Subject Title:	**Researching Evidence of Impact**		
	(30 days professional experience B.Ed.) (20 days professional experience BEPE)		
Subject Code:	**EDU4REI**	**Credit Points:**	30
Teaching Period:	Year 4 Semester 1-2	**Mode:**	Blended
Prerequisite:	Placement subjects in the course (Prerequisite: EDU3ILE in Bachelor of Education (P&S))	**Level:**	7

Subject Description:
This subject draws together PST experiences from across the course. It culminates in a final assessment that reflects on teacher practice for impact. PSTs generate an evidence-based report with a focus on one of the following areas: B.Ed. (Secondary) - literacy or numeracy within a discipline specialisation   B.Ed. (Primary) – an aspect of the curriculum specialisation   BEPE - special education focus   The report involves pre-service teachers reflecting on their own learning and the impact of their teaching practices on student learning. Subject content is concerned with the interactions between a teacher, students and the learning environment.   The completed assessment will be an evidence-based inquiry, using data to improve learning and teaching. This involves linking theory to practice so that practice itself becomes the subject of critical inquiry. The assessment process also enables graduate teachers to demonstrate how they align curriculum, pedagogy and assessment, taking account of school contexts and learner diversity.

Intended Learning Outcomes (ILOs) & Australian Professional Standards for Teachers (APST)

	Upon successful completion of this subject, you will be able to:	APST
1	Understand and examine key research literature with a focus area to explore effective learning and teaching practices, and how these impact on student learning.	**1.2**
2	Interpret and critically examine baseline moderated data and student exemplars to establish current levels of performance to plan for supportive, effective, challenging, ethical and safe student learning environments.	**1.1, 1.2, 1.3, 1.4, 1.5, 1.6,3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 7.1, 7.2**
3	Align curriculum, professional learning, teaching and learning strategies, assessment and feedback to impact student learning in the school community.	**2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4, 3.7, 4.2, 6.2, 6.3, 6.4, 7.3, 7.4.**
4	Compile a collection of teaching artefacts as evidence of a case that PSTs have the ability to plan for and implement all aspects of graduate teacher standards to impact student learning: Evidentiary Portfolio.	**1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5.**

Assessment:

Assessment Summary		Word Count Equivalence	%	APST
1	Review of Literature – Write an essay that addresses research in the area of focus.	1500	220	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 6.4, 7.1, 7.4
2	Baseline Data Analysis Collecting and interpreting baseline data to establish students' learning needs and current levels of performance	1000	20	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 6.4, 7.1, 7.4
3	Curriculum alignment for Learning Aligning curriculum, pedagogy and assessment with a focus on learning	1000	20	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 6.4, 7.1, 7.4
4	Learning Student Providing annotated exemplars of student work at different achievement levels	1000	20	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 6.4, 7.1, 7.4
5	Assessment Moderation Engaging in assessment moderation informed by achievement standards	1000	20	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 6.4, 7.1, 7.4
6	Evidentiary Portfolio Completed Evidentiary Professional Teaching Portfolio – Self Assessment Structure and Expression	TBA	P/F	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 6.4, 7.1, 7.4

Assessment Components 1-5 are to be included in Pre Service Teacher's Professional Evidentiary Portfolio and the Portfolio submitted within seven (7) days of the completion of the EDU5PPC Placement.

Compulsory Professional Experience
Students attend a compulsory 30-day professional experience placement in a Secondary setting.

Assessment of Professional Experience:
Successful completion of the professional placement is the hurdle requirement for this subject. This is based on the Professional Experience Supervising Teacher's assessment of your teaching *ready to teach status* at Graduate level. This includes consideration of your Professional Portfolio and completion of the Professional Experience requirements.

