

EDUC2186: Quality Teaching and Student Learning K-6

Callaghan and Ourimbah
Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

This course is focused on students' knowledge and skills in the areas of professional knowledge and professional practice. A key focus is on gathering evidence aligned with the Australian Institute for Teaching and School Leadership (AITSL) standards to demonstrate an intermediate understanding of the profession. This course builds on classroom observations of teaching and learning undertaken by students in the first year of their teacher education program. It also helps students to recognise and understand how coursework/research forms the foundation of high-quality teaching and assessment practice by connecting what is studied at university and how that plays out in classrooms and schools.

Review of Progress Requirements

This course is a compulsory program requirement for students in the following program(s):

- Bachelor of Teaching (Early Childhood and Primary) (Honours)
- Bachelor of Teaching (Primary) (Honours)
- Bachelor of Education (Early Childhood and Primary)
- Bachelor of Education (Primary)
- Bachelor of Education (Early Childhood and Primary) (Honours)
- Bachelor of Education (Primary) (Honours)

In addition to meeting the University's overall requirements for academic progression, students enrolled in these program(s) must satisfactorily complete this course in order to progress in their program.

Requisites

Students must have successfully completed EDUC1048 and (EDUC1103 or EDUC2103).

Students must have successfully completed or be concurrently enrolled in EDUC2748 and EDUC2749.

Students must be active in one of the following programs to enrol in this course:

- Bachelor of Teaching (Primary) (Honours) [12367] or
- Bachelor of Education (Primary) [40106] or
- Bachelor of Education (Primary) (Honours) [40110] or
- Bachelor of Teaching (Early Childhood and Primary) (Honours) [12366] or
- Bachelor of Education (Early Childhood and Primary) [40105] or
- Bachelor of Education (Early Childhood and Primary) (Honours) [40109]

Assumed Knowledge

Successful completion of LANTITE is required prior to enrolling in final internship/placement course

<https://teacheredtest.acer.edu.au/>

Students must have successfully completed 140 units.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

Contact Hours	Field Study * Face to Face 1 hour(s) per Term Full Term 1 hour of SimTeach per term. Further details available in course outline and on Canvas Lecture * Live zoom 12 hour(s) per Term Full Term There are compulsory quizzes in this course. Practicum * Face to Face Off Campus 5 day(s) per Week for 4 Weeks Compulsory Requirement: Anaphylaxis Training - Students must complete approved anaphylaxis training. Compulsory Requirement: Prohibited Employment Declaration - Declaration that student is not a prohibited person in terms of the Child Protection (Prohibited Employment) Act 1998. Compulsory Requirement: Working with Children - A national criminal history check and review of findings of misconduct involving children, required for any child-related work. * This contact type has a compulsory requirement.
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Unit Weighting 10

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator **Callaghan and Ourimbah**
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Consultation: by appointment

Teaching Staff Other teaching staff will be advised on the course Canvas site.

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SYLLABUS

Course Content

1. School culture and context of the school community
2. Connections between teacher education, coursework, research, and teaching/learning in K-6 contexts
3. Learning theories and student well-being
4. Classroom management and student learning
5. Quality Teaching and Assessment lesson planning and designing tasks
6. Introduction to professional conduct and ethics
7. The Australian Professional Standards for Teachers
8. Developing and maintaining an e-portfolio

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Relate child development theory, and student well-being and mental health research, to the management of learning.
2. Critically analyse and apply principles, policies, and practices for establishing and maintaining a productive learning environment.
3. Apply frameworks and models for understanding and responding to a range of challenging student behaviours.
4. Demonstrate effective communication skills to support classroom discussion; and
5. Demonstrate progress towards the attainment of Graduate Teacher Standards through professional experience.

Course Materials

Recommended Reading:

- New South Wales Department of School Education (1996). Student Welfare Policy. Retrieved from <https://education.nsw.gov.au/policy-library/policies/student-welfare-policy> on 25 January., 2019.
- Whitton, D., Barker, K., Nosworthy, M., Humphries, J. & Sinclair, C. (2016). Learning for Teaching: Teaching for Learning. South Melbourne, Vic.: Cengage.
- Ditchburn, G. (2015). Remembering Reflection in pre-Service Teachers' professional Experience. Australian Journal of teacher Education, 40(2)
Quality Teaching Classroom Practice Guide 3rd edn. © State of NSW, Department of Education 2020
New South Wales Department of Education and Training (2006). Quality Teaching in NSW Public Schools: A classroom practice guide. Ryde NSW: Professional Learning and Leadership Development Directorate.
- Hinde McLeod, J. & Reynolds, R. (2007). Quality Teaching for Quality Learning: Planning through reflection. South Melbourne, Australia: Thomson. - McDonald, T. (2019). Classroom management: Engaging students in learning (3rd Edition). South Melbourne, Australia: Oxford University Press. –
- NSW Institute of Teachers (2011). Australian Professional Standards for Teachers. Sydney South, NSW: NSW Institute of Teachers.
- Readings on Canvas and in Course schedule

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Contact Hour Requirements:

- Field Study There is a compulsory attendance requirement in this course.
- Lecture There is a compulsory attendance requirement in this course.

