

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5442 Advanced Professional Practice (6 units of credit)
Term 3 2020

2. STAFF CONTACT DETAILS

Course Convenor: A/Prof Tony Loughland
Office Location: Morven Brown Building, G39
Email: tony.loughland@unsw.edu.au
Availability: Email to arrange an appointment

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 specialisation.

3. COURSE DETAILS

Course Name	Advanced Professional Practice		
Credit Points	6 units of credit (uoc)		
Workload	Includes 150 number of hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.		
Schedule			
Fieldwork	25 days of school-based professional practice	Weeks 1	10

SUMMARY OF COURSEW*nBT/F2 10.08 Tf1 0 0 1 72.024 376.2 Tm0 G[]TJETQ EMChga nBT/F1 10.08 Tf1 0 1 0 1

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 capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.

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.

6. COURSE CONTENT AND STRUCTURE

Module (Week Beginning)	Workshop Topic / Activity
Weeks 1 10 (field-based)	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 50-60% FTE workload as an intern.
Mid-course observation visit (2 hours)	Email the course coordinator to negotiate their school visit to see you teach at the midpoint of your experience Discuss assessment tasks one and two with the convenor
Weeks 1 10 (field-based)	Collect and annotate evidence of your proficiency using the NESA guide to proficiency accreditation . Critique your professional learning using the literature that you have read in your first teaching degree

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, 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. *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.

8. ASSESSMENT

Assessment tasks are designed to provide evidence of advanced professional practice (towards proficiency on the APST) and the ability to work independently both in the classroom and in the wider school community. They target specifically standards 2, 3, and 5

Assessment Task	Length	Weight	Student Learning
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Assessment Details

Assessment 1: Audit of teaching practice

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. Substitute the graduate level standard descriptors for descriptors at the proficient level. 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).

Assessment 2: Attendance record and final report

Submit the final report and [attendance record](#) via Moodle. An original of the final report can be found on Moodle.

Assessment 3: Annotated evidence of proficiency

Annotated evidence to demonstrate 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 feedback and reflection form 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.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5442 ADVANCED PROFESSIONAL PRACTICE

Student Name:

Student No.:

Assessment Task 1: **Audit of teaching practice**

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved Ability to reflect on s lessons using the proficient teacher standards Use of reflections to identify areas of self-improvement in own teaching					
Depth of analysis and/or critique in response to the task Demonstrated ability to think critically using analytical skills					
Familiarity with and relevance of professional and/or research literature used to support response Understanding of prescribed readings and related theory and research					
Structure and organisation or response A well-planned, concise and cohesive response					
Presentation of response according to appropriate academic and linguistic conventions Clear, fluent written expression Appropriate use of APA referencing style					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Date:

Weighting: 40%

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5442 ADVANCED PROFESSIONAL PRACTICE

Student Name:

Student No.:

Assessment Task 3: **Annotated evidence of proficiency**

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					
Structure and organisation or response Provides a well-planned & 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 & reference list					