

# 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	<a href="mailto:xuesong.gao@unsw.edu.au">xuesong.gao@unsw.edu.au</a>	By Email appointment	G22 Morven Brown Building	

#### Administrators

Name	Email	Availability	Location	Phone
Professional Experience Team Workplace Integrated Learning	<a href="mailto:professionalexperience@unsw.edu.au">professionalexperience@unsw.edu.au</a>	Email to arrange an appointment	Morven Brown Building, Lower Ground	

### School Contact Information

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Arts, Design and Architecture  
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## 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

*This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.*

Subject Area: *Education*

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	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 3, 4, 5
2.2	Organise content into an effective learning and teaching sequence.	1, 3, 4, 5
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1, 3, 4, 5
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures, and languages.	2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1, 3, 4, 5
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1, 3, 4, 5
3.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1, 3, 4, 5
3.2	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	1, 3, 4, 5
3.3	Include a range of teaching strategies.	1, 3, 4, 5
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1, 3, 4, 5
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1, 3, 4, 5
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	1, 3, 4, 5
3.7	Describe a broad range of strategies for involving parents/carers in the educative process.	1, 3, 4, 5
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1, 3, 4, 5
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1, 3, 4, 5
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour.	1, 3, 4, 5
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum, and legislative requirements.	1, 3, 4, 5
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible, and ethical use of ICT in learning and teaching.	1, 3, 4, 5
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.	1, 3, 4, 5
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	1, 3, 4, 5
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	1, 3, 4, 5
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	1, 3, 4, 5
5.5	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	1, 3, 4, 5
6.1	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.	1, 3, 4, 5

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. Professional Experience placements are developmental and sequential.

## 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 [eight ways of knowing](#) protocol throughout the first eight weeks of your experience. All resources developed should be shared with the 8 Ways of Knowing Unit.

### **Assessment 3: Interim Report**

The Supervising Teacher (ST) will assess you using the [PE2 interim report](#) before the university liaison visit.

The UNSW liaison will moderate this process through a school visit in Week 5, including a classroom observation of a substantive lesson (teaching concepts), post-lesson conference and evaluation of at [least ten lesson feedback and reflection](#) forms that have been completed by you. **The organisation of the lesson feedback and reflection forms is entirely your responsibility and not that of your supervising teacher.**

The liaison will mediate any moderation discussions using benchmark examples from [the NSW CDE mentoring website](#) to ensure inter-rater reliability between schools. The UNSW liaison's signature on [the PE2 interim report](#) signals their agreement with the assessment made by the supervising teacher.

You and the ST sign [the PE2 interim report](#) and you submit this on Moodle in the assessment submission portal as close as possible to the end of week 5. The course convenor understands that at times your liaison visit may occur early in week 6 and delay the submission.

### **Assessment 4: Evidence Set: Graduate Teaching Performance Assessment (GTPA)**

The GTPA is the culminating summative assessment completed during a final-year professional experience placement. It satisfies the National Program Standard 1.2 for 'pre-service teachers to have successfully completed a final-year teaching performance assessment prior to graduation that is shown to a reflection of teaching practice including the element of planning, teaching, assessing and reflecting'



(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 written collaboratively when there are two supervising teachers. The report needs to be discussed with you prior to being signed. The reports should be consistent with strengths/areas for concern discussed throughout the placement and

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

## School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

## 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](mailto: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, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

### Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library



## **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.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

## **Image Credit**

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## **CRICOS**

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