Course Assessment Requirements:

Report

Professional Experience Report on performance in classrooms 50% (Individual)

Compulsory Requirement:

Pass Requirement - Students must pass this assessment item to pass the course.

Reattempt permitted: no, no reattempt allowed.

Course Outcomes: 1, 2, 3, 4, 5

Portfolio

eportfolio 50% (Individual)

Compulsory Requirement:

Pass Requirement - Students must pass this assessment item to pass the course.

Reattempt permitted: yes, one assessment resubmission will be allowed.

Course Outcomes: 1, 2, 3, 4, 5

SimTeach Lesson - Pass Requirement - Students must pass/complete this assessment item to pass the course.
Further details to be made available via Canvas.

- Assessment 1 - Report: Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 2 – Portfolio and SimTeach: Pass Requirement - Students must pass this assessment item to pass the course.

Pre-Placement Requirements:

- Anaphylaxis Training - Students must complete approved anaphylaxis training.
- Prohibited Employment Declaration - Declaration that student is not a prohibited person in terms of the Child Protection (Prohibited Employment) Act 1998.
- Working with Children - A national criminal history check and review of findings of misconduct involving children, required for any child-related work.

SCHEDULE

Week	Week Begins	Topic	Activities	Readings
1	26th Feb	Overview -How to apply for your placement and LANTITE	Lecture + Quiz + Compliance checks	Sonia account and Compliance checks
2	4 th March	Behaviour Management 1: Positive discipline	Lecture + Quiz + Compliance checks	McDonald, T. (2019). Classroom management: Engaging students in learning. Oxford University Press. Chapter 1 Hinde McLeod & Reynolds text, Chapter 7 De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: creating and maintaining productive classrooms. South Melbourne: Cengage Learning Chapter 1 & 2
3	11thMarch	Behaviour Management 2: Withitness	Lecture + Quiz + Compliance checks	McDonald, T. (2019). Classroom management: Engaging students in learning. Oxford University Press Chapter 4 De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: creating and maintaining productive classrooms. South Melbourne: Cengage Learning Chapter 8
4	18th March	Behaviour Management 3: Good Lessons	Lecture + Quiz	McDonald, T. (2019). Classroom management: Engaging students in learning. Oxford University Press Chapter 3 Chapter 9 from Cope text on Canvas De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: creating and maintaining productive classrooms. South Melbourne: Cengage Learning Chapter 8 A Closer Look at Discipline in the Classroom (8 Behavior Management Strategies for Teachers) (learnersedge.com)
5	25th March	Lesson Planning and Reflecting	Lecture + Quiz	McDonald, T. (2019). Classroom management: Engaging students in learning. Oxford University Press Chapter 5 De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: creating and maintaining productive classrooms. South Melbourne: Cengage Learning Chapter 3, 4 & 5
6	1 st April	Quality Teaching	Lecture (recorded) Public Holiday	DEC NSW (2020). QT in NSW Public Schools: A Classroom Practice Guide (3rdED). State of NSW Professional Learning and leadership Development Directorate. https://doi.org/10.1080/02607476.2015.1135226 https://doi.org/10.1177/0022487118789064
7	8 th April	SimTeach information and Team Teaching	SimTeach planning for Field Study	SimTeach material on canvas
8	29thApril	Student wellbeing Whole school approaches	Lecture + Quiz SimTeach	McDonald, T. (2019). Classroom management: Engaging students in learning. Oxford University Press Chapter 2

				De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2020). Positive learning environments: creating and maintaining productive classrooms. South Melbourne: Cengage Learning Chapter 7
9	6th May	Your wellbeing	Lecture + Quiz SimTeach	Readings and material on Canvas Wellbeing in Australian schools (aitsl.edu.au)
10	13th May	The Guidebook: practicum requirements and the Professional Teaching Standards	Lecture + Quiz SimTeach	Professional Experience Guidebook AITSL (2011) Professional teaching Standards for Teachers (Graduate Level). Education Services Australia (MCEETYA)
11	20th May	The eportfolio	Lecture + Quiz SimTeach	Assessment details on canvas
12	27th May	Setting yourself up for <u>SUCCESS</u>	Lecture + Quiz Summary sheet	Summary Sheet
13	3 rd June	Visit your school for orientation		School documentation

Placement dates are Monday 10th June (public holiday) Tuesday 11th June – Friday 5th July 2024

ePortfolio is due one week after placement is completed.

ASSESSMENTS

This course has two assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Professional Experience Report on performance in classrooms 50%*	On completion of the Professional Experience	Individual	50%	1, 2, 3, 4, 5
2	eportfolio 50%* SimTeach	SimTeach - All dates and details for the SimTeach Lesson will be made available during the lecture series. eportfolio - due one week after placement finishes	Individual	50%	1, 2, 3, 4, 5

* This assessment has a compulsory requirement.