	Assessment Details (including Assessment Criteria)
1	For this task you will need to undertake a review of literature that is relevant to your professional teaching practice and aligns with the relevant theme. For students enrolled in the B.Ed. (Primary) course the theme must be within the Curriculum Specialisation. For B.ED. (Secondary) the theme should focus on an aspect of literacy or numeracy within a Discipline Specialisation. BEPE students must choose a theme related to Special Education. The essay will need to review recent, topical, and relevant research, theory and literature in relation to your chosen topic. You will need to include an introduction, body and conclusion, keeping in mind the provided criteria for assessment. Your conclusion should address the implications of the research you will undertake for your report. **Assessment criteria**: **Introduction 20%** o Identifies topic and situates within broader context o Justifies the purpose for the review **Body 40%** o Ability to analyse, synthesise and evaluate relevant research o Demonstrated understanding of the complex and interconnected nature of the topic being reviewed. o Provides an informed analysis of the inquiry topic, including socio-cultural and political aspects o Articulates a discussion of the relationship between theory and practice in the research. **Conclusion 30%** o Develops an informed stance on the topic in relation to future teaching practice o Discusses the gaps in the literature in relation to teaching practice o Address the implications of the literature review for the research you will undertake for your Teacher Inquiry Research Project. **Evidence of appropriate reading (recent, relevant, topical) 10%** **High standard of academic literacy (Pass/resubmit)** o Consistent use of the required academic style **o Correct referencing, spelling and grammar**
2	**Component 1: Collecting and interpreting baseline data to establish students' learning needs and current levels of performance** You are required to collect and interpret a range of data types for the assigned class you will focus on for the purposes of the GTPA. You will use the data to determine student learning needs and next-step teaching. This is preliminary to adapting, transforming and improving your teaching practices to meet specific learning needs across the full range of abilities. The focus throughout the task is on your own critical inquiry into learning, teaching and assessment, placing the student at the centre of the process. The data you select might include: • records and observations of classroom talk and patterns of interaction

- records of main points learned, obtained from consultations with individual students, teachers and/or paraprofessionals
- your own focused analysis of student work samples
- earlier teacher assessments, both for formative and summative purposes, and standardised test data at class level.

Some of the data could be collected during early observation in the professional experience, while other data may be provided by the supervising teacher or curriculum leader.

Product: Critical reflection - Critical Reflection Length: 1200-1500 words

Write a critically reflective narrative on how you interpreted and analysed the data collected in planning your teaching, learning and assessment approaches and interactions with students. Your reflection should describe the extent to which your initial analysis was validated or amended during the course of the professional experience placement. Refer to relevant research and theories of learning, teaching and assessment.

Through your narrative you are required to demonstrate knowledge, understanding and/or the ability to:

- Identify suitable data sets.
- Collect a range of data types.
- Interpret and analyse data to develop differentiated teaching and learning approaches.
- Review the validity of data choices and assumptions that inform teaching, learning and approaches to assessment.

Component 2: Aligning curriculum, pedagogy and assessment with a focus on learning

This component of the GTPA task calls for evidence to demonstrate the alignment of curriculum, pedagogy and assessment in practice while connecting it with relevant theory.

A key concept is 'front-ending assessment', taken to refer to the deliberate planning for assessment, concurrent with planning for teaching and learning. This is distinctively different from seeing assessment as a terminal or endpoint, after teaching has occurred. The purpose of front-ending assessment is to identify the expected knowledges, skills and capabilities that students are required to display as a result of teaching.

Products: Assessment task with marking criteria and explanatory statement - Statement Length (see iii) below): 1200-1500 words

You are required to provide:

i) A selection of unit and lesson plans (2) that are illustrative of how you took account of students' prior learning and diversity.

ii) A culminating, summative assessment task and accompanying marking criteria/ standards. This could be for a single curriculum area or for part of a unit that takes an integrated approach to two or more curriculum areas.

iii) A statement in which you:
   a. Critically reflect on how you used the data collected in component one to inform your instructional decision-making. In your reflection comment on your experience of teaching as 'moment-by-moment' decision-making (Schoenfeld, 2014, p. 405).
   b. Outline the targeted knowledges, skills and capabilities that you expected students to demonstrate.

    c. Show how in your teaching you involved a range of strategies to support student engagement and learning.

    d. Draw on your lesson plans to explain how you taught relevant literacy and numeracy capabilities to enable students' success in learning.

    e. Identify and describe your three main practices for aligning curriculum, teaching, learning and assessment in the process.

    f. Explain how you developed students' engagement in assessment and made features of quality visible for learners. (For example, classroom discussion to inform students' goal setting, self-monitoring and improvement efforts.)

    g. Identify and discuss what you have learnt about designing assessment that is valid and fit for purpose, both formative and summative.

