

<b>Subject Title:</b>	Developing Teacher Readiness		
<b>Subject Code:</b>	EDU2DTR	<b>Credit Points:</b>	15
<b>Teaching Period:</b>	Sem 1	<b>Mode:</b>	Blended
<b>Prerequisite:</b>	EDU1LLI, EDU1LNU	<b>Level:</b>	Year 2 (AQF7)
<b>Subject Description:</b>			
<p>In Developing Teacher Readiness, students are introduced to the professional roles of the teacher, learn about the cognitive stages of designing lesson plans based on the Victorian curriculum and develop understandings of pedagogy (PoLT). Students are also introduced to the basic legal obligations and responsibilities of teachers (i.e. code of conduct, duty of care, mandatory reporting etc.). This subject prepares students for placement in schools and educational institutions where students gain further experience planning lessons and seeking constructive feedback. As students build towards half day classroom control towards the end of the 15 days professional placement.</p>			
<b>Intended Learning Outcomes (ILOs) &amp; Australian Professional Standards for Teachers (APST)</b>			
Upon successful completion of this subject, you will be able to:			APST
1	Design, Plan, Deliver and Reflect on lessons demonstrating knowledge of learners', content and pedagogy	1.1 – 1.3 2.1 – 2.3, 2.5 - 2.6, 3.1 - 3.5, 5.1	
2	Discuss and apply the elements of the Code of Conduct for the teaching Profession	7.1	
3	Understand the mandatory reporting guidelines through the satisfactory completion of the online mandatory reporting module	7.2	
4	Demonstrate professional growth through reflective practices	6.3	
5	Competently perform a range of professional duties in an educational setting	3.1 -3.5 4.1 – 4.5	

Assessment:				
Assessment Summary		Word Count Equivalence	%	APST
1	Completion of online learning modules in preparation for Professional Experience	1500	40	1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.1, 6.3, 7.1, 7.2
2	Professional Experience evidentiary portfolio including guided reflections and quality evidence collected related to PoLT and their teaching (Sample of Lesson plans and Units of work)	2500 equiv	60	1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.1, 6.3
3	Professional Practice (satisfactorily completed)		Hurdle	
Assessment Details (including Assessment Criteria)				
1	<p>Placement readiness is demonstrated by completion of online modules. Demonstrated understandings of the online modules:</p> <ul style="list-style-type: none"> <li>• Introduction to professional roles of teacher</li> <li>• Expectations of preservice teachers</li> <li>• Introduction to pedagogy (PoLT)</li> <li>• Introduction to lesson and unit of work planning</li> <li>• Legal obligations: Mandatory reporting and Duty of Care- Anaphylaxis etc. (including those of preservice teachers)</li> </ul> <p>Assessment Criteria –will be assessed, by quizzes/online modules and some through written reflections. Specifically:</p> <ul style="list-style-type: none"> <li>• How diversity is best student ability is addressed in specific age group(s) and/or discipline area(s)</li> <li>• A clear articulation of the professional role of teachers</li> <li>• Understanding professional role of teachers as a placement ready statement</li> <li>• Developing understandings of PoLT and relevant AITSL standards addressed in this subject</li> <li>• A template of lesson plan developed for a particular discipline area inclusive of assessment</li> </ul> <p>Automated LMS online module assessment based on Mandatory reporting and Duty of Care (anaphylaxis etc.) to be completed until passed at an 80% or higher level.</p>			
2	<p>Demonstrating planning, delivery and reflection through annotated lesson plans (demonstrating feedback from supervising teachers) ability to act on feedback Demonstrated ability and growth via constructive feedback, and impact on student learning. (Weekly synthesis of observations) Completion of a professional experience folder during placement.</p> <p>The Evidentiary Portfolio (PebblePad) and Video will include:</p> <p><b>Graduate Teacher Standards</b>  <b>1 - Know students and how they learn</b>  <b>2 - Know the content and how to teach it</b></p> <p><b>a.</b> Supervising teacher feedback from one lesson taught during Professional Experience referring specifically to your knowledge of content and delivery of that content  <b>b.</b> Attach a copy of the original lesson plan that you designed, taught from and evaluated  <b>c. Annotations</b> on the lesson plan that indicate how you have demonstrated your knowledge of content and pedagogy and how it could be further developed</p> <p><b>Graduate Teacher Standards</b>  <b>3 - Plan for and implement effective teaching and learning</b>  <b>6 – Engage in professional learning</b></p> <p><b>a.</b> Feedback from your supervising teacher outlining your capacity to engage students in effective learning; and</p>			

**b. Annotations** reflecting on the feedback and explaining how you demonstrated your capacity to communicate effectively with students.  
 Include recommendations for areas that you might need to develop.

