School of Education

UNSW Arts, Design and Architecture

EDST6765

Professional Experience 2/Internship

Term 1, Term 2, Term 3, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Andy Gao	xuesong.gao@unsw.edu.au	By Email appointment	G22 Morven Brown Building	

Administrators

Name	Email	Availability	Location	Phone
Professional Experience Team Workplace Integrated Learning	professionalexperience@unsw.edu.au	Email to arrange an appointment	Morven Brown Building, Lower	

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 12

Workload

300 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

efp fp ^ ev_ofa `lropb, Gq fp ^s^fi^_ib qI _lqe rkabodo^ar^qb ^ka mlpqdo^ar^qb pqrabkqp, eb `lropb `lkqbkq* abifsbov ^ka ^ppbpp j bkq tfii _b fabkqf`^i clo _lqe dolrmp lc pqrabkqp,

Subject Area8 *Car`^qflk*

In this course you will complete your final 9-week (45 days) professional experience block in a NSW school which you have not been involved with previously. During your placement you will be provided with increasing opportunities for autonomy, responsibility and accountability through a gradual shift from direct in-class supervision to program supervision by the Supervising Teacher(s) as you move into the internship phase of the course.

Course Learning Outcomes

1. Meet or exceed all AITSL Graduate Teaching Standards across a range of teaching contexts and classes.
2. Successfully participate in and contribute to activities and interactions with the wider school community.
3. Continually reflect on and seek out opportunities to improve teaching practice through lesson observation, reflection and inquiry.
4. Demonstrate a strong commitment, enthusiasm and respect for the teaching profession.

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.	1, 3, 4, 5
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 3, 4, 5
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.	1, 3, 4, 5
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 specific learning needs of students across the full range of abilities.	1, 3, 4, 5
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and	1, 3, 4, 5

	learning of students with disability.	
2.1		

6.2	Understand the relevant and appropriate sources of professional learning for teachers.	1, 3, 4, 5
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1, 3, 4, 5
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	1, 3, 4, 5
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	1, 3, 4, 5
7.2	Understand the relevant legislative, administrative, and organisational policies and processes required for teachers according to school stage.	1, 3, 4, 5
7.3	Understand strategies for working effectively, sensitively, and confidentially with parents/carers.	1, 3, 4, 5
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice.	1, 3, 4, 5

Teaching Strategies

Strategies: Professional Experience consists of structured observations, including specific observation tasks, informal discussion and feedback, critical reflection, maintenance of a record book, supervising teaching and other duties in a school setting that allows teacher education students to engage with school age students, teachers and other para-professionals.

Rationale: Professional Experience gives teacher education students the opportunity to integrate theory and practice, and develop the skills, knowledge, attitudes and values essential for teaching in schools in NSW. ‰ ‰ ‰

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Profession Readiness Test	N/A	Not Applicable	3
2. Cultural Awareness	N/A	Not Applicable	1, 2, 3, 4
3. Interim Report	N/A	Not Applicable	1, 2, 3, 4
4. Evidence Set: Graduate Teaching Performance Assessment (GTPA)	N/A	Not Applicable	1, 3
5. Final Report	100%	Not Applicable	1, 2, 3, 4

Assessment 1: Profession Readiness Test

Situational Judgement Test with motivation and adaptability measures and self-assessment using the Interim Report. Complete online from the link given in Moodle before the orientation session.

Assessment 2: Cultural Awareness

Please complete the five tasks below that will be also be in the Moodle site with additional resources for you. The first task needs to be completed before you commence your professional experience. These activities will help you understand what country you are teaching on, to prepare an appropriate acknowledgment of country and to critically interrogate your own cultural frame so that your awareness of other cultures is enhanced.

Task

When

Description

1

Pre-prac

Identify the Aboriginal Country you are working on and create an appropriate and thoughtful acknowledgement of country that you can use in your teaching - See the Welcome to Country App as a starting point.

2

Wk 2

Examine the eight ways of knowing protocol and discuss in your forum post how you might incorporate these in your teaching this term. Make explicit links to curriculum content. All resources developed

should be shared with the 8 Ways of Knowing Unit.

3

Wk 4

Critically examine your own cultural frame using the cultural competence framework in this document and discuss how this frame influences how you relate to students and the curriculum.

4

Wk 6

Find out the contact details for the AECG closest to your school. Locate all of the Aboriginal Education experts and resources in your school and your system. Report the results of your search in the forum.

5

Wk 8

Discuss your efforts at applying or thinking through the

(AITSL, 2018, p.10).

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Additional details

The GTPA provides opportunity for you to demonstrate impact of your teaching on student learning.

During PE2 you will compile a report in which you analyse and justify your planning, teaching and assessing cycle for one class over a sustained learning sequence that you teach across the duration of your placement and in which you take responsibility for the whole class.

Requirements for the learning sequence are that it is:

• undertaken on one class (this may be constituted by a single year level or a range of year levels as in composite or multi-age classes);

• sustained over a period of placement (minimum 4 weeks);

• focussed on a single learning or teaching area, or a combination of subjects in an integrated approach; and

• significant and implemented across a series of lessons that has clearly defined learning goals for the whole class and three focus students you will select to focus on who represent the full range of achievement in the class.

In completing this assessment you will demonstrate your knowledge, understanding and capabilities in:

• planning with data

• teaching and learning

• providing feedback and professional judgement

• reflecting on practice, and

• appraising the impact of teaching on student learning.

This demonstration also includes making adjustments to meet the learning needs of all students in the class, making connections between theory and practice, and providing evidence of pedagogic decision-making, teaching practices, and learning outcomes. It affords you opportunity to demonstrate your emerging professional agency and identity in teaching cycles.

Please submit the final version of the evidence set to Moodle. Further information about this task and submission date will be available on Moodle.

Assessment 5: Final Report

The final report is completed at the end of the placement. The reports are writt hol abtrateveyn wein

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recorded on the lesson feedback and reflection forms compiled by you in both the professional experience and internship phases of the course.

For each standard descriptor the final report, the level of achievement is assessed as
ND – Not Demonstrated,
D – Demonstrated, or
E – Exceeds Expectations.

The final grade awarded for Professional Experience 2/Internship is either Satisfactory or Unsatisfactory based on whether students do or do not meet all of the standard descriptors.

Please submit the final report signed by all three parties listed at the bottom of the form. You will not receive your final grade until this report and the signed attendance record are submitted on Moodle.

Attendance Requirements

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Resources

Prescribed Resources

https://www.unsw.edu.au/arts-design-architecture/our-schools/education/student-life/course-information/professional-experience

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article,

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)