Through the assessment task and marking criteria and your explanatory statement, you are required to demonstrate knowledge, understanding and/or the ability to:

- Connect the demands of the assessment task you have designed with the stated curriculum[1], the enacted curriculum (your teaching approaches/ strategies), what you have done to scaffold student learning and your use of resources.
- Critically reflect on how you used the data collected in Component 1 to design and/or redesign the assessment task, taking account of students' prior learning, the diversity of learners in the class and their context.
- Design 'fit for purpose' assessment tasks (valid and appropriate).
- Provide opportunities for students to engage in assessment in ways that support learning and students' metacognitive development.

Component 3: Providing annotated exemplars of student work at different achievement levels
You are asked to select and provide three student exemplars of the completed assessment (Component 2) that you have marked and graded. Choose exemplars that illustrate three different levels of achievement (Aspirational level, At year-level/Meets expectations, Below expectations). The assessment samples are to be de-identified.
Your three examples must be annotated to show application of the assessment criteria and how you have provided feedback to students on the strengths of their performance and areas for improvement.

Products: Three annotated student assessment responses and reflective statement
Reflective Statement Length (see ii) below): 800-1000 words

You are required to produce:

    i) Three annotated student assessment responses and an explanation (cognitive commentary) of how you arrived at the overall judgement for each of the responses. This should take account of the strengths and limitations that you considered in assessing the task for each student.

    ii) A reflective statement informed by relevant research in which you identify what you have learnt from the student assessment responses. This includes your key insights into student learning, your teaching and what the data shows for next steps teaching and learning.

Through your annotated student assessment samples, your reflective statement and your cognitive commentary you are required to demonstrate knowledge, understanding and/or the ability to:

- Apply assessment criteria and standards when making judgements.
- Identify student progress on a learning continuum.
- Explain how you came to make judgements in undertaking the assessment tasks.
- Provide feedback on student learning and identifying strengths and areas for improvement.

	• Evaluate teaching and learning to improve practice. • Identify next steps for teaching and learning based on assessment data.
5	**Component 4: Engaging in assessment moderation informed by achievement standards** Participation in moderation practices is an important way for teachers to calibrate their judgements of students' work against standards and to improve the ways in which they use data as part of their own professional practice. Moderation is a practice that supports teachers to make consistent and comparable judgements of student learning. *Product: Record of moderation discussions during professional experience placement or during your academic program* *Record of Moderation Length: 800-1000 words* Your record should refer to the three annotated student exemplars describing: i) The extent to which judgements made prior to the moderation discussion remained stable or changed as a result of the discussion. ii) What you learnt about the use of standards to inform professional judgement, including reference to relevant literature. **Through your record of moderation discussions about the three annotated student exemplars you are required to demonstrate knowledge, understanding and/or the ability to:** • Use criteria and standards to judge student performance. • Engage with colleagues in conversations about assessment and moderation to achieve consistent and comparable judgements of student learning. This involves your comparison between judgements before and after moderation. • Reflect on the validity of assessment decisions, including design of task and marking criteria. • Identify specific adjustments needed in teaching and assessment strategies. **Make consistent and comparable judgements.**
6	During this placement you will build upon and complete an Evidentiary Professional Teaching Portfolio including: • The requirements of assessment items 1 – 4 as above • Include evidence and reflections on Graduate Teacher Standards not referenced to in items 1-4 above • Complete a Portfolio Self-Assessment task. **Evidentiary Professional Teaching Portfolio Self-Assessment Task:** While on placement you will document and gather evidence of your teaching practice and impact using your professional teaching portfolio. This task requires you to document and gather evidence your teaching practice and impact **while on this placement** against the Australian Professional Standards for Graduating Teachers. You are encouraged to work in a team to share ideas, resources and evidence that you are meeting all components of the seven standards at graduate level. This resource can be shared with your supervising teachers prior to them writing your final report to show evidence of your development while on this placement. Your development should be guided by your professional experience goals that were set and communicated to your supervising teacher at the start of your placement. The evidence of your teaching practice and impact requires you to draw from data sources such as: your written reflections after each lesson, mid-way diagnostic self-evaluation, observations of classes during professional experience, your lesson and unit plans, the record of additional experiences (including assessment moderation), feedback from your mentor (including lesson feedback, mid-way diagnostic, and final report), photographic evidence, de-identified class or student data including formative, diagnostic and summative

