

## EDUC4187: Quality Teaching and Professional Practice K-6

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

# OVERVIEW

### Course Description

This course is focused on consolidating student's knowledge and skills in the areas of professional knowledge, professional practice and professional engagement, across all Key Learning Areas with a focus on inclusion and equity. A key focus is on gathering evidence aligned with the Australian Institute for Teaching & School Leadership (AITSL) standards to demonstrate an advanced understanding of all elements of the profession, although the emphasis will be on assessment and reporting (Elements 4 and 5) and professional engagement (Elements 6 and 7). This course builds on student's experiences with the placements undertaken in the previous three years of their teacher education program. It 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. Students will have the opportunity to engage in the wider school community whilst demonstrating an advanced understanding of the K-6 classroom context.

### Review of Progress Requirements

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

- Bachelor of Education (Primary)
- 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

For students who commenced in the program in 2016 onwards, enrolment in this course is dependent on successful completion of the teacher education admission milestone:

- Three HSC band 5s (including one in English) or
- Regulatory authority approved comparable pathways.

To enrol in this course, you must have successfully completed EDUC2186 and EDUC3186, be concurrently enrolled or successfully completed EDUC4748, EDUC4750 and EDUC3055 and have completed the LANTITE milestone.

Students must be active in one of the following programs:

- B Education (Primary) [40106] OR
- B Education (Primary) (Hons) [401110] to enrol in this course.

### Assumed Knowledge

To enrol in this course you must have successfully completed at least 290 units.

# COURSE OUTLINE

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<b>Contact Hours</b>	<b>Lecture *</b> Online All online modules must be completed prior to being allocated to a school.  You must attend 2 x 2 hour zoom meetings prior to your final placement.  Refer to canvas for the dates and times.  <b>Practicum *</b> Face to Face Off Campus 30 hour(s) per Week for 10 Weeks 50 day full time professional experience component.  * This contact type has a compulsory requirement.
<b>Unit Weighting</b>	30
<b>Workload</b>	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

## CONTACTS

<b>Course Coordinator</b>	<b>Callaghan</b> Dr. Mark Babic <a href="mailto:Mark.babic@newcastle.edu.au">Mark.babic@newcastle.edu.au</a> Consultation: please email to arrange a time to meet via phone, zoom or face-to-face.
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Education</b> V Building Callaghan <a href="mailto:Education@newcastle.edu.au">Education@newcastle.edu.au</a> +61 2 4921 6428

## SYLLABUS

<b>Course Content</b>	<ol style="list-style-type: none"><li>1. Being a teacher in school culture and context the professional and wider school environment</li><li>2. Issues-based curriculum design in action.</li><li>3. Engaging with parents/carers/community expectations and responsibilities.</li><li>4. Quality Teaching and Professional Learning working with colleagues and the community.</li><li>5. Connections between teacher education, coursework, research and teaching/learning in K-6 contexts.</li><li>6. Identifying and addressing professional learning needs</li><li>7. Developing and working in a professional learning community.</li><li>8. Developing and maintaining an online professional identity " the pluses and pitfalls of social media.</li><li>9. Professional conduct and ethics.</li><li>10. Applying for jobs, preparing a CV, addressing criteria and interview skills</li><li>11. Consolidating and presenting an e-portfolio</li></ol>
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Construct, implement and evaluate unit/s of work that are responsive to the needs of the school and community.</li><li>2. Design and implement authentic learning tasks integrating cross-curricular capabilities.</li></ol>

3. Engage in critical reflection on their development and learning as an ethical teacher in productive professional learning communities.
4. Develop strategies for identifying professional learning strengths and needs, critical reflection, individual and collegial support, engagement with the wider school community and the world beyond the classroom/school.
5. Engage in the full life of school including student sport, playground supervision, faculty/grade/stage meetings and school activities and functions.
6. Demonstrate the attainment of all Australian Professional Teacher Standards through professional experience and participate in a mock-interview.

### Course Materials

Mandatory Modules can be found in Canvas. Placement resources located on Canvas and on the PEU website/Sonia placement system.

### Recommended Reading:

1. AITSL (2011) Professional Standards for Teachers (Graduate Level). Education Services Australia (MCEETYA)
2. ACARA Australian Curriculum (nd) <https://acara.edu.au/curriculum>
3. DEC NSW (2009) QT in NSW Public Schools: A Classroom Practice Guide (3rd Ed). State of NSW Professional Learning and Leadership Development Directorate.
4. DEC NSW (2009) QT in NSW Public Schools: An Assessment Practice Guide (2nd Ed). State of NSW Professional Learning and Leadership Development Directorate.
5. Killen, R. (2007) Effective Teaching Strategies. Lessons from Research and Practice (4th Ed). South Melbourne: Social Science Press.
6. MCEETYA (2008) Melbourne Declaration on Educational Goals for Young Australians. Curriculum Corporation.
7. NSW Govt (nd) Document 4: Evidence Guide. Professional Experience Framework Evidence Guide for Supervising Teachers.
8. Sellars, M. (2014) Reflective Practice for Teachers. London: SAGE Publications Ltd

## COMPULSORY REQUIREMENTS

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

### Contact Hour Requirements:

- There is a compulsory module completion requirement in this course.

