



School of Education

EDST 5117

Professional Inquiry

Semester 1, 2018

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Student Learning Outcomes

AITIS

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5117 Professional Issues in First Year Teaching (6 units of credit)
Semester 1, 2018

2.

Student Learning Outcomes

Outcome

- | | |
|---|---|
| 1 | Identify and analyse the nature and scope of the multiple challenges facing teachers in their first year of professional practice |
| 2 | Identify practices that contribute positively to the professional trajectories of new teachers, including for example, mentoring, peer support, group problem-solving, collaborative planning, shared narratives, dialogue, and critical reflection |

- ◁ Opportunity to take advantage of a regular weekly drop-in time to talk individually with the lecturer(s)

The concept is to make this course as relevant as possible to your emerging needs by providing a framework for thinking about professional issues, whilst at the same time establishing collaborative communities for ongoing professional support and peer mentoring as a means of assisting you in working through the professional issues you confront in novice teaching.

6. COURSE CONTENT AND STRUCTURE

Week	Focal Topic
1 26 th February - 4 th March	Lecture /Workshops Introduction to the course Current Context Identifying professional issues in novice teaching. Resilience and well-being

Weeks 2

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	AITSL Standards	Due Date
<p>Assignment 1: Self-study Part 1: A reflective narrative of ongoing issues focused on a particular aspect of, or issue in, professional practice, using the Reflective Thinking Tool as a scaffold/structure, and with links to the literature on reflective practices as appropriate and weekly guided discussion on a Moodle discussion forum</p>	1000 words	35%			

Assignment 1: (1000 words)**Self-study Part 1: A reflective narrative**

Weighting: 35%

Due: 16th April 2018 5.00 PM

You are required to write a reflective narrative of ongoing issues focused on a particular aspect of, or issue in, professional practice, using the Reflective Thinking Tool as a scaffold / structure, and with links to the literature on reflective practices as appropriate and weekly guided discussion on a Moodle discussion forum. The Reflective Thinking Tool will be available as a resource on Moodle.

In crafting your response, you will need to consider:

- < Definition of the problem or issue
- < Contextual issues, underlying factors or other dilemmas framing the problem or issue
- < Relevant personal core qualities (beliefs, identities, ideals) that you can draw on – or may need to modify – to influence the situation
- <

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5117 PROFESSIONAL INQUIRIES IN FIRST YEAR TEACHING

Student Name:

Student No.:

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5117 PROFESSIONAL ISSUES IN FIRST YEAR TEACHING

8. RESOURCES

Readings Issues in first year teaching (see more readings on Moodle)

"Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6, 185-207.

- Hudson, P. B. (2012). How can schools support beginning teachers? A call for timely induction and mentoring for effective teaching. *Australian Journal of Teacher Education*, 37(7), 70-84.
- Jackson, C., & Bruegmann, E. (2009). Teaching students and teaching each other: The importance of peer learning for teachers. *American Economic Journal: Applied Economics*, 1(4), 85-108.
- Jenkins, K., Smith, H., & Maxwell, T. (2009). Challenging experiences faced by beginning casual teachers: Here one day and gone the next! *Asia-Pacific Journal of Teacher Education*, 37(1), 63-78.
- Johnson, B., Down, B., Le Cornu, R., Peters, J., Sullivan, A., Pearce, J., & Hunter, J. (2014). Promoting early career teacher resilience: a framework for understanding and acting. *Teachers and Teaching*, 20(5), 530-546. doi: 10.1080/13540602.2014.937957
- Larsen, M. (2010). Troubling the discourse of teacher centrality: A comparative perspective. *Journal*

- Soini, T., Pietarinen, J., Toom, A., & Pyhältö, K. (2015). What contributes to first-year student teachers' sense of professional agency in the classroom? *Teachers and Teaching*, 21(6), 641-659. doi: 10.1080/13540602.2015.1044326
- Stoll, L. & Seashore Lewis, K. (2007). *Professional learning communities: Divergence, depth and dilemmas*. Maidenhead: Open University Press.
- Tait, M. (2008). Resilience as a Contributor to Novice Teacher Success, Commitment, and Retention. *Teacher Education Quarterly* (3), 57-78.
- Thomas, L. & Beauchamp, C. (2011). Understanding new teachers' professional identities through metaphor. *Teaching and Teacher Education*, 27, 762-769.
- Caspersen, J., & Raaen, F. D. (2014). Novice teachers and how they cope. *Teachers and Teaching*, 20(2), 189-211. doi: 10.1080/13540602.2013.848570
- Pillen, M., Beijaard, D., & Brok, P. d. (2013). Tensions in beginning teachers' professional identity development, accompanying feelings and coping strategies. *European Journal of Teacher Education*, 36(3), 240-260. doi: 10.1080/02619768.2012.696192
- Pillen, M., Beijaard, D., & den Brok, P. (2013). Professional identity tensions of beginning teachers. *Teachers and Teaching*, 19(6), 660-678. doi: 10.1080/13540602.2013.827455
- Ulvik, M., Smith, K., & Helleve, I. (2009). Novice in secondary school – the coin has two sides. *Teaching and Teacher Education*, 25(6), 835-842. doi: <http://dx.doi.org/10.1016/j.tate.2009.01.003>
- Watt, H. M. G., Richardson, P.W. (2014). Beginning teachers' motivations, effectiveness and wellbeing. In A.-L. Ostern, F. Vigmostad, & B. AS (Eds.), *NAFOL Year Book 2014: Once a teacher - always a teacher?*, (pp. 53-64). Norway: Norwegian National Graduate School for

Scholarly Journals:

Teachers and Teaching: Theory and Practice
 The Asia-Pacific Journal of Teacher Education
 Teacher Education Quarterly
 Teaching Education
 Teacher development in education

Readings *Action Research and Action Learning:*

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). London: Routledge Falmer.

Ellis, N.J & Loughland, T (2016) 'The challenges of practitioner research: A comparative study of Singapore and NSW', *Australian Journal of Teacher Education*, 41, 122 - 136, DOI: <http://dx.doi.org/10.14221/ajte.2016v41n2.8>

Groundwater-Smith, S., & Ewing, R. (2010). Seeing practice through practice: learning through action