



UNSW
SYDNEY

School of Education

EDST5308
Teacher Learning

Term 2 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. LOCATION

Faculty of Arts, Design & Architecture
 School of Education
 EDST5308 Teacher Learning (6 units of credit)
 Term 2 2021

2. STAFF CONTACT DETAILS

Course Coordinator: A/Prof Tony Loughland
 Office Location: Morven Brown G39
 Email: tony.loughland@unsw.edu.au
 Availability: By email

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	http://classutil.unsw.edu.au/EDST_T2.html#EDST5308T2

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 two major areas:

- How teachers learn.
- Supporting teacher professional learning.

This course will enable participants to improve their institution's practice in supporting teacher professional learning. In addition to exploring contemporary research and theory on teacher learning 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 specific and helpful feedback.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Reduced assessment task 2 to a 5-minute pitch and 2-page overview to bring the workload down for this task commensurate with its 10% weighting

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 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
	Advanced disciplinary knowledge and practices	
1	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
	Enquiry-based learning	
2	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
	Cognitive skills and critical thinking	
3	Demonstrate advanced critical thinking and problem-solving skills	1, 2
	Communication, adaptive and interactional skills	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
	Global outlook	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
	Ethics	
6	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 online 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 discussions, critical reading activities, individual presentations and workshoping assessment drafts and plans will engage students and enable a deeper understanding of the related issues. 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

Week	Workshop Topic
1	Online Workshop 1 Principles of Effective PL Teacher Self and Collective Efficacy The Big Five Critical reading and writing
2	Asynchronous activities on Moodle
3	Online workshop 2 PL models and theories of action Logic Modelling Learning Improvement Science Implementation Science
4	Asynchronous activities on Moodle
5	Online workshop 3 Creating an effective PL program Students as the consequential stakeholders Engaging with student voice
6	Asynchronous activities on Moodle
7	Online workshop 4 The pros and cons of classroom observation Finding the most cost-effective and feasible way forward Accountability measures
8	Asynchronous activities on Moodle
9	Online Workshop 5

	The five-minute elevator pitch to the class will provide the material for a class discussion Feedback on and evaluation of the course.
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7. RESOURCES

Compulsory Readings for online workshop 1

- Kennedy, M. M. (2016). How Does Professional Development Improve Teaching? *Review of Educational Research*, 86(4), 945-980. doi:10.3102/0034654315626800
- Lindvall, J., & Ryve, A. (2019). Coherence and the positioning of teachers in professional development programs. A systematic review. *Educational Research Review*, 27, 140-154. doi:<https://doi.org/10.1016/j.edurev.2019.03.005>

Additional readings

- Filges, T., Torgerson, C., Gascoine, L., Dietrichson, J., Nielsen, C., & Viinholt, B. A. (2019). Effectiveness of continuing professional development training of welfare professionals on outcomes for children and young people: A systematic review. *Campbell Systematic Reviews*, 15(4), e1060. doi:10.1002/cl2.1060
- Loughland, T., & Nguyen, H. T. M. (2020). Using teacher collective efficacy as a conceptual framework for teacher professional learning – A case study. *AUSTRALIAN JOURNAL OF EDUCATION*, 0004944120908968. doi:10.1177/0004944120908968
- Loughland, T., & Ryan, M. (2020). Beyond the measures: the antecedents of teacher collective efficacy in professional learning. *Professional Development in Education*, 1-10. doi:10.1080/19415257.2020.1711801
- Timperley, H. (2008). Teacher Professional Learning and Development. In *Educational Practices Series- 18*. <http://unesdoc.unesco.org/images/0017/001791/179161e.pdf>: International Bureau of Education & International Academy of Education, UNESCO I.

Compulsory readings for online workshop 2

- Albers, B., & Pattuwege, L. (2017). *Implementation in Education: Findings from a Scoping Review*. Retrieved from Melbourne: <http://www.ceiglobal.org/application/files/2514/9793/4848/Albers-and-Pattuwege-2017-Implementation-in-Education.pdf>
- Bryk, A. S. (2015). 2014 AERA Distinguished Lecture Accelerating How We Learn to Improve. *Educational Researcher*, 44(9), 467-477.
- NSW Department of Education. (2019). Logic Modelling. Retrieved 29.7.19 from <https://education.nsw.gov.au/teaching-and-learning/professional-learning/evaluation-resource-hub/logic-modelling>