assessment, assessment feedback, pre and post analysis of student data, your own reflective statements and annotated documents, and other forms of evidence that you gather during your placement.

This self-assessment task requires that you complete the self-assessment report template taking into consideration your supervising teachers final report. Where you disagree with your mentor ratings you are to justify your case by drawing on evidence from your professional experience portfolio. This self assessment demonstrates using your Evidentiary Professional Teaching Portfolio how you meet all of the graduate APST.

In your Evidentiary Professional Teaching Portfolio you are expected to provide between one and four pieces of evidence – generally one or two should suffice – remember quality over quantity when it comes to evidence. Evidence could be: feedback from students or mentors; lesson plans; your reflections; observations; the record of additional experiences; photos/images of notes/boards; photos of activities/excursons/etc.; links to podcasts/images/websites/resources; etc.

The method of presentation is to be on the Self-Assessment template with your Evidentiary Professional Teaching Portfolio as an appendix that you refer to for your evidence.

Graduate Teacher Performance Assessment	Capabilities	APST focus areas
Component 1 1. Collect a range of suitable data types for the students in your class 2. Explain how the data could be interpreted in planning your teaching, learning and assessment approaches and interactions with students. 3. Review the validity of data choices and assumptions that inform teaching, learning and assessment approaches	• Demonstrated understanding of a range of assessment strategies • Demonstrated ability to identify suitable data sets and collect a range of data types • Demonstrated capacity to interpret and respond to data to develop differentiated teaching and learning approaches • Demonstrated knowledge and understanding of how to integrate theory, knowledge and practice • Demonstrated capacity to review the validity of data choices and assumptions that inform teaching, learning and assessment approaches	**1.3, 1.4*, 1.5, 1.6** **2.3, 3.2, 3.3, 3.4** **4.1, 5.1, 5.4**
Component 2 1. Develop a summative assessment task and accompanying marking criteria/ standards 2. Critically reflect on how you used the data collected in component 1 to design the assessment task, taking account of students' prior learning and diversity 3. Ensure the assessment is fit for purpose and aligns with curriculum, teaching and learning opportunities	• Demonstrated ability to connect the demands of the assessment task with the stated curriculum, the enacted curriculum (teaching approaches/ strategies), what was done to scaffold student learning and use of resources. • Demonstrated ability to critically reflect on how the data collected in Component 1 was used to design the assessment task, taking account of students' prior learning, the diversity of learners in the class and their context • Demonstrated knowledge and understanding of strategies that are responsive to the learning needs of students across the full range of abilities • Demonstrated knowledge and understanding of a range of assessment strategies • Demonstrated ability design a 'fit for purpose' assessment task (valid and appropriate) • Demonstrated capacity to clearly communicate to students your expectations of the assessment task	**1.3, 1.4*, 1.5, 1.6** **2.1, 2.2, 2.3, 2.5** **2.6, 3.1, 3.2, 3.5** **3.6, 4.1, 4.2, 5.1** **5.4**

