School of Education

EDST5308
Teacher Learning

Term 2, 2020

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Gain an understanding of contemporary research and theory on teacher learning and development.	1, 2
2	Understand how teachers learn and how teacher professional learning is best supported in the workplace.	1, 2
3	Reflect on the application of their learning to their school context.	1, 2
4	Critically analyse a professional learning program at the school or system level.	1, 2
5	Conduct a practical application of the theory to their workplace through setting up or significantly revising a professional learning program.	2
6	Enhance their skills and competence in planning and implementing a professional learning program.	2
7	Present concepts to their peers.	2
8	Increase capacity to give and receive effective feedback.	2
9	Plan to continually improve professional knowledge and practice.	1, 2
10	Engage and support members of their profession.	1, 2

PROGRAM LEARNING OUTCOMES

		Assessment/s
1	**Advanced disciplinary knowledge and practices** 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
2	**Enquiry-based learning** Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1-2
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem-solving skills	1-2
4	**Communication, adaptive and interactional skills** Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1-2
5	**Global outlook** Demonstrate an understanding of international perspectives relevant to the educational field	1-2
6	**Ethics** Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1-2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course will enable students to develop an understanding of the important role teacher professional learning and development plays in contemporary contexts. The course involves a detailed study of the theory, research and practice associated with this topic as well as the opportunity to complete a practical project that is applicable to the context in which the participant works. Student learning outcomes are supported by teaching and learning strategies that includes lecture-delivery, group work, individual presentations and discussion.

5. TEACHING STRATEGIES

This course will be taught online with a strong emphasis on student participation. Students will be provided with references to research journals, books, policy documents and websites which they will be expected to read/research prior to each session. Various strategies including discussions, critical reading activities, individual presentations and

Compulsory Reading for week 6
Langer, G., & Colton, A. (2005). Looking at Student Work. *Educational Leadership, February 2005*, 22-26.
National School Reform Faculty. ATLAS-Learning from Student Work. Retrieved from
http://www.nsrfharmony.org/protocol/doc/atlas_lfsw.pdf

Compulsory readings for week 7
Kane, M. T., & Staiger, D. O. (2012). *Gathering Feedback for Teaching.*

Students are to explore and interrogate a teacher professional learning program at the school or system level within their context and provide a detailed critical analysis of the program. Reference should be made to some of the contemporary literature on teacher professional learning and development, current national and state policies, and the Australian Professional Standards for Teachers. The length of this written assignment is 2000 words.

Assessment 2 - Detailed proposal for a professional learning program
Presentation to class and major written paper

Students are to develop a detailed proposal to set up or significantly revise a professional learning

Student Name: Student No.:

Assessment Task: **Critical analysis of a teacher professional learning program**

SPECIFIC CRITERIA	(-) ⟶ (+)				

Understanding of the question or issue and the key concepts involved
     Interpretation of question and evidence.
     Analysis and evaluation of salient arguments.
     Drawing of warranted conclusions.					

Depth of analysis and/or critique in response to the task
     Evidence of high order analytic skills.
     Reasoning of argument/s.					

Familiarity with and relevance of professional and/or research literature used to support response
     Understanding of theory and research including references to contemporary literature on professional learning models and strategies.
     Evidence of critical reading.					

Structure and organisation of response
     Planning and structure of argument.
     Persuasiveness and cohesiveness of argument.					

Presentation of response according to appropriate academic and linguistic conventions

    Clarity of written expression.
    Claims supported by sources/evidence.

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FEEDBACK SHEET
EDST5308 TEACHER LEARNING

Student Name: Student No.:

Student Name: Student No.:
Assessment Task: **2b**