ES470

THE PROFESSIONAL TEACHER

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	ES470
Unit name	The Professional Teacher
Associated higher education awards	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
Duration	One semester
Level	Advanced
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320 Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320
Delivery mode	Face-to-face on site
Student workload	*Face-to-face on site* Contact hours 30 hours Reading, study and assignment preparation 120 hours **TOTAL** **150 hours**
	Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/ co-requisites/ restrictions	*Prerequisites:* ES352 Learning Communities: Schools, Students and Families (P-6) *or* ES358 Learning Communities: Schools, Students and Families (7-12) *and* ES360 Studies in Inclusive Philosophy and Practice
Rationale	<u>Enduring Understanding</u>: The person of the teacher is an expression of their beliefs and professionalism. This capstone educational studies unit explores the development of the teacher, as a professional and unfolding 'work in progress', equipped and ready to fulfil the roles and responsibilities within the ministry of teaching. The unit requires pre-service teachers to reflect upon and engage with the knowledge, skills, strategies and resources that enhance and enrich their ongoing personal and professional development as a beginning teacher. These priorities and expectations are guided by the Australian Institute of Teaching and School Leadership's (AITSL) *Australian Professional Standards for Teachers* (APST). Pre-service teachers will engage with focused reading, critical discussions, professional learning seminars, debates, simulations and role-plays of a variety of issues and critical incidents they are likely to face in their induction to teaching and in their beginning teaching year. Many critical incidents and issues relating to school administration, organisation, communication, procedures, decision-making, professional practice and public relations are investigated so that tentative strategies can be developed that promote and equip the induction of beginning teachers. An action research approach is used as the integrating process to promote the application of student's knowledge and skills.

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Prescribed text(s)	Churchill, R., Ferguson, P., Godinho, S., Johnson, N.F., Keddie, A., Letts, W., Mackay, J., McGill, M., Moss, J., Nagel, M.C., Nicholson, P., & Vick, M. (2016). *Teaching: Making a difference* (3rd ed.). Brisbane, QLD: John Wiley & Sons.
	Palmer, P. (2008). *The courage to teach: Exploring the inner landscape of a teacher's life.* San Francisco, CA: JosseyBass.
	Selected readings will be available via the Moodle™ site for this unit.
Recommended readings	**Books**
	Block, A. (2009). *Ethics and teaching: A religious perspective on revitalizing education.* New York, NY: Plagrave Macmillan.
	Coghlan, D., & Brannick, T. (2014). *Doing action research in your own organization* (4th ed.). London, UK: SAGE.
	Cowley, S. (2013). *How to survive your first year in teaching* (3rd ed.). London, UK: Bloomsbury Education.
	Johnson, R.B., & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th ed.). Thousand Oaks, CA: SAGE.
	Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research*. Singapore: Springer.
	O'Toole, J., & Beckett, D. (2013). *Educational research: Creative thinking and doing*. South Melbourne, VIC: Oxford University Press.
	Sellars, M. (2014). *Reflective practice for teachers*. Los Angeles, CA: SAGE.
	Thompson, J.G. (2013). *The first year teacher's survival guide* (3rd ed.). San Francisco, CA: Jossey-Bass.
	Journals
	Action Research Journal
	Australian Journal of Teacher Education
	Curriculum and Leadership Journal
	Professional Teaching Journal for New Teachers
	Teaching and Teacher Education
	Websites
	Australian Institute for Teaching and School Leadership (AITSL) http://www.aitsl.edu.au/
	Beginning and Establishing Teachers Association (BETA) http://www.beta.asn.au/
	Education Queensland – *Flying start: Toolkit for beginning teachers* http://deta.qld.gov.au/about/induction/
	Queensland College of Teachers (QCT) – *Becoming a Teacher* http://www.qct.edu.au/teachqld/becoming.html
	In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).
	These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.
Specialist resource requirements	Nil

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Content	1. The ministry and profession of teaching
	2. AITSL's *Australian Professional Standards for Teachers*
	3. Introduction to action research
	4. Developing action research proposals
	5. Teachers and the law: Professional, ethical and legal issues and imperatives
	6. Introduction to the profession of teaching: Government policy and legislative requirements, and considerations
	7. Personal and professional code of conduct within the profession
	8. Beginning teaching and AITSL professional stages
Learning outcomes	On completion of this unit, pre-service teachers will have provided evidence that they have:
	1. developed knowledge and understanding of the nature of personal development and professional learning;
	2. analysed evidence of their teaching and learning against the APSTs;
	3. engaged in critical thinking and reflection about their pedagogical approaches and personal practices from a Christian worldview perspective including legislative requirements;
	4. critically reflected upon continued professional learning for the purpose of improving learning;
	5. critically evaluated personal and professional growth in readiness for beginning teaching; and
	6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.
Assessment tasks	**Task 1: Reflections**
	Code of ethics for beginning teaching – Critical reflection
	Word Length/Duration: 1,500 words
	Weighting: 40%
	Learning Outcomes: 1, 3-6
	Assessed: Week 3
	Task 2: Planning
	Action research proposal and implementation plan
	Word Length/Duration: 2,500 words
	Weighting: 60%
	Learning Outcomes: 1-6
	Assessed: Week 7
Australian Professional Standards for Teachers (APST)	The learning opportunities provided in this unit contribute to the development of practice, knowledge and values of the following *Australian Professional Standards for Teachers*:
	1.6 Strategies to support full participation of students with disability
	7.4 Engage with professional teaching networks and broader communities
	Successful completion of this unit will provide significant evidence about the following *Australian Professional Standards for Teachers*:

Graduate Teacher Standards		Learning Outcomes	Assessment Tasks
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 3, 4	2

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	2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	3	2
	3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	3	2
	6.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	1, 2, 4	1, 2
	6.2	Understand the relevant and appropriate sources of professional learning for teachers.	1, 4, 5	2
	6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	4, 5	2
	6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	3-5	2
	7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	3-5	1
	7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	3-5	1, 2
Unit summary	This capstone educational studies unit investigates and critically analyses teacher 'professionalism' in, and 'cooperative approaches' to, personal and professional learning. The unit develops the pre-service teacher's knowledge, skills, pedagogies and practices in relation to: induction; *Australian Professional Standards for Teachers*; and continuing professional learning for one's ministry of teaching.			

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