Component 3 1. Provide three annotated student assessment responses 2. Reflect on learnings from setting and marking assessment tasks 3. Explain (cognitive commentary) how you arrived at your judgement of student assessment responses	• Demonstrated ability to identify student assessment responses that represent different levels of achievement • Demonstrated capacity to apply assessment criteria and standards when making judgements • Demonstrated knowledge and skills to identify student progress on a learning continuum, based on curriculum assessment and reporting knowledge • Demonstrated capacity to explain how assessment judgements are made • Demonstrated understanding of the purpose of providing timely and appropriate feedback to students, identifying strengths and areas for improvement • Demonstrated knowledge and understanding of how students learn • Demonstrated knowledge of strategies to evaluate teaching and learning to improve practice • Demonstrated capacity to identify next steps for teaching and learning based on assessment data	**1.1, 1.2, 1.3, 1.4*** **1.5, 1.6, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4** **3.5, 3.6, 4.1, 4.2** **5.1, 5.2, 5.3** **5.4**
Component 4 1. Keep a record of moderation discussions held during your professional experience placement or academic program	• Demonstrated understanding of the use of criteria and standards to judge student performance • Demonstrated understanding of the importance of engaging with colleagues in assessment and moderation conversations to improve practice • Demonstrated capacity to reflect on validity of assessment decisions, including design of task and marking criteria • Demonstrated understanding of assessment, moderation and their application to support consistent and comparable judgements of student learning *Depending on context	**1.4*, 1.5, 2.1, 2.2, 2.3, 3.2, 3.5** **3.6, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3,** **6.4**
Component 5 (Evidentiary Professional Teaching Portfolio – Self Assessment)	• Demonstrated understanding of and capacity to reflect on all Graduate Teaching Standards	**1.1 – 7.4**

Table 2: Mapping APST, Specific Criteria relating to Planning, Teaching, Assessing and Reflecting and GTPA Components

The criteria below are informed by Program Standard 1.2 (a)

APST Graduate Level	Criteria	Relevant component/s 1	2	3	4
Planning					
1.1, 2.1, 5.1, 5.4,	Planning for the collection and analysis of student data, including classroom assessments for formative and summative purposes; standardised test data	✓	✓	✓	
1.3, 1.5, 1.6	Identifying pedagogical actions on the basis of student data	✓		✓	✓
1.6, 1.3, 1.4, 1.5, 2.2, 2.3, 2.5, 3.1, 3.4	Designing teaching and learning sequences in response to student learning and needs	✓	✓		
2.3, 3.2,	Designing assessment tasks that respond to student learning and needs	✓	✓		
2.2, 3.3, 3.4, 3.6, 5.1	Making adjustments to plans on the basis of critical reflections on evidence of learning progress and effectiveness of teaching approaches			✓	✓
	Overall:	✓	✓	✓	✓
Teaching					
4.1, 1.1, 2.1, 3.3	Employing teaching and learning strategies for the collection of relevant student data	✓	✓	✓	
2.3, 3.1, 3.4, 5.4	Aligning curriculum, pedagogy and assessment for diverse student learning needs, abilities and interests	✓	✓		
2.5, 2.6, 2.1, 2.2, 3.3, 3.4	Teaching the literacy and numeracy capabilities required in curriculum areas	✓	✓	✓	✓
1.3, 1.4, 1.5, 1.6, 2.2, 2.5, 3.3, 3.4, 3.6, 4.1, 4.2, 5.1	Delivering teaching and learning relevant to developing student achievement in assessment		✓		✓
5.1, 3.5,3.6, 4.1, 4.2, 5.2, 5.3, 5.4	Making adjustments to teaching and learning on the basis of ongoing student data gathering and analyses		✓	✓	✓
5.4, 1.2,	Using standards-referenced pedagogical knowledge for teaching, learning and assessment		✓	✓	✓
	Overall:	✓	✓	✓	✓

