

## EDUC4197: Quality Teaching and Professional Practice 7-12

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

# OVERVIEW

## Course Description

This course is focused on consolidating students' knowledge and skills in the areas of professional knowledge and professional practice, across all key learning areas with a focus on differentiating for students with individual needs. A key focus is on gathering evidence aligned with the Australian Institute for Teaching School Leadership (AITSL) standards to demonstrate a coherent understanding of all elements of the profession, although the emphasis will be on professional practice (Elements 6 and 7). This course builds on students' experiences with Teach Outreach and the placements undertaken in the previous two 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 a senior understanding of the 7-12 classroom context.

## Review of Progress Requirements

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

- Bachelor of Education (Secondary)
- Bachelor of Education (Secondary) (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

To enrol in this course students must:

- be active in one of the following programs:
  - o Bachelor of Education (Secondary) [40107] or
  - o Bachelor of Education (Secondary) (Honours) [40108] and
- have successfully completed EDUC3196 and
- have successfully completed LANTITE.

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
- 80 units of UON courses or
- Regulatory authority approved comparable pathways.

You cannot enrol in this course if you have successfully completed EDUC4195 or EDUC4196.

## Assumed Knowledge

To enrol in this course students must have successfully completed 270 units, have completed all Specialist Studies methods courses in each of their selected Teaching Areas.

# COURSE OUTLINE

[www.newcastle.edu.au](http://www.newcastle.edu.au)

CRICOS Provider 00109J

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<b>Contact Hours</b>	<b>Lecture *</b> Online Students must complete all online modules prior to being allocated to a school  Student should attend 2 x 1 hour zoom meeting prior to final placement  Refer to canvas for the date and times  <b>Practicum *</b> Face to Face Off Campus 5 day(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>	Dr Bob Burgess V-223 Robertson.burgess@newcastle.edu.au (02) 40550737 Consultation: contact via email
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Education</b> VG30, V Building Callaghan <a href="mailto:Education@newcastle.edu.au">Education@newcastle.edu.au</a> +61 2 4921 6428

## SYLLABUS

<b>Course Content</b>	Topic 1 - Connections between teacher education, coursework, research and teaching/learning in 7-12 contexts Topic 2 - Identifying and addressing professional learning needs (APST 6 and 7)
<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.</li><li>2. Engage in critical reflection on their development and learning as an ethical teacher in productive professional learning communities.</li><li>3. 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.</li><li>4. Engage in the full life of school including student sport, playground supervision, faculty/grade/stage meetings and school activities and functions.</li><li>5. Demonstrate progress towards the attainment of Graduate Teacher Standards through professional experience.</li></ol>

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**Course Materials****Lecture Materials:**

Provided on Canvas

Note that lectures will run online, asynchronously and all lecture material will be recorded and available on Canvas. There are self-paced tasks to complete to demonstrate engagement with course material.

**Other Resources:**

Placement resources located on Canvas and on the PEU webpage/ Sonia placement system

**Recommended Reading:**

Readings will be provided in the weekly folders on Canvas. In addition, course notes/resources from your courses to date within your teacher Education Program along with the following resources should be accessed during the course and placement period to support your professional development:

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. Marsh, C. (2008) Becoming a Teacher: Knowledge, Skills and Issues (4th Ed). Frenches Forest: Pearson Education Australia.
7. MCEETYA (2008) Melbourne Declaration on Educational Goals for Young Australians. Curriculum Corporation.
8. NSW Govt (nd) Document 4: Evidence Guide. Professional Experience Framework Evidence Guide for Supervising Teachers.
9. Sellars, M. (2014) Reflective Practice for Teachers. London: SAGE Publications Ltd
10. Sharp, H. et al (2021) Introduction to Education: Knowledge, Practice and Engagement. Port Melbourne: Cambridge University Press.

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# COMPULSORY REQUIREMENTS

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

## Contact Hour Requirements:

- Lecture
- There is a compulsory engagement requirement in this course. Students are required to engage with online learning activities to demonstrate readiness to participate in the placement. Placements will not be confirmed for students who have not adequately engaged with course materials.