### Course Assessment Requirements:

- Assessment 1 - Report: Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 2 - Portfolio/NTPA: Pass Requirement - Students must pass this assessment item to pass the course.

### Pre-Placement Requirements:

#### (Accessible in Sonia under the checks tab)

- Paid Working with Children Check
- Declaration for Child Related Work Check (WWCC)
- Children Protection Awareness Induction Certificate
- Child Protection Update 2024 Certificate
- ASCIA Australasian Schools Anaphylaxis Training Check
- Conflict of Interest School List Check
- Download correct DOE required certificates for MyPL Child Protection Awareness Training

# 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 50%*	At completion of final placement	Individual	50%	1, 2, 3, 4, 5, 6
2	Newcastle Teacher Performance Assessment (NTPA) 50%*	Two weeks after the completion of final placement	Individual	50%	1, 2, 3, 4, 5, 6

\* This assessment has a compulsory requirement.

## Assessment 1 – Professional Experience Report 50%

<b>Assessment Type</b>	Report
<b>Purpose</b>	To demonstrate in a school setting at a Graduate teacher level the capacity to plan and evaluate lessons and determine and enact effective student learning.
<b>Description</b>	To be completed by the Supervising Teacher(s) and submitted in SONIA
<b>Weighting</b>	50%
<b>Compulsory Requirements</b>	Pass Requirement - Students must pass this assessment item to pass the course.
<b>Due Date</b>	At completion of Placement
<b>Submission Method</b>	Online/SONIA system - the school will send the electronic report to the University's Professional Experience Unit
<b>Assessment Criteria</b>	<p>Successful completion of a 50-day Internship in a school setting.</p> <p>Demonstration of quality planning, teaching, assessment and evaluation that incorporates a variety of strategies and technologies and displays the application of principles and practices that establish and maintain a productive learning community at a Graduate teacher level.</p> <p>An I (Incomplete) grade will be awarded for this course until such time as your placement report/timesheets have been checked by the PEU and your NTPA has been successfully completed. Final grades will be updated thereafter. Final grades are automatically sent to the Department of Education; students must send their transcript to NESA.</p>
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment. No reattempt allowed.

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## Assessment 2 – Newcastle Teacher Performance Assessment (NTPA) 50%

<b>Assessment Type</b>	Portfolio
<b>Purpose</b>	<p>To demonstrate evidence of successful attainment of all Teaching Standards. Evidence will be provided in the Teacher Performance Assessment framework. The E-portfolio must be submitted for students to pass EDUC4187.</p> <p>Please note: this is in addition to the Professional Experience Report and both must be satisfactorily completed in order to pass the course.</p>
<b>Description</b>	To be collated whilst on and after finishing Placement and submitted in Canvas.
<b>Weighting</b>	50%
<b>Compulsory Requirements</b>	Pass Requirement - Students must pass this assessment item to pass the course
<b>Due Date</b>	Two weeks after the completion of Final Placement
<b>Submission Method</b>	Online via Canvas
<b>Assessment Criteria</b>	<p>Demonstration of quality planning ,teaching, assessment and evaluation that incorporates a variety of strategies and technologies and displays the application of principles and practices that establish and maintain a productive learning community at a Graduate teacher level.</p> <p>An I (Incomplete) grade will be awarded for this course until such time as your placement report/timesheets have been checked by the PEU and your NTPA has been successfully completed. Final grades will be updated thereafter. Final grades are automatically sent to the Department of Education; students must send their transcript to NESA.</p> <p>This is evidenced by completion of the NTPA</p>
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online – Rubric
<b>Opportunity to Reattempt</b>	Students WILL be given the opportunity to reattempt this assessment.

# 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:

- Lecture (Method of recording: engagement with lecture activities will be registered)
- Practicum (Method of recording: Students and Supervising Teachers record daily attendance on Internship via SONIA time sheets. Students are to attend their internship school for 50 days full time, make up days may be required for leave taken during the internship)
- Attend a site induction at your internship school and follow all WHS requirements.

There is compulsory engagement with modules associated with this course. Failure to meet these requirements may result in your being identified for [Review of Academic Progress](#) upon the commencement of your placement, or may result in your placement being delayed.