APST Graduate Level	Criteria	Relevant Component/s 1	2	3	4
Assessing					
1.3, 1.4, 1.5,1.6, 2.1, 2.2, 2.3, 2.6, 3.4, 5.4, 5.1	Designing and using fit-for-purpose formative and summative assessment tools and practices	✓	✓		✓
5.1, 5.2, 5.3, 5.4, 5.5, 3.6	Collecting, organising and analysing formative and summative assessment data	✓	✓	✓	✓
4.2, 2.3, 3.1, 3.5, 5.2, 5.4, 5.5	Communicating assessment expectations with reference to curriculum and achievement standards	✓	✓	✓	✓
3.6, 3.2, 5.3, 6.2, 6.3, 6.4	Making valid and reliable assessment judgements with reference to standards	✓		✓	✓
5.1, 5.2, 5.3, 5.4, 5.5	Providing feedback to learners using formative and summative data		✓	✓	
	Overall:	✓	✓	✓	✓
Reflecting					
1.2, 1.3, 1.4, 1.5, 1.6	Justifying data choices for identifying relevant student learning needs	✓	✓		
2.3, 3.1, 5.4	Reflecting on data use in the planning and implementation of teaching, learning and assessment	✓	✓	✓	
3.2, 3.3, 3.6	Modifying teaching and assessment practice in response to critical reflections		✓	✓	✓
3.2, 3.6, 5.2, 5.4	Evaluating student learning progress	✓		✓	✓
5.1, 5.4	Analysing learning outcomes and needs	✓	✓	✓	✓
	Overall:	✓	✓	✓	✓

earning Resources

	Required Texts
1	The Australian Curriculum in Victoria (AusVELS): http://ausvels.vcaa.vic.edu.au/
2	Victorian Institute of Teaching: http://www.vit.vic.edu.au/Pages/default.aspx
3	Department of Education and Early Childhood Development: http://www.education.vic.gov.au/Pages/default.aspx

	Recommended Reading
1	Australia Institute of Teaching and School Leadership, AITSL. (2010). Australian professional standards of teachers. Retrieved from url: http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list
2	Australian Institute for Teachers and School Leadership, AITSL. (2015). Accreditation of initial teacher education programs in Australia: Standards and Procedures (pp. 1-21). Victoria, Australia: AITSL.
3	Article: What Makes for Powerful Classrooms, and How Can We Support Teachers in Creating Them? A Story of Research and Practice, Productively Intertwined Alan H. Schoenfeld Full-text Article · Nov 2014 · Educational Research
4	Classroom Management. 2nd Ed. (2013). McDonald, T. 2013. Oxford University Press
5	Teaching: Challenges and Dilemmas, 4th Ed. (2011). Groundwater-Smith, S. Ewing, R. and Le Cornu, R. 2011. Cengage Learning Australia
6	Inclusion in Action (3rd Ed). Foreman, P. (Ed). 2011. Cengage Learning Australia
7	Learning For Teaching Teaching For Learning. 2nd Ed. (2010). Whitton, D., Barker, K., Nosworthy, M., Sinclair, C and Nanlohy, P. 2010
8	Effective Teaching Strategies: lessons from research and Practice. 5th Ed. (2009). Killen, R. 2009. Cengage Learning Australia
9	Maximising Learning Outcomes in Diverse Classrooms. 1st Ed (2007). Dempsey, I & Authur-Kelly, M. (2007). Cengage Learning Australia.
10	**SCOOTLE:** Scootle: Learn, teach and collaborate using digital resources to support the Australian Curriculum. NB: **You must join this site:** www.scootle.edu.au/ec/register.action?key=tMNksUXv Education Services Australia (ESA), 2013 The National Digital Learning Resources Network is managed by Education Services Australia (ESA) on behalf of the Standing Council for School Education and Early Childhood (SCSEEC) (previously MCEECDYA). It includes materials developed through The Learning Federation initiative.
11	**FUSE** - Teacher Resources: https://fuse.education.vic.gov.au/pages/teacher.aspx DEECD, 2012. DEECD

Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1-3	Overview of Research Project (5 Hours intensive)	Summary: Introduction to teacher practical knowledge, practical inquiry and teacher adaptation across this subject. Readings: Leitch.R., and Day.C. (2000). Action research and reflective practice: towards a holistic view. Educational Action Research, 8:1, 179-193. Clandinin.P., Orr.A. (2007) Navigating sites for narrative inquiry. Journal of Teacher Education, Vol.58, No. 1. pp21-35. Readings of How to write a Review of Literature.

