School of Education

EDST5308
Teacher Learning

Semester 1, 2018

Contents

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 and Gadigal 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 5308 Teacher Learning (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Coordinator:	Dr. Hoa Nguyen
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Availability:	Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Teacher Learning
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule Lecture	9a.m to 3.30p.m Week 2(10/3) Week 4 (24/3) Week 10 (12/5) Week 12 (26/5) Room:

Summary of Course

Teaching is a dynamic, complex profession and teachers work in a challenging, ever-changing environment. Teachers thereby need to constantly up-skill to prepare for all the challenges they will face throughout their careers. Teachers need to have access to, and engage in, high quality professional development across the whole of their teaching career.

This course focuses on how teachers learn and develop. It explores three major areas:

- o How teachers learn.
- o The contemporary contexts of teacher professional learning and development.
- o Supporting teacher professional learning in the workplace.

This course will enable participants to improve their own and their establishment's practice in supporting teacher professional learning and development. In addition to exploring contemporary research and theory on teacher learning and development, participants will use this knowledge to develop practical skills. Participants will critically analyse a professional learning program at the school or system level within their context as well as develop a detailed proposal to set up or significantly revise a professional learning program. They will be provided the opportunity to share their proposals with their peers in the class, extending their capacity to both give and receive effective feedback.

The main ways in which the course has changed since last time as a result of student feedback

- *Given the varied backgrounds of the students in the class, efforts will be made to differentiate some of the readings, class tasks and group work so as to better address the different learning needs of students.*

Student Learning Outcomes

Outcome		Assessment/s
1	Gain an understanding of contemporary research and theory on teacher learning and development.	1, 2
2	Understand how teachers learn, the contemporary contexts of teacher professional learning and development, and how teacher professional learning is best supported in the workplace.	1, 2
3	Reflect on the application of their learning to their school context.	1, 2
4	Critically analyse a professional learning program at the school or system level.	1, 2
5	Conduct a practical application of the theory to their workplace through setting up or significantly revising a professional learning program.	2
6	Enhance their skills and competence in planning and implementing a professional learning program.	2
7	Present concepts to their peers.	2
8	Increase capacity to give and receive effective feedback.	2
9	Plan to continually improve professional knowledge and practice.	1, 2
10	Engage and support members of their profession.	1, 2

Program Learning Outcomes

		Assessment/s
1	**Advanced disciplinary knowledge and practices** Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	**Enquiry-based learning** Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem solving skills	1, 2
4	**Communication, adaptive and interactional skills** Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	2
5	**Global outlook** Demonstrate an understanding of international perspectives relevant to the educational field	-
6	**Ethics** Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course will enable students to develop an understanding of the important role teacher professional learning and development plays in contemporary contexts. The course involves a detailed study of the theory, research and practice associated with this topic as well as the opportunity to complete a practical project that is applicable to the context in which the participant works. Student learning outcomes are supported by teaching and learning strategies that includes lecture-delivery, group work, individual presentations and discussion.

5. TEACHING STRATEGIES

This course will be taught within the classroom with a strong emphasis on student participation. Students will be provided with references to research journals, books, policy documents and websites which they will be expected to read/research prior to each session. Various strategies including lecture-delivery, group work, individual presentations and class discussions will engage students and enable a deeper understanding of the related issues. Individual presentations will allow students to share their proposals in some depth with the group and receive feedback from their peers. Two written papers will require students to research, compare, and evaluate various professional learning models and strategies as well as synthesize material to develop a critical analysis of, and a proposal for, a professional learning plan.

6. COURSE CONTENT AND STRUCTURE (See Moodle for more information)

Workshop 1 Week 2(10/3)	Topic: How **teachers learn (1)** - Course overview including discussion of assessment requirements. - What is teacher professional learning and development? - Why is it important? - Engaging with the professional literature & reading critically. - Theories of PL. - Novice-to-expert models of PL. - Descriptions / characteristics of the different stages of development. - Pedagogical content knowledge (PCK). - A Case Study of a Professional Learning Program - Evaluating & developing a PLP.
Workshop 2 Week 4 (24th March)	**Topic: Contemporary contexts of PL & D** - Policies and practices at the system level: - National and state policies. - Interrogation and analysis of current policy developments including the Charter and the Framework. - The standards-based movement and its critiques: - The Australian Professional Standards for Teachers - Overview & organization of the Standards - AITSL tools and resources.
Workshop 3 Week 10 (12th May)	**Topic : Supporting teacher PL** - Initiating and leading PL programs: - Evaluating teacher learning & evaluating the Dept / School PL plan - Supporting PL in schools: - Key components of a school Professional Learning Plan - Developing a Professional Learning Plan / Program - Schools as learning communities. Collegial & collaborative PL activities. - Overview of various approaches including Instructional rounds & action research. - Discussion of format and requirements for oral presentations to the class.
Workshop 4 Week 12 (26th May)	Topic: **Supporting teacher PL (cont)** - Mentoring & Coaching: - Why? What? How? - Mentoring & coaching skills - Mentoring ECTs: PSTs & Beginning teachers - All students will be expected to provide feedback to their peers using the evaluation and feedback forms given and actively participate in the discussion.

| | | | • Feedback on and evaluation of the course. |
| | | | |

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	AITSL Standards	Due Date
Assessment 1 Minor written assignment	2000 words	35%	1 - 4, 9 - 10	1 - 3, 6	6,7	9th April 5.00 pm
Assessment 2 – Part A Oral Presentation	Equivalent of 1000 words	10%	1 - 10	1 - 4, 6	6,7	26th May 2018 5.00 pm
Assessment 2 – Part B Major written assignment	3000 words	55%	1 - 10	1 - 4, 6	6,7	1St June 2018 5.00 pm

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment 1 – Critical analysis of a teacher professional learning program
Minor Written Assignment

Students are to explore and interrogate a teacher professional learning program at the school or system level within their context and provide a detailed critical analysis of the program. Reference should be made to some of the contemporary literature on teacher professional learning and development, current national and state policies, and the Australian Professional Standards for Teachers. The length of this written assignment is 2000 words.

