-based component so **students must be teaching in a secondary school setting and have access to observe and teach classes in their target site** anoa hot/sut*

1	Students will systematically identify the characteristics of an “effective” teacher” in their target specialisation (third method).	1
2	Students will demonstrate how data collected during classroom observations relate to theory presented in the course readings and how they might apply what they learnt to improve their own teaching practice in their target specialisation (third method).	1
3	Students will identify the strengths and weaknesses of their own teaching practice their target specialisation (third method).through reference to the AITSL Australian Professional Standards for Teachers, the Classroom Practice Continuum, and the Reflection on Practice Tool	1, 2
4	Students will establish a structured self-directed program of reflection and peer/self-evaluation to enhance their professional practice in their target specialisation (third method).	1, 2
5	Student will demonstrate achievement of some of the Australian Professional Standards for Teachers (APST) at a higher career stage in	

School- based work is a critical component of effective teacher education, not only providing an essential forum for generating concrete problems and issues and applying new knowledge and skills, but also enabling the development of an integral link between theory and practice.

## 5. TEACHING STRATEGIES

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.

Thus, teaching strategies used during the course will include:

- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice;
- Extensive opportunities for dialogue and discussion, allowing students the opportunity to demonstrate their



## 7. 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

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, (2004). A Passion for Teaching. London: R-12.j24 (at)-1.(r)-6.3 2n00.002 Tc 0.001 i02 Tc 0.0(s)-8 (i)13.1 (or04)

## 8. ASSESSMENT

Assessment tasks are designed to provide evidence of advanced professional practice (towards proficiency on the APST)



## Assessment Details

### Assessment 1: Audit of teaching practice

Video and/or audio record two of your lessons in the first week. Analyse your teaching using the APST standards 3,4 and 5 at proficient level. Please submit:

- An identification of your strengths and weaknesses in 1000 words with reference to the evidence gained from your analysis of the recordings.
- Target three standard descriptors, one each from standards 3,4 and 5 that you will focus on in your improvement plan. Identify how you will achieve this improvement in your current context. (500 words)

### Assessment 2: Annotated Evidence

Annotated evidence to demonstrate and your achievement of the targeted proficient standard descriptors from the



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 FEEDBACK SHEET  
 EDST5442 ADVANCED PROFESSIONAL PRACTICE

Student Name:  
 Assessment Task 2: Annotated Evidence

Student No.:

SPECIFIC CRITERIA	(-)	—————			(+)
Understanding of the question or issue and the key concepts involved • Uses NESA accreditation guide to construct response					
Depth of analysis and/or critique in response to the task • Demonstrates reflexivity & reflectivity / analytical & 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					

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Student Name:  
Assessment Task 3: Attendance record

Student No.:

Advanced Professional Practice  
Attendance Sheet



Instructions to SUPERVISING TEACHER and Head of Department

This attendance record is to be completed by all students as a record of daily activity and confirmation of the required attendance during the placement.

Please sign and date this form on the final day of the placement. Upon completion, this document is to be returned to the student who will forward it on to the course coordinator.

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