## Course Assessment Requirements:

- Assessment 1 – Professional Experience Report: Pass Requirement – students must pass this assessment item to pass the course.
- Students are assessed against ALL SEVEN Australian Professional Standards for Teachers. In Phase One of the Internship (Week 1-4) – Working Towards; by the end of Phase Two (Week 5-10) the student must be demonstrating AT GRADUATE level across ALL APSTs.
- Assessment 2 – ePortfolio/NTPA: Pass Requirement – students must pass this assessment item to pass the course.  
The NTPA is submitted TWO weeks after the final day of placement via Canvas. Further details to be made available via CANVAS during the Semester.

## Pre-Placement Requirements (accessible in SONIA under the checks tab):

- Child Protection Awareness Induction Training
- Child Protection Update Certificate for current year
- Anaphylaxis E-Training (ASCIA)
- NSW Working with Children Check (volunteer)  
Note: PAID WWCC required for internship
- Declaration for Child Related Work – Tertiary Practicum Student
- Students who have placements confirmed in Catholic schools in the Maitland-Newcastle Diocese will be contacted by the PEU to complete further documentation
- Completion of all PEU placement selection forms, including [Adverse Circumstance](#) online applications, if required
- 2024 Professional Experience Commitment Form (UoN)
- Entry of correct first and additional teaching areas (Sonia)
- Update all ineligible schools on Sonia
- View Placement dates and Placement policies via the PEU webpage:  
[www.newcastle.edu.au/faculty/education-arts/professional-experience-and-wil/education](http://www.newcastle.edu.au/faculty/education-arts/professional-experience-and-wil/education)

# 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 *	At completion of Internship (reports released on SONIA in final week of placement); inclusive of timesheets.  See PEU webpage on UON website for placement dates; please consult with your Course Coordinator re. Adverse Circumstances and RAPs	Individual	50%	1, 2, 3, 4, 5
2	e-portfolio (Newcastle Teaching Performance Assessment – NTPA) *	Two weeks after the completion of Internship– submission via Canvas	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

<b>Assessment Type</b>	Report
<b>Description</b>	To be completed by the Supervising Teacher 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 Internship (reports released on Sonia in final week of placement)
<b>Submission Method</b>	Online Sonia system - the school will send the electronic report and submit all timesheets to the University's Professional Experience Unit, via Sonia.
<b>Assessment Criteria</b>	Australian Professional Standards for Teachers – Graduate Level  Successful completion of a 50 day Internship in a school setting  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.  Note: An IP (incomplete placement) 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. Finals grades will be updated thereafter. Final transcripts are automatically sent to the Department of Education; students must send their transcript to NESAs. Please see information about <a href="#">eQuals</a> .
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment. Students unsuccessful on this placement will re-enrol in a subsequent term after the completion of the Teach Ready program.

## Assessment 2 - e-portfolio (Newcastle Teaching Performance Assessment)

<b>Assessment Type</b>	Portfolio
<b>Description</b>	<p>To demonstrate evidence of successful attainment of all Australian Professional Standards for Teachers, evidence will be provided via the Newcastle Teaching Performance Assessment (NTPA).</p> <p>The E-portfolio must be submitted and marked as satisfactory for students to pass the course</p>
<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 Internship
<b>Submission Method</b>	Online. Students to submit NTPA via Canvas (all information provided in lectures and via the Assignment/Assessment folder)
<b>Assessment Criteria</b>	<p>Australian Professional Standards for Teachers – Graduate Level – see attached NTPA rubric for full assessment criteria</p> <p>Note: 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. Finals grades will be updated thereafter. Final transcripts are automatically sent to the Department of Education; students must send their transcript to NESAs. Please see information about <a href="#">eQuals</a>.</p>
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - via Canvas
<b>Opportunity to Reattempt</b>	Students WILL be given the opportunity to reattempt this assessment – subsequent resubmissions will require a meeting with the Course Coordinator. One reattempt allowed.

## ADDITIONAL INFORMATION

<b>Grading Scheme</b>	This course is graded as follows:						
	<table border="1"><thead><tr><th>Grade</th><th>Description</th></tr></thead><tbody><tr><td>Ungraded Pass (UP)</td><td>There are no marks associated with this result and you have met the level requirements to pass the course.</td></tr><tr><td>Fail (FF)</td><td>Failure to satisfactorily achieve assessment objectives or compulsory course requirements. A fail grade may also be awarded following disciplinary action.</td></tr></tbody></table>	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.
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.						

