



# School of Education

EDST5308  
Teacher Learning

Semester 1, 2018

## Contents

1. LOCATION.....	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS.....	2
<i>Summary of Course</i> .....	2
<i>Student Learning Outcomes</i> .....	4
<i>Program Learning Outcomes</i> .....	5
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	5
5. TEACHING STRATEGIES .....	5
6. COURSE CONTENT AND STRUCTURE .....	6
7. ASSESSMENT .....	7
8. RESOURCES .....	12

### **IMPORTANT:**

**For student policies and procedures relating to assessment, attendance and student support, please see website,**



supporting teacher professional learning and development. In addition to exploring contemporary research and theory on teacher learning and development, participants will use this knowledge to develop practical skills. Participants will critically analyse a professional learning program at the school or system level within their context as well as develop a detailed proposal to set up or significantly revise a professional learning program. They will be provided the opportunity to share their proposals with their peers in the class, extending their capacity to both give and receive effective feedback.



**Program Learning Outcomes**

---

		Assessment/s
	<b>Advanced disciplinary knowledge and practices</b>	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
	<b>Enquiry-based learning</b>	
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex	

## 6. COURSE CONTENT AND STRUCTURE (See Moodle for more information)

### teachers learn (1)

- < Course overview including discussion of assessment requirements.
- < What is teacher professional learning and development?
- < Why is it important?
- < Engaging with the professional literature & reading critically.
- < Theories of PL.
- < Novice-to-expert models of PL.
- < Descriptions / characteristics of the different stages of development.
- <

	< Feedback on and evaluation of the course.
--	---

## 7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed
-----------------	--------	--------	--	--







UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5308 TEACHER LEARNING

Student Name:

Student No.:

Assessment Task: **2 – Oral Presentation to the Class**

**SPECIFIC CRITERIA**

(



## 8. RESOURCES

### How teachers learn.

- Bowe, J., & Gore, J. (2017). Reassembling teacher professional development: the case for Quality Teaching Rounds. *Teachers and Teaching*, 23(3), 352-366.  
doi:10.1080/13540602.2016.1206522
- Cochran-Smith, M., & Zeichner, K. M. (Eds.). (2005). *Studying teacher education: The report of the AERA Panel on Research and Teacher Education*. Mahwah, NJ: Erlbaum.
- Darling-Hammond, L. (2005). Teaching as a profession: Lessons in teacher preparation and professional development. *Phi Delta Kappan*, 87(3), 237-240.
- Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. San Francisco: Jossey-Bass.
- Darling-Hammond, L. (2008). Educating teachers: How they do it abroad. *Time*, 171(8), 34.
- Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey-Bass.
- Darling-Hammond, L., Chung, R., & Frelow, F. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach? *Journal of Teacher Education*, 53(4), 286-302.
- Day, C. (1999). *Developing Teachers: The Challenges of Lifelong Learning*. United Kingdom: Routledge.
- Durksen, T. L., Klassen, R. M., & Daniels, L. M. (2017). Motivation and collaboration: The keys to a development *Teaching and Teacher Education*, 67, 53-66. doi:https://doi.org/10.1016/j.tate.2017.05.011
- Groundwater-Smith, S., Ewing, R. & Le Cornu, R. (2011). *Teaching: Challenges and Dilemmas*. (4th ed.), Melbourne: Cengage Learning Australia.
- Guskey, T.R. (2000). *Evaluating Professional development*. Thousand Oaks, CA: Sage.
- Kennedy, M. M. (1999) The role of preservice teacher education. In Darling-Hammond, L. and Sykes, G. (Eds.) *Teaching as the Learning Profession: Handbook of Teaching and Policy* (pp. 54-86). San Francisco: Jossey Bass.
- Mansfield, C., & Thompson, G. (2017). The value of collaborative rounds for teacher professional learning in Australia. *Professional Development in Education*, 43(4), 666-684.  
doi:10.1080/19415257.2016.1216883
- Meiers, M. & Ingvarson, L. (2005). *Investigating the links between teacher professional development and student learning outcomes. Report to the Commonwealth Department of Education*. Canberra: Dept. of Education, Science and Training.  
[http://www.dest.gov.au/sectors/school\\_education/publications\\_resources/profiles/teacher\\_prof\\_development\\_student\\_learning\\_outcomes.htm](http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/teacher_prof_development_student_learning_outcomes.htm).

- Muijs, D., Kyriakides, L., van der Werf, G., Creemers, B., Timperley, H., & Earl, L. (2014). State of the art teacher effectiveness and professional learning. *School Effectiveness and School Improvement*, 25(2), 231-256. doi:10.1080/09243453.2014.885451
- Senge, P. et al. (2000). *Schools That Learn*. London: Nicholas Brearley Publishing.
- Smith, P.J. & Sadler-Smith, E. (2006). *Learning in Organisations: Complexities and Diversities*. New York: Routledge.;
- Timperley, H. (2008). Teacher professional learning and development. In *The Educational Practices Series – 18*. Ed. Jere Brophy. Brussels: International Academy of Education & International Bureau of Education.
- Timperley, H., Wilson, A., Barrar, H. & Fung, I. (2007). *Teaching, professional learning and development: Best evidence synthesis iteration [BES]*. Wellington, New Zealand: Ministry of Education.  
<http://www.educationcounts.govt.nz/publications/series/2515/15341>
- Watson, L., (2003). *Lifelong Learning in Australia*. Australia: Australian Government, Department of Education, Science and Training.

**The contemporary contexts of teacher professional learning and development.**

Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N. & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad. Technical Report*. Dallas, TX: National Staff Development Council.

[http://www.srnleads.org/resources/publications/pdf/nsdc\\_profdev\\_short\\_report.pdf](http://www.srnleads.org/resources/publications/pdf/nsdc_profdev_short_report.pdf)

Towards better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199. <http://edr.sagepub.com/cgi/content/full/38/3/181>

Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S., & Birman, B. F. (2002). Effects of

longitudinal study. *Educational Evaluation and Policy Analysis*, 24, 81-112.

Garet, M.S., Porter, A., Desimone, L., Birman, B.F., & Yoon, K.S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.

<http://aer.sagepub.com/cgi/reprint/38/4/915>

Goldhaber, D., & Anthony, E. (2005). *Can teacher quality be effectively assessed?* Seattle: University of Washington and the Urban Institute.

Guskey, T.R. (2000). *Evaluating Professional development*. Thousand Oaks, CA: Sage.

inquiry as professional practice. *Asia-Pacific Journal of Teacher Education*, 44(1), 4-19. doi:10.1080/1359866X.2014.987107

critique of standardization. *Journal of Education Policy*, 33(1), 1-22. doi:10.1080/02680939.2017.1325517

Hattie, J. (2003). *Teachers make a difference: What is the research evidence?* Paper

pr t1 0 0 1 72.024 457.15 Tm0 g0 G{inq703>9 )JTJET0BT/f1 0 0 1 455.71 600.1 Tm0 g0 G{112.)JTJE





Wayne, A.J., Yoon, K.S., Zhu, P, Cronen, S. & Garet, M.S. (2008). Experimenting with teacher professional development: Motives and methods.