**Graduate Teacher Standards**

**4 – Create and maintain supportive and safe learning environments**

- a.** A critical reflection of one classroom management strategy trialled; and how they improved the organization of classroom activities and the flow of the lesson
- b. Annotations providing further explanation for your classroom management plan** and how you could create safer and more challenging environments in the future.
- c. Annotations providing further explanation for your classroom management plan** and how you managed challenging behaviour

Assessment Criteria:

- Completed first stage evidentiary portfolio as guided by the subject requirements above
- A clear statement indicating impact of teaching and reflection of future areas to develop from the first teaching experience
- Professional development self-review of achievements and further areas for achievement
- Academic level of literacy (written and audio) indicated both evidentiary portfolio and video products

Learning Resources	
Required Texts	
1	N/A
Recommended Reading	
1	Bracken, M. & Bryan, A. (2010). 'The reflective practitioner model as a means of evaluating development education practice: Post-primary teachers' self-reflections on 'doing' development education', <i>Policy &amp; Practice: A Development Education Review</i> , Vol. 11, Autumn, pp. 22-41.
2	Churchill, et al. (2016). <i>Teaching Making a Difference</i> . Wiley Publication.
3	Killen, R. (2012). <i>Effective Teaching Strategies</i> (5 <sup>th</sup> ed.). Cengage Learning.
4	Larrivee, B. (2000). Transforming Teaching Practice: becoming the critically reflective teacher. <i>Reflective Practice</i> , Vol. 1, No. 3, 2000 Online: <a href="http://ed253jcu.pbworks.com/w/page/f/Larrivee_B_2000CriticallyReflectiveTeacher.pdf">http://ed253jcu.pbworks.com/w/page/f/Larrivee_B_2000CriticallyReflectiveTeacher.pdf</a>
5	Smyth, J. (1993). Reflective Practice in Teacher Education. <i>Australian Journal of Teacher Education</i> . Vol 18. Issue 1. Flinders University South Australia. Online at: <a href="http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1223&amp;context=ajte">http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1223&amp;context=ajte</a>

Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1	<p>Introduction to Professional Experience (LMS, PebblePad).</p> <p>What is a Digital Portfolio?</p>	<p><b>Introduction to LMS and PebblePad Professional Experience</b></p> <p>Background La Trobe University requirements; Department of Education and Training; Catholic Education Office requirements; alternative settings requirements</p> <p><b>Illustrations of Practice: (Aitsl):</b> <a href="http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/find-by-career-stage">http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/find-by-career-stage</a></p> <p><b>La Trobe University (School of Education)-Professional Placements Guide (online):</b> <a href="https://v3.pebblepad.com.au/alt/latrobe/Asset/View/yqqhw795H5kR3bf93ycdRndpzy">https://v3.pebblepad.com.au/alt/latrobe/Asset/View/yqqhw795H5kR3bf93ycdRndpzy</a></p> <p>Exemplars of Digital portfolios</p> <p>Completion of LMS and PebblePad Professional Experience introduction workshops</p>
2	Graduate Standards	<p>Students work through Aitsl graduate standards: <a href="http://www.aitsl.edu.au/australian-professional-standards-for-teachers">http://www.aitsl.edu.au/australian-professional-standards-for-teachers</a></p> <p>Animations of Graduate Standards (Aitsl): <a href="http://www.aitsl.edu.au/media-newsroom/multimedia-centre/australian-professional-standards-for-teachers">http://www.aitsl.edu.au/media-newsroom/multimedia-centre/australian-professional-standards-for-teachers</a></p> <p>Initial Education data (Aitsl): <a href="http://www.aitsl.edu.au/initial-teacher-education/data-report-2015">http://www.aitsl.edu.au/initial-teacher-education/data-report-2015</a></p>
3	The Future of Learning: preparing to Change	<p><b>Academic Commons:</b> From Knowledgable to Knowledge-able: Learning in New Media Environments: <a href="http://www.academiccommons.org/2014/09/09/from-knowledgable-to-knowledge-able-learning-in-new-media-environments/">http://www.academiccommons.org/2014/09/09/from-knowledgable-to-knowledge-able-learning-in-new-media-environments/</a></p> <p><b>Future of Learning</b> <a href="http://hdl.handle.net/1820/4196">http://hdl.handle.net/1820/4196</a></p> <p><b>Research article:</b> <a href="http://dspace.ou.nl/bitstream/1820/4196/1/The%20Future%20of%20Learning%20-%20Preparing%20for%20Change.pdf">http://dspace.ou.nl/bitstream/1820/4196/1/The%20Future%20of%20Learning%20-%20Preparing%20for%20Change.pdf</a></p> <p><b>Research:</b> Teachers: The need to become modern knowledge workers in 21st century teaching and learning environments <a href="http://thinkspace.csu.edu.au/becspink/inf530-digital-essay/">http://thinkspace.csu.edu.au/becspink/inf530-digital-essay/</a></p>
4	<p>Professional expectations of Pre-Service Teachers</p> <p>Requirements for the development of your Professional Experience folders</p>	<p>Introduction to the professional roles of the teacher (Code of Conduct)</p> <p>Expectations of pre-service teachers</p> <p><b>Victorian Institute of Teaching (VIT):</b> <a href="http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics">http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics</a></p> <p>Setting up your Professional Experience Folder</p> <p><b>La Trobe University (School of Education)-Professional Placements Guide (online):</b> <a href="https://v3.pebblepad.com.au/alt/latrobe/Asset/View/yqqhw795H5kR3bf93ycdRndpzy">https://v3.pebblepad.com.au/alt/latrobe/Asset/View/yqqhw795H5kR3bf93ycdRndpzy</a></p> <p><b>Reflective Practice</b></p> <p><b>Research: Being a Reflective Practitioner in Education:</b> <a href="https://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice">https://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice</a></p> <p><b>Research Article:</b> Reflective Practice: Smyth, J. (1993). Reflective Practice in Teacher Education. <i>Australian Journal of Teacher Education</i>. Vol 18.</p>