Contact the PEU for all leave and time sheet related queries.

## Placement Requirements

Attendance/participation will be recorded in the following components:

- Lecture – method of recording: engagement with lecture activities will be registered
- Practicum – method of recording: students and Supervising Teachers must record daily attendance on Internship via Sonia time sheets. Students are to attend their internship school for 50 days full time, make up days may be required for leave taken during the internship.

There is compulsory engagement with activities associated with this course. Failure to meet these requirements may result in your being identified for [Review of Academic Progress](#) upon the commencement of your placement, or may result in your placement being delayed.

Students must attend their Internship school for 50 days full time – all placement requirements can be found in the placement guidebook (available on Sonia and Canvas in the Placement Folder).

The placement is a FULL TIME teaching placement – you are expected to be at school from approximately 8.30am -3.30pm daily.

Placement dates are set by the Professional Experience Unit (PEU) – dates cannot be adjusted for pre-scheduled holidays etc. If needed, you will apply for [Adverse Circumstances](#).

YOU CANNOT BE PLACED IN A SCHOOL WHERE YOU HAVE BEEN A STUDENT;  
Please DO NOT APPROACH YOUR OWN SCHOOLS – this is in breach of the UoN Code of Conduct. All academic misconduct cases will be referred to the Deputy Vice Chancellor (Academic) for investigation and action

This placement course is covered by the [Student Professional Experience Policy](#).

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<b>Withdrawal from Placement Course</b>	Students may withdraw from the course up to one week prior to the scheduled date for commencement of the school placement and not incur an academic penalty (not receive a final mark). After this time, an academic penalty will apply (ie you will receive a 'fail' grade). Please see details of the withdrawal process in the internship placement guidebook
<b>WH&amp;S Requirements</b>	As per PEU and Internship School requirements
<b>Communication Methods</b>	Communication methods used in this course include: <ul style="list-style-type: none"><li>- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.</li><li>- Email: Students will receive communications via their student email account.</li></ul>
<b>Course Evaluation</b>	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.
<b>Academic Misconduct</b>	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 <a href="#">Student Academic Integrity Policy</a> for more information.
<b>Adverse Circumstances</b>	<p>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:</p> <ol style="list-style-type: none"><li>1. the assessment item is a major assessment item; or</li><li>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;</li><li>3. you are requesting a change of placement; or</li><li>4. the course has a compulsory attendance requirement.</li></ol> <p>Before applying you must refer to the <a href="#">Adverse Circumstance Affecting Assessment Items Procedure</a>.</p>
<b>Important Policy Information</b>	The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, <a href="#">policies and procedures</a> .

*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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2024 NTPA Rubric

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Criteria	Ratings				Pts
<p>This criterion is linked to a learning outcome NTPA 1.2.1                      Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.                      threshold: 3.0 pts</p>	<p><b>4 Pts</b>                      Exceeded                      Expectations</p>	<p><b>3 Pts</b>                      Achieved</p>	<p><b>2 Pts</b>                      Partially                      Achieved</p>	<p><b>1 Pts</b>                      Developing</p>	<p>4 pts</p>
<p>This criterion is linked to a learning outcome NTPA 1.3.1                      Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.                      threshold: 3.0 pts</p>	<p><b>4 Pts</b>                      Exceeded                      Expectations</p>	<p><b>3 Pts</b>                      Achieved</p>	<p><b>2 Pts</b>                      Partially                      Achieved</p>	<p><b>1 Pts</b>                      Developing</p>	<p>4 pts</p>
<p>This criterion is linked to a learning outcome NTPA 1.5.1                      Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.                      threshold: 3.0 pts</p>	<p><b>4 Pts</b>                      Exceeded                      Expectations</p>	<p><b>3 Pts</b>                      Achieved</p>	<p><b>2 Pts</b>                      Partially                      Achieved</p>	<p><b>1 Pts</b>                      Developing</p>	<p>4 pts</p>
<p>This criterion is linked to a learning outcome NTPA 2.3.1                      Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans                      threshold: 3.0 pts</p>	<p><b>4 Pts</b>                      Exceeded                      Expectations</p>	<p><b>3 Pts</b>                      Achieved</p>	<p><b>2 Pts</b>                      Partially                      Achieved</p>	<p><b>1 Pts</b>                      Developing</p>	<p>4 pts</p>