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Professional Experience Report on performance in classrooms 50%

Assessment Type	Report
Purpose	To demonstrate, in a school setting at an intermediate level the capacity to plan tasks, report on the enactment of placement tasks, evaluate learning and report accurately on professional capacity (from assessments made by self, Field Educator and University liaison).
Description	Students demonstrate that they are competent beginning teachers who act professionally by completing a 20-day Professional Placement, during which they are required to collect evidence to demonstrate that they have met the AITSL Professional Teacher Standards. Students will demonstrate that they know students and how they learn, know the content and how to teach it, they can plan for and implement effective teaching and learning and create and maintain a supportive and safe learning environment. They will demonstrate some initiative and judgement in professional practice and be required to adapt their knowledge and skills to differentiate learning experiences for diverse student populations.
Weighting	50%
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course.
Due Date	On completion of the Professional Experience
Submission Method	Online SONIA System - The school will send the electronic report to the University's Professional Experience Unit.
Assessment Criteria	<p>Successful completion of a 20-day block of supervised professional experience in a primary setting. Demonstration of quality planning, teaching and assessment using a variety of technologies and strategies; and application principles and practices for establishing and maintaining a productive (challenging, engaging, and supportive) learning environment.</p> <p>Your Professional Experience Report must evidence successful completion of 20 days of supervised professional experience as a pre-service teacher in a school setting i.e., that you have made at least satisfactory progress towards achieving the Australian Professional Standards for Teachers.</p>
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment.

Assessment 2 - eportfolio 50% and SimTeach

Assessment Type	Portfolio
Purpose	The purpose of the eportfolio is to demonstrate evidence of successful attainment of the Teaching Standards. Evidence will be provided using an eportfolio which includes annotation of evidence in relation to the Standards. The eportfolio is in addition to the Professional Experience Report. Both must be satisfactorily completed in order to pass the course.
Description	<p>Students are required to submit two pieces of annotated evidence for their portfolio.</p> <p>EVIDENCE:</p> <ul style="list-style-type: none">*one artefact is to map to ONE focus area in Standard 2,* the other artefact should map to ONE focus area Standard 4 <p>ANNOTATIONS:</p> <ul style="list-style-type: none">* clearly identifies the Standard descriptors being accounted for* using a high level of communication skills, demonstrates how the evidence shows achievement of the Standard descriptor selected

SimTeach

Full information on the SimTeach will be made available during the course. Students will prepare a micro-lesson with a teaching focus (such as questioning, explanation, building rapport, giving instructions). Feedback will be given on the lesson performance via the Sonia interface. The feedback will be given by the assessor/manager of the SimLab experience, known as the clinical practitioner. This is a compulsory requirement of the course. Students are responsible for booking the session, preparing the required paperwork, and attending the mixed reality session to teach a group of five student avatars.

See Canvas for the feedback sheet and further information.

Note: this is a compulsory assessment component.

See Canvas for information on dates and bookings.

Weighting	50%
Compulsory Requirements	Pass Requirement - Students must pass this assessment items to pass the course.
Length	150 words per annotation
Due Date	
Submission Method	Online
Assessment Criteria	NSW Teaching Standards and annotated evidence of their attainment
Return Method	Online
Feedback Provided	Online - Online - Within three weeks following submission of the portfolio.
Opportunity to Reattempt	Students WILL be given the opportunity to reattempt this assessment. 1 assessment re submission will be allowed

ADDITIONAL INFORMATION

Grading Scheme This course is graded as follows:

Grade	Description
Ungraded Pass (UP)	There are no marks associated with this result and you have met the level requirements to pass the course.
Fail (FF)	Failure to satisfactorily achieve assessment objectives or compulsory course requirements. A fail grade may also be awarded following disciplinary action.

Attendance

Attendance/participation will be recorded in the following components:

- Practicum (Method of recording: Attendance/participation will be recorded in the following components:
 - Practicum (Method of recording: Student attendance will be recorded at the school and students are required to complete SONIA online timesheets daily.)

The University of Newcastle, the Australian Institute for Teaching and School Leadership and our education partners in schools and centres require that all students demonstrate a commitment to professional teaching practice by attending and engaging in lectures, tutorials and other activities provided by the university within our Teacher Education programs.

Students' professional commitment to teaching will be assessed by a 100% attendance requirement at sessions indicated as compulsory. These lectures are compulsory because they present information that is critical to successful completion of the placement.

If a student with extenuating circumstances fails to attend a compulsory session the student is responsible for contacting course coordinator within three (3) working days to request permission to complete a supplementary assessment task. This task will cover the same information that was in the missed session. These tasks will be pass/fail only and will not include written feedback. All replacement tasks are to be submitted at least two weeks before the commencement of the placement.

Students who have not complied with any of these requirements will not be provided with a placement. Students are strongly advised to attend classes in order to fully achieve the course objectives.

This is a placement course covered by the [Student Placement Policy](#).

Placement Requirements

Communication Methods

Communication methods used in this course include:
- canvas

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the [Student Academic Integrity Policy](#) for more information.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#).

Important Policy Information

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, [policies and procedures](#).

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified, and an amended course outline will be provided in the same manner as the original.

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