	How to be a Reflective Practitioner	<p>Issue 1. Flinders University South Australia. Online at:  <a href="http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1223&amp;context=ajte">http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1223&amp;context=ajte</a>  Policy and Practice: A Development of Education Review: the Reflective Practitioner Model (Bracken and Bryan). Online:  <a href="http://www.developmenteducationreview.com/issue11-focus2?page=show">http://www.developmenteducationreview.com/issue11-focus2?page=show</a>  Bracken, M &amp; Bryan, A (2010) 'The reflective practitioner model as a means of evaluating development education practice: Post-primary teachers' self-reflections on 'doing' development education', <i>Policy &amp; Practice: A Development Education Review</i>, Vol. 11, Autumn, pp. 22-41.  <b>Research:</b> Larrivee, B. (2000). Transforming Teaching Practice: becoming the critically reflective teacher. <i>Reflective Practice</i>, Vol. 1, No. 3, 2000  Online:  <a href="http://ed253jcu.pbworks.com/w/page/f/Larrivee_B_2000CriticallyReflectiveTeacher.pdf">http://ed253jcu.pbworks.com/w/page/f/Larrivee_B_2000CriticallyReflectiveTeacher.pdf</a></p>
5	Pedagogy and Principles of Learning and Teaching (PoLT)	<p>Introduction to pedagogy (PoLT)  <b>DE&amp;T Principles of Teaching and Learning:</b>  <a href="http://www.education.vic.gov.au/school/teachers/support/Pages/teaching.aspx">http://www.education.vic.gov.au/school/teachers/support/Pages/teaching.aspx</a>  <b>PoLT Principles Unpacked (DE&amp;T):</b>  <a href="http://www.education.vic.gov.au/school/teachers/support/Pages/unpacked12.aspx">http://www.education.vic.gov.au/school/teachers/support/Pages/unpacked12.aspx</a>  <b>Case Studies: School implementations (DE&amp;T):</b>  <a href="http://www.education.vic.gov.au/school/teachers/support/Pages/casestudies.aspx">http://www.education.vic.gov.au/school/teachers/support/Pages/casestudies.aspx</a>  <b>Familiarisation Activities (DE&amp;T):</b>  <a href="http://www.education.vic.gov.au/school/teachers/support/Pages/famactivities.aspx">http://www.education.vic.gov.au/school/teachers/support/Pages/famactivities.aspx</a>  <b>PoLT in Victoria (DE&amp;T):</b>  <a href="http://www.education.vic.gov.au/school/teachers/support/Pages/poltresources.aspx">http://www.education.vic.gov.au/school/teachers/support/Pages/poltresources.aspx</a></p> <p>AiTSL Standards addressed through module</p>
6	Meeting the diverse needs of students	<p>Assessment and Reporting: celebrating student achievement- in <b>Teaching: Making a Difference</b>  Ch 4 – Strategies for Assessing Student Achievement in the Classroom - <b>Teaching: Making a Difference</b> (2012 Edition of Text: pp 43 - 75)  Ch 5 - Learner diversity, pedagogy and educational equity in <b>Teaching: Making a Difference</b> pp 144-179  Ch 7 – Planning for Practice: connecting pedagogy, assessment and curriculum in <b>Teaching: Making a Difference</b> pp 210-245  <b>Students with Special Needs (Ables):</b>  <a href="http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/ablesassessment.aspx">http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/ablesassessment.aspx</a>  <b>DE&amp;T Assessment Advice:</b>  <a href="http://www.education.vic.gov.au/school/teachers/support/pages/advice.aspx">http://www.education.vic.gov.au/school/teachers/support/pages/advice.aspx</a></p>
7	Planning your Lessons and Units of Work	<p><b>Introduction to Lesson Planning and Unit of Work planning.</b>  La Trobe University lesson Plan template to be worked through. Students complete a lesson in groups based upon this template.  Assessment and Reporting: celebrating student achievement- in <b>Teaching: Making a Difference</b> Ch 5 – Strategies for self and Peer assessment</p>

