



School of Education

EDST2002

Professional Engagement

Term 2, 2019

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**IMPORTANT:**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 2002 Professional Engagement (6 units of credit)  
Term 2, 2019

## 2. STAFF CONTACT DETAILS

Course Convenor: Dr Tony Loughland  
Email: [tony.loughland@unsw.edu.au](mailto:tony.loughland@unsw.edu.au)  
Availability: Please email to arrange an appointment

Course Coordinator: Ms Laura Bray  
Email: [l.bray@unsw.edu.au](mailto:l.bray@unsw.edu.au)  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Professional Engagement
<b>Credit Points</b>	6 units of credit (6 uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	
Orientation	
Fieldwork	15 days structured field placement

### **Eligibility**

For BA / BEd, BCom / BEd, BDe / BEd, BEc / BEd, BFA / BEd, BMedia Arts / BEd, BMus / BEd, BSc / BEd:

Successful completion of 48 units of credit (1 year EFT) in approved discipline studies in the relevant discipline degree  
Successful completion of EDST 1101, 1104, 1108 and 2003,  
Successful completion of the national literacy and numeracy test, and  
A high level of oral communication skills, equivalent to an IELTS score 8.0 in Speaking and Listening and 7.0 in Reading and Writing. For band descriptors, see [https://takeielts.britishcouncil.org/sites/default/files/IELTS\\_Speaking\\_band\\_descriptors.pdf](https://takeielts.britishcouncil.org/sites/default/files/IELTS_Speaking_band_descriptors.pdf)

### **Summary of Course**

This course gives Teacher Education Students the opportunity to develop practical knowledge and skills regarding teaching and how a diverse range of students learn through structured observations and active participation as a teaching assistant in a school.

The course consists of a university-based orientation, an online forum, and 15 days structured fieldwork in a school. Teacher Education Students will be placed in a school for 15 days of fieldwork as a teaching assistant in a secondary school (which may include learning support / a gifted program)



## **5. TEACHING STRATEGIES**

Professional engagement consists of structured observations and activities that allow Teacher Education Students to engage with teaching and learning in an educational setting. The orientation and online forum are designed to support this engagement. These activities will occur in a climate that

## 1. Teaching assistance and structured observations

### Description:

During your fieldwork as a teaching assistant you will support a regular classroom teacher and observe how students learn, how literacy and numeracy skills develop, how effective teachers work with their students and how schools function as organisations. You will be asked to work with small groups of students or individuals within the classroom or in a homework club. You will also have the opportunity to observe your classroom teacher/s, and will conduct a range of informal observations focused on the Australian Professional Standards for Teachers. You will post your responses to **seven different Question and Answer forums** on the course Moodle **and reply to at least one other post from another student in each of the seven forums**. The completion of the forum posts and responses is a hurdle requirement so you will not pass this course **unless you post to each of the seven forums** and write a response to **at least one other post from another student in each of the seven forums**.

## 2. Evidence of Professionalism Report

### Description:

As a Teacher Education Student you are required to act in a professional manner at all times during the fieldwork placement. This includes maintaining satisfactory attendance, being punctual, dressing appropriately, cooperating with staff, demonstrating high-level language, literacy and numeracy skills, undertaking a range of structured observations, participating actively in class, working collaboratively in the school environment and demonstrating attitudes and actions that are appropriate and aligned with the core standards and codes of conduct in the teaching profession. Evidence of professionalism is a **hurdle requirement** and is assessed by the Cooperating teacher.

The Evidence of Professionalism Report is the responsibility of the Cooperating teacher(s). The report is written collaboratively where there are two or more cooperating 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 Professional Engagement placement. The Cooperating teacher/s will assess each Teacher Education Student against the Graduate Teacher Standard descriptors included here as well as the key attributes. The teacher education student will build their understanding of the selected graduate standard descriptors through participation in online forums as well as through observation of teaching whilst on this experience. The teacher education student should be able to discuss their understanding of these descriptors when you ask them. For each standard descriptor and key attribute, the level of achievement is assessed as:

**ND: Not Demonstrated**

**WT: Working Towards**

**D: Demonstrated**

The Cooperating teacher/s is also asked to provide a qualitative comment on the degree of professional engagement the Teacher Education Student demonstrated during the 15 days of Professional Engagement placement.

The overall result for EDST 2002 is graded Satisfactory or Unsatisfactory.

Instructions to COOPERATING TEACHER

This report is to be completed after the Teacher Education Student has completed his or her 15 days of professional engagement. Teacher Education Students-17( )JTE071.424 608.74 460.03