2024 NTPA Rubric

Criteria	Ratings				Pts
<p>This criterion is linked to a learning outcome NTPA 2.5.1                      Know and understand literacy and numeracy teaching strategies and their application in teaching areas.                      threshold: 3.0 pts</p>	<p><b>4 Pts Exceeded Expectations</b></p>	<p><b>3 Pts Achieved</b></p>	<p><b>2 Pts Partially Achieved</b></p>	<p><b>1 Pts Developing</b></p>	<p>4 pts</p>
<p>This criterion is linked to a learning outcome NTPA 3.1.1                      Set learning goals that provide achievable challenges for students of varying abilities and characteristics.                      threshold: 3.0 pts</p>	<p><b>4 Pts Exceeded Expectations</b></p>	<p><b>3 Pts Achieved</b></p>	<p><b>2 Pts Partially Achieved</b></p>	<p><b>1 Pts Developing</b></p>	<p>4 pts</p>
<p>This criterion is linked to a learning outcome NTPA 3.2.1                      Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.                      threshold: 3.0 pts</p>	<p><b>4 Pts Exceeded Expectations</b></p>	<p><b>3 Pts Achieved</b></p>	<p><b>2 Pts Partially Achieved</b></p>	<p><b>1 Pts Developing</b></p>	<p>4 pts</p>
<p>This criterion is linked to a learning outcome NTPA 4.1.1                      Identify strategies to support inclusive student participation and engagement in classroom activities.                      threshold: 3.0 pts</p>	<p><b>4 Pts Exceeded Expectations</b></p>	<p><b>3 Pts Achieved</b></p>	<p><b>2 Pts Partially Achieved</b></p>	<p><b>1 Pts Developing</b></p>	<p>4 pts</p>
<p>This criterion is linked to a learning outcome NTPA 4.2.1                      Demonstrate the capacity to organise classroom activities and provide clear directions.                      threshold: 3.0 pts</p>	<p><b>4 Pts Exceeded Expectations</b></p>	<p><b>3 Pts Achieved</b></p>	<p><b>2 Pts Partially Achieved</b></p>	<p><b>1 Pts Developing</b></p>	<p>4 pts</p>

2024 NTPA Rubric

Criteria	Ratings				Pts
<p>This criterion is linked to a learning outcome NTPA 5.1.1                      Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.                      threshold: 3.0 pts</p>	<p><b>4 Pts Exceeded Expectations</b></p>	<p><b>3 Pts Achieved</b></p>	<p><b>2 Pts Partially Achieved</b></p>	<p><b>1 Pts Developing</b></p>	<p>4 pts</p>
<p>This criterion is linked to a learning outcome NTPA 5.2.1                      Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.                      threshold: 3.0 pts</p>	<p><b>4 Pts Exceeded Expectations</b></p>	<p><b>3 Pts Achieved</b></p>	<p><b>2 Pts Partially Achieved</b></p>	<p><b>1 Pts Developing</b></p>	<p>4 pts</p>
<p>This criterion is linked to a learning outcome NTPA 5.3.1                      Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning                      threshold: 3.0 pts</p>	<p><b>4 Pts Exceeded Expectations</b></p>	<p><b>3 Pts Achieved</b></p>	<p><b>2 Pts Partially Achieved</b></p>	<p><b>1 Pts Developing</b></p>	<p>4 pts</p>
<p>This criterion is linked to a learning outcome NTPA 5.4.1                      Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice                      threshold: 3.0 pts</p>	<p><b>4 Pts Exceeded Expectations</b></p>	<p><b>3 Pts Achieved</b></p>	<p><b>2 Pts Partially Achieved</b></p>	<p><b>1 Pts Developing</b></p>	<p>4 pts</p>

2024 NTPA Rubric

Criteria	Ratings				Pts
This criterion is linked to a learning outcome NTPA 6.3.1 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices threshold: 3.0 pts	<b>4 Pts</b> <b>Exceeded Expectations</b>	<b>3 Pts</b> <b>Achieved</b>	<b>2 Pts</b> <b>Partially Achieved</b>	<b>1 Pts</b> <b>Developing</b>	4 pts
Total points: 56 (Primary, Secondary, Inclusive/ Special Education teachers)					

For Early childhood teachers the additional section will mean their NTPA is marked out of **72**

<b>3c. (Early Childhood ONLY) Leadership Report</b> <ul style="list-style-type: none"> <li>Includes <b>800</b> words about leadership.</li> <li>Includes evidence of a leadership activity – newsletter/ staff meeting/ parent liaison etc.</li> <li>Notes on evidence show where it meets the standards for this section.</li> <li>Makes reference to research.</li> <li>Includes reflections on professional learning.</li> </ul>			
	0	4	Score
7.1.1 Meet professional ethics and responsibilities.			
7.2.1 Comply with legislative, administrative and organisational requirements			
7.3.1 Engage with parents/ caregivers			
7.4.1 Engage with professional teaching networks and broader communities.			
Total points for EC Teachers 72			