



School of Education

EDST5442

Advanced Professional Practice

Term 3 2021

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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. LOCAT1.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Interpret observation data with reference to theory and explain how this can be applied to improve teaching practices.	1, 2, 3
2	Identify and evaluate teaching practices with reference to the Australian Professional Standards for Teachers at the level of proficient.	1, 2, 3
3	Develop and apply a structured self-directed program of critical reflection to enhance professional practice in their third method	1, 2, 3
4	Student will demonstrate achievement of a selection from stTQ0 1 7(r)4(ds)	

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 2Qq148.58 361.34dd 2Qq148.58 Tntry

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
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 Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
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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 impro71 0 1 0 0 1 383.12 reve2 10r

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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					

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