4	Understanding Teacher Research (0nline Module	Summary: Explain how educational research contributes to the teaching profession. Describe the different ways that research can be reported. Access educational research. Readings: Boudah, D. (2011). Conducting educational research: Guide to completing a major project. Los Angeles: SAGE Kincheloe, J.L. (2012). Teachers as researchers: Qualitative inquiry as a path to empowerment. Oxon, UK/NewYour, USA:Routledge. Chapter 1.
5	Understanding Teacher Research (0nline Module)	Summary: Explain what makes up research. Describe what each part of a research report/article does. Consider how to evaluate research in education. Readings: McMillan, J. H., & Schumacher, S. (2006). Research in education: evidence-based inquiry. Boston: Pearson/Allyn and Bacon. (Chapter 2) Miles. R. (2015). Complexity, representation and practice. Case study as method and methodology. Issues in Educational Research.
6	Teacher practical knowledge (Online Module)	Summary: In this module students explore forms of teacher knowledge inorder to identify what teacher knowledge is, consider the sources of teacher knowledge and consider what the limits of these are. Readings: • Connelly, F. Clandinin, D. He, MF. (1997). Teachers' personal practical knowledge on the professional knowledge landscape, Teaching and Teacher Education, Volume 13, Issue 7, October 1997, Pages 665-674, ISSN 0742-051X, http://dx.doi.org/10.1016/S0742-051X(97)00014-0. (http://www.sciencedirect.com/science/article/pii/S0742051X97000140) • Verloop,N. Van Driel,J. Meijer,P. (2001). Teacher knowledge and the knowledge base of teaching, International Journal of Educational Research, Volume 35, Issue 5, 2001, Pages 441-461, ISSN 0883-0355, http://dx.doi.org/10.1016/S0883-0355(02)00003-4.(http://www.sciencedirect.com/science/article/pii/S088303550 2000034)
7	Dealing with Data Assessment (Collaborate or face-to-face)	Summary : In this module, students explore the role of research in informing teaching practice and the ways that collecting data on your students' learning can help inform the pedagogical and curriculum decisions that you make. Readings: • Bruniges, Michele, (2005). An evidence-based approach to teaching and learning. http://research.acer.edu.au/research_conference_2005/15

		Morrison, J. (2008). Why teachers Must Be Data Experts. Educational Leadership. 66(4). (http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/Why-Teachers-Must-Be-Data-Experts.aspx)
8	Practical inquiry in Literacy and Numeracy	Summary: In this module students explore the meaning and importance of practical inquiry. Professional reflection as a means of learning is recognised as critical to learning and growth. We will explore the modes of practical inquiry undertaken by teachers in the pursuit of learning and improvement. Reading: • Billett, S. & Choy, S. (2013), Learning through work: emerging perspectives and new challenges. Journal of Workplace Learning.25(4),264-276.doi.org/10.1108/13665621311316447 • Larike H. Bronkhorst, Paulien C. Meijer, Bob Koster, Jan D. Vermunt, Fostering meaning-oriented learning and deliberate practice in teacher education, Teaching and Teacher Education, Volume 27, Issue 7, October 2011, Pages 1120-1130, ISSN 0742-051X, http://dx.doi.org/10.1016/j.tate.2011.05.008. (http://www.sciencedirect.com/science/article/pii/S0742051X11000667) • Lortie, D. (1975). Schoolteacher: A sociological study. Chicago:University of Chicago Press.
9	Teacher adaptation	Summary: In this modules tudents commence exploration of teacher expertise. The model offered here is that of adaptive expertise. Through this, students will identify forms of teacher expertise, explain the nature of teacher adaptation, and explain the importance of adaptive expertise (particularly in relation to the broader narrative on reflective practitioner). Readings: • Mercier, E., & Higgins, S. (2013). Collaborative learning with multi-touch technology: Developing adaptive expertise. *Learning and Instruction, 25*, 13-23. doi:10.1016/j.learninstruc.2012.10.004 • Sternberg, R. (1984). Toward a triarchic theory of human intelligence. *The Behavioural and Brain Sciences, 7*(2), 269-315. doi:10.1017/S0140525X00044629
10	*Dealing with data*	Summary: In this module, students will explore the steps involved with collating, analysing and presenting your data, looking at how to analyse data, ensuring validity and desciribing the data analysis process. Readings: • Moore, Betsy (2013). I Have the Data...Now What? : Analyzing Data and Making Instructional Changes. Retrieved fromhttp://www.eblib.com • Shaddock, A. (2014) *Using data to improve learning: A practical guide for busy teachers*. Camberwell, AU: ACER Press – Chapter 9 and 10