Additional Readings

- Brady, M. P., Heiser, L. A., McCormick, J. K., & Forgan, J. (2016). Value-Added Models for Teacher Preparation Programs: Validity and Reliability Threats, and a Manageable Alternative. *The Educational Forum*, 80(3), 339-352. doi:10.1080/00131725.2016.1173150
- Lillejord, S., Elstad, E., & Kavli, H. (2018). Teacher evaluation as a wicked policy problem. *Assessment in Education: Principles, Policy & Practice*, 1-19. doi:10.1080/0969594X.2018.1429388

Compulsory Reading for online workshop 3

- Mcintyre, D., Pedder, P. & Rudduck, J., 2005. Pupil voice: comfortable and uncomfortable learnings for teachers. *Research Papers in Education*, 20, 149-168.
- Mockler, N., & Groundwater-Smith, S. (2015). Seeking for the unwelcome truths: beyond celebration in inquiry-based teacher professional learning. *Teachers and Teaching*, 21(5), 603-614. doi:10.1080/13540602.2014.995480

Additional readings

Langer, G., & Colton, A. (2005). Looking at Student Work. *Educational Leadership*, February 2005, 22-26.

National School Reform Faculty. ATLAS-Learning from Student Work. Retrieved from http://www.nsrharmony.org/protocol/doc/atlas_lfsw.pdf

Compulsory readings for online workshop 4

Kane, M. T., & Staiger, D. O. (2012). *Gathering Feedback for Teaching. Combining High-Quality Observations with Student Surveys and Achievement Gains*. Retrieved from Seattle, WA: <http://eric.ed.gov/?id=ED540960>

Stuhlman, M., Hamre, B., Downer, J., & Pianta, R. C. (2014). *How to Select the Right Classroom Observation Tool*. Retrieved from http://curry.virginia.edu/uploads/resourceLibrary/CASTL_practitioner_Part3_single.pdf:

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1 Minor written assignment	2000 words	35%	1-4, 9-10	1-6	Monday 28 th June by 5pm
Assessment 2 – Part A Five Minute Elevator Pitch	Equivalent of 1000 words	10%	1-10	1-6	In class July 27 th
Assessment 2 – Part B Major written assignment	3000 words	55%	1-10	1-6	August 6 th by 5pm

Submission of assessments

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. 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. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

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 the contemporary literature on teacher professional learning and development. The length of this written assignment is 2000 words.

Assessment 2 - Detailed proposal for a professional learning program

Presentation to class and major written paper

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 critique the various professional learning models and strategies they considered in arriving at the framework they plan to deploy.

Part A of this assessment requires students to do a [5-minute elevator pitch](#) that they would use to convince their manager of the worth of their PL plan. A copy of a 2-page plan needs to be disseminated to the class on the day

Part B of this assessment requires students to develop and submit a detailed written proposal with a length of 3000 words.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5308 TEACHER LEARNING

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 <ul style="list-style-type: none"> • Interpretation of question and evidence. • Analysis and evaluation of salient arguments. • Drawing of warranted conclusions. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Evidence of high order analytic skills. • Reasoning of argument/s. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Understanding of theory and research including references to contemporary literature on professional learning models and strategies. • Evidence of critical reading. 					
Structure and organisation of response <ul style="list-style-type: none"> • Planning and structure of argument. • Persuasiveness and cohesiveness of argument. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity of written expression. • Claims supported by sources/evidence. • Referencing of sources using APA style & completeness of reference list. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

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.**

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FEEDBACK SHEET
EDST5308 TEACHER LEARNING

Student Name:

Student No.:

Assessment Task: **2a – Oral presentation to the class**

SPECIFIC CRITERIA	(-)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Demonstration of a creative & high level of understanding of the topic. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Plausibility of proposal. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Demonstration of a synthesis of new knowledge acquired in this course. 					
Structure and organisation of response <ul style="list-style-type: none"> • Organisation of elevator pitch 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity of speech and communication with the audience. • Engagement with audience. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer**Recommended: /20 (FL PS CR DN HD)****Date****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.**

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FEEDBACK SHEET
EDST5308 TEACHER LEARNING

Student Name:

Student No.:

Assessment Task: **2b - Detailed proposal for a professional learning program**

SPECIFIC CRITERIA	(-) ————— ➤ (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Interpretation of question and evidence. • Analysis and evaluation of salient arguments. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Evidence of high order analytic skills. • Reasoning of argument/s. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • 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. 					
Structure and organisation of response <ul style="list-style-type: none"> • Planning and structure of argument. • Persuasiveness and cohesiveness of argument. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity of written expression. • Referencing of sources using APA style & completeness of reference list. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer**Recommended: /20 (FL PS CR DN HD)****Date****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.**