<b>Attendance</b>	<p>Attendance/participation will be recorded in the following components:</p> <ul style="list-style-type: none"><li>- Lecture (Method of recording: engagement with lecture activities will be registered)</li><li>- 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)</li><li>- Attend a site induction at your internship school and follow all WHS requirements</li></ul>
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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.

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

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<b>Placement Requirements</b>	<p>Attendance/participation will be recorded in the following components:</p> <ul style="list-style-type: none"><li>- Lecture – method of recording: engagement with lecture activities will be registered</li><li>- 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. All absences must be recorded through Adverse Circumstances with appropriate evidence.</li></ul> <p>There is compulsory engagement with activities associated with this course. Failure to meet these requirements may result in your being identified for <a href="#">Review of Academic Progress</a> upon the commencement of your placement, or may result in your placement being delayed:</p> <p>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).</p> <p>The placement is a FULL TIME teaching placement – you are expected to be at school from approximately 8.30am -3.30pm daily. This is including in the case of a Waiver B placement supported by a part-time contract.</p> <p>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 <a href="#">Adverse Circumstances</a>.</p> <p>YOU CANNOT BE PLACED IN A SCHOOL WHERE YOU HAVE BEEN A STUDENT; 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</p> <p>This placement course is covered by the <a href="#">Student Professional Experience Policy</a>.</p>
<b>Withdrawal from Placement Course</b>	<p>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</p>
<b>WH&amp;S Requirements</b>	<p>As per PEU and Internship School requirements</p>
<b>Communication Methods</b>	<p>Communication methods used in this course include:</p> <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><li>- Face to Face: Communication will be provided via face to face meetings or supervision.</li></ul>
<b>Course Evaluation</b>	<p>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.</p>
<b>Oral Interviews (Vivas)</b>	<p>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 <a href="#">Oral Examination (viva) Procedure</a>. 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 <a href="#">Student Conduct Rule</a>.</p>
<b>Academic Misconduct</b>	<p>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.</p>

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**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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# NEWCASTLE TEACHER PERFORMANCE ASSESSMENT (NTPA) RUBRIC

The TPA is a competency based assessment. Thus, you must PASS each section to PASS the TPA, and to receive a PASS you must have ACHIEVED or EXCEEDED EXPECTATIONS in each focus area of the standards listed below. If you receive a score in the resubmit range for each section, you will be offered the opportunity to rework the problematic annotations and/or evidence provided for that aspect of your TPA.

## Selected Teaching Standard | Graduate Level

		Developing	Partially Achieved	Achieved	Exceeded Expectations	Total Score
<b>PLANNING</b>  <b>PASS SCORE:</b> 3+ in each standard	1.2.1 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1	2	3	4	/16
	2.3.1 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1	2	3	4	
	3.1.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1	2	3	4	
	3.2.1 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1	2	3	4	
<b>TEACHING</b>  <b>PASS SCORE:</b> 3+ in each standard	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.	1	2	3	4	/24
	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.	1	2	3	4	
	2.5.1 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1	2	3	4	
	4.1.1 Identify strategies to support inclusive student participation and engagement in classroom activities.	1	2	3	4	
	4.2.1 Demonstrate the capacity to organise classroom activities and provide clear directions.	1	2	3	4	
	6.3.1 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1	2	3	4	
<b>ASSESSING</b>  <b>PASS SCORE:</b> 3+ in each standard	5.1.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	1	2	3	4	/16
	5.2.1 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	1	2	3	4	
	5.3.1 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	1	2	3	4	
	5.4.1 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	1	2	3	4	

Developing

There was a lack of evidence that the student had met the standard and the annotation provided was not clearly supported by the evidence.

Partially Achieved

There was an issue with either the evidence provided or the annotation offered by the candidate.

Achieved

The annotation clearly demonstrated the candidate's meeting of the standard and appropriate evidence was provided that supported the candidate's analysis.

Exceeded Expectations

The annotation exhibited advanced analysis and reflection in demonstrating the candidate's meeting of the standard and provided high-quality evidence that supported the analysis.

Total Score