



School of Education

EDST2002

Professional Engagement

Term 3 2021



## **1. LOCATION**

Faculty of Arts, Design & Architecture  
School of Education  
EDST 2002 Professional Engagement (6 units of credit)  
Term 3 2021

## **2. STAFF CONTACT DETAILS**

Course Convenor: A/Prof Andy Gao  
Location: Morven Brown Building, G22  
Email:

## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify and describe the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds and the implications for teaching.	1,2
2	Follow the key principles described in codes of ethics and conduct for the teaching profession, and the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	1,2

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
3.5.1	Demonstrate (an understanding) of a range of verbal and non-verbal communication strategies to support student engagement.	1
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1
6.1.1	Demonstrate an understanding of the role of the APST in identifying professional learning needs	1,2
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	1,2

## NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1
D. Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1, 2
E. Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	1
F. Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1

### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course gives second year BEd students the opportunity to observe and participate in student learning in NSW schools, to experience the diverse range of students and how they learn, and to begin to develop practical knowledge and skills necessary for successful professional teaching. The course also comprises the first 15 days of the 80+ days of supervised professional experience required to gain accreditation as a teacher in Australia.

## **5. TEACHING STRATEGIES**

Professional engagement consists of structured observations and activities that allow Teacher Education Students to engage with teaching and learning in an educational setting. The ori

## **Assessment task 1: Teaching assistance and forum posts**

### **Description:**

During your fieldwork as a teaching assistant you will