Assessment 2 (presentation to class) this assessment requires students to do an oral presentation to the class equivalent to 1000 words. Students may develop a PowerPoint presentation or utilise other digital media to support the presentation. Each presentation will be scheduled for approximately 20 minutes inclusive of 5 minutes for questions and class discussion. All students will be expected to provide feedback to their peers using the evaluation and feedback forms given and actively participate in the discussion.

Assessment 3- Major written paper: **Detailed proposal for a professional learning program**
Students are to develop a detailed proposal to set up or significantly revise a professional learning program centred within the student's own workplace. The plan must be based on new knowledge acquired in this course. Students should make reference to the various professional learning models and strategies they considered in arriving at the framework they plan to deploy. This assessment requires students to develop and submit a detailed written proposal with a length of 3000 words.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Assessment 1 Minor written assignment	*Written*	*Within 3 weeks of the submission date -*
Assessment 2 Oral Presentation	*Verbal*	*Following completion of all the presentations to the class*
Assessment 3 Major written assignment	*Written*	*Within 3 weeks of the submission date –*

Student Name: Student No.:
Assessment Task: **Critical analysis of a teacher professional learning program**

SPECIFIC CRITERIA	(-)				➤ (+)
Understanding of the question or issue and the key concepts involved • Interpretation of question and evidence. • Understanding and representation of issues involved. • Analysis and evaluation of salient arguments. • Drawing of warranted conclusions.					
Depth of analysis and/or critique in response to the task • Evidence of high order analytic skills. • Reasoning of argument/s. • Plausibility and impressiveness of answer.					

Familiarity with and relevance of professional and/or research literature used to support response
• Understanding of theory and research including:
  ○ Appropriate reference to contemporary literature on teacher professional learning and development.
  ○ Appropriate reference to current national and state policies.
  ○ Appropriate reference to the Australian Professional Standards for Teachers.
• Evidence of critical reading.
• Evidence of additional reading.					

Structure and organisation of response • Planning and structure of argument. • Persuasiveness and cohesiveness of argument. • Presentation of ideas to enhance readability.					
Presentation of response according to appropriate academic and linguistic conventions • Clarity of written expression. • Fluency and skillfulness of style. • Claims supported by sources/evidence. • Referencing of sources using APA style & completeness of reference list.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer   **Date**
Recommended: /20   (FL PS CR DN HD)   Weighting: 35%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Student Name: Student No.:

Assessment Task: **2 – Oral Presentation to the Class**

SPECIFIC CRITERIA	(-) ——————➤ (+)				
Understanding of the question or issue and the key concepts involved • A range of different ideas exploring the topic. • Understanding of how the ideas relate to each other. • Demonstration of a creative & high level of understanding of the topic.					
Depth of analysis and/or critique in response to the task • Evidence of high order analytic skills. • Reasoning of argument/s. • Plausibility and impressiveness of proposal.					
Familiarity with and relevance of professional and/or research literature used to support response • Reference/s to contemporary literature on professional learning models and strategies. • Demonstration of a synthesis of new knowledge acquired in this course.					
Structure and organisation of response • Organisation of oral presentation with a beginning, middle and end. • Evidence of a strong organizing theme, with clear main ideas & transitions. • Completeness and accuracy of information presented. • Use of visual aids to make the presentation more meaningful. • Appropriateness of length of presentation.					
Presentation of response according to appropriate academic and linguistic conventions • Clarity of speech and communication with the audience. • Engagement with audience. • Pacing of presentation allowing time for audience to think & respond. • Appropriate referencing of sources & completeness of reference list using APA style.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer   **Date**

Recommended: **/20**   **(FL PS CR DN   HD)**   **Weighting: 10%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Student Name: Student No.:

Assessment Task 3 **- Detailed proposal for a professional learning program**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Interpretation of question and evidence. • Understanding and representation of issues involved. • Analysis and evaluation of salient arguments. • Drawing of warranted conclusions.					
Depth of analysis and/or critique in response to the task • Evidence of high order analytic skills. • Reasoning of argument/s. • Plausibility and impressiveness of answer.					
Familiarity with and relevance of professional and/or research literature used to support response • Understanding of theory and research including references to contemporary literature on professional learning models and strategies. • Demonstration of a synthesis of new knowledge acquired in this course. • Evidence of critical reading. • Evidence of additional reading..					
Structure and organisation of response • Planning and structure of argument. • Persuasiveness and cohesiveness of argument. • Presentation of ideas to enhance readability.					
Presentation of response according to appropriate academic and linguistic conventions • Clarity of written expression. • Fluency and skillfulness of style. • Claims supported by sources/evidence. • Referencing of sources using APA style & completeness of reference list.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer   **Date**

Recommended: **/20**   **(FL PS CR DN   HD)**   **Weighting: 55%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

8.   RESOURCES

How teachers learn.

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Watson, L., (2003). *Lifelong Learning in Australia.* Australia: Australian Government, Department of Education, Science and Training.

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