



School of Education

EDST6760
Professional Experience 1

Term 2C 2020

Contents

1. LOCATION.....	3
2. STAFF CONTACT DETAILS.....	3
3. COURSE DETAILS.....	3
STUDENT LEARNING OUTCOMES.....	2
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS.....	4
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	6
5. TEACHING STRATEGIES.....	6
6. COURSE CONTENT AND STRUCTURE.....	6
7. RESOURCES.....	6
8. ASSESSMENT.....	6

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.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6760 Professional Experience 1 (6 units of credit)
Term 2C 2020

2. STAFF CONTACT DETAILS

Course Convenor: A/Prof Tony Loughland
Location: Morven Brown Building, G39
Email: tony.loughland@unsw.edu.au
Availability: Post queries on the course enquiry forum on Moodle

Course Coordinator: Ms Laura Bray
Location: Morven Brown Building, Lower Ground
Email: professionalexperience@unsw.edu.au
Availability: Email to arrange an appointment.

3. COURSE DETAILS

Course Name	Professional Experience 1
Credit Points	6 units of credit (6 uoc)
Workload	A minimum of 150 hours, including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Key dates:	Final preparation for PE 1 (check your university timetable and email for orientation details)

Pre-requisites

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	2
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
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
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the	

5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	2
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	2
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	2
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
6.1	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs	2
6.2	Understand the relevant and appropriate sources of professional learning for teachers	2
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	2
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	2
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	

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 schools in NSW. Placements offer diversity in year levels taught, subject areas taught, educational sectors (DET, independent, Catholic and other denominations), geographical location (inner city, outer suburbs, rural). Professional Experience placements are developmental and sequential.

5. TEACHING STRATEGIES

Professional experience consists of structured observations, supervised teaching and other duties in a school setting that allow pre-service teachers to engage with school age students, teachers and other paraprofessionals. The orientation day and other online and face to face interactions are designed to support this experience. These will occur in a climate that is supportive and inclusive of all learners.

6.

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:

1. A situational judgement test. This test is a scenario-based measurement tool designed to evaluate key non-academic capabilities deemed necessary for teaching (e.g., adaptability, empathy).

2. 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 teachers 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.