11-12	Writing the report	In this module, students will learn how to identify what is required in report and sharing research evidence for improving teaching practice. Considering the alignment between reading the literature, designing the research study, analyzing the results and presenting findings.

Assessment	
Assessment Task No.	**Description of task:**
1	Examination (35%)

APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
1.1, 1.4	**Taught:** Patterns and theories of physical, cognitive, social, emotional and moral development and its interrelationship with health and wellbeing will be taught though online materials and workshops. Differences in developmental characteristics and abilities will be examined within an ecological framework.
4.1 4.4	Family and school based strategies and practices that support development and wellbeing will be explored in the face-to-face workshops
1.1, 1.4, 4.1, 4.4	**Practiced:** Case studies including characteristics of and impacts on students' development and wellbeing will be analysed and discussed in workshops. PSTs will identify and examine strategies for supporting development and wellbeing within families, schools and classrooms.
1.1, 1.4, 4.1, 4.4	**Assessed:** The examination will include multiple choice and short answer questions that require PSTs to • Analyse, apply and synthesise knowledge of development and wellbeing. Demonstrate their knowledge of, and the relationships between, development, wellbeing and the socio-ecological context.

Assessment Task No	Description of task:
2	Case study analysis and application of knowledge (35%)

APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
1.1, 1.4	**Taught:** Patterns and theories of physical, cognitive, social, emotional and moral development and its interrelationship with health and wellbeing will be taught though online materials and workshops. Differences in developmental characteristics and abilities will be examined within an socio-ecological framework.
4.1, 4.4	Family and school based strategies and practices that support development and wellbeing will be explored in the face-to-face workshops **Practiced:** Case studies including characteristics of and impacts on students' development and wellbeing will be analysed and discussed in workshops. PSTs will identify and examine strategies for supporting development and wellbeing within families, schools and classrooms. **Assessed:** A case study will be provided to PSTS allowing them to: • demonstrate their understanding of the characteristics of physical, social and intellectual development, • identify and describe possible impacts on development leading to varying abilities using a strengths based approach suggest possible goals and strategies for supporting development and wellbeing

Assessment Task No	Description of task:
3	Reflective journal: development, learning and wellbeing profile: (30%)

APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
1.1 4.1, 4.4	**Taught:** Patterns and theories of physical, cognitive, social, emotional and moral development and its interrelationship with health and wellbeing will be taught though lectures and online modules. Differences in developmental characteristics and abilities will be examined within an ecological framework.

1.1, 1.4, 4.1, 4.4	Family and school based strategies and practices that support development and wellbeing will be explored in the face-to-face workshops. Knowledge of learning theories covered in previous subjects.
1.1, 1.4, 4.1, 4.4	**Practiced:** Case studies including characteristics of and impacts on students' development and wellbeing will be analysed and discussed in workshops. PSTs will identify and examine strategies for supporting development and wellbeing within families, schools and classrooms. Knowledge of learning theories covered in previous subjects will be drawn upon in developing the reflective journal **Assessed:** PSTs will be given guiding questions to assist them to reflect upon a selected child's physical, social, emotional and intellectual development, learning skills and wellbeing. The culmination of the reflective journal will be the development of a "profile of the child" which allows PSTs to: • demonstrate their capacity to reflect on a selected child's development, learning and wellbeing including interrelationships with family, school and community factors. Identify and provide a rationale for ways of supporting the child's development, learning and wellbeing within the current context of the school