		<p>(2012 Edition of Text: pp 76 - 87).</p> <p><b>Units of work: DE&amp;T:</b> Exploring diversity and developing intercultural understanding:  <a href="http://www.education.vic.gov.au/school/teachers/support/Pages/otogresourcesintro.aspx">http://www.education.vic.gov.au/school/teachers/support/Pages/otogresourcesintro.aspx</a></p> <p><b>English for the Australian Curriculum (Primary) Units of Work.</b> Online:  <a href="http://e4ac.edu.au/primary/">http://e4ac.edu.au/primary/</a></p> <p><b>Board of Studies (NSW): Sample Units across the curriculum</b>  Online: <a href="http://syllabus.bostes.nsw.edu.au/support-materials/sample-units/">http://syllabus.bostes.nsw.edu.au/support-materials/sample-units/</a></p> <p><b>NZMaths Units of work.</b> Online: <a href="https://nzmaths.co.nz/units-work">https://nzmaths.co.nz/units-work</a></p>
8	<p>Contexts for Assessment and Reporting</p> <p>Principles of Assessment and Reporting.</p> <p>What is Assessment For?</p>	<p>Assessment and Reporting: celebrating student achievement- Ch 1 – Contexts for Assessment and Reporting (2012 Edition of Text: pp 1 - 13) Australian Institute for Teaching and School Leadership (Aitsl)  <a href="http://www.aitsl.edu.au/initial-teacher-education/data-report-2014">http://www.aitsl.edu.au/initial-teacher-education/data-report-2014</a></p> <p>Australian Curriculum – F to 10 Overview:  <a href="http://www.australiancurriculum.edu.au/Curriculum/Overview">www.australiancurriculum.edu.au/Curriculum/Overview</a></p> <p>ACARA Curriculum: <a href="http://www.acara.edu.au/curriculum.html">www.acara.edu.au/curriculum.html</a></p> <p>Victorian Curriculum: <a href="http://victoriancurriculum.vcaa.vic.edu.au/">http://victoriancurriculum.vcaa.vic.edu.au/</a></p> <p>Ch 6 - The curriculum from text <b>Teaching: Making a Difference</b> pp 184-207 (2011 Edition of Text : pp 172-195)</p> <p>Assessment and Reporting: celebrating student achievement- Ch 2 – Principles of Assessment and Reporting (2012 Edition of Text: pp 14 - 29)</p> <p>Ch 7 - Planning for practice: Connecting pedagogy, assessment and curriculum from text: <b>Teaching: Making a difference</b> pp 210-231 (2011 edition of Text : pp 172-195)</p> <p>QLD Govt – Building student success:  <a href="http://www.qsa.qld.edu.au/downloads/p_10/qcar_building_student_success.pdf">www.qsa.qld.edu.au/downloads/p_10/qcar_building_student_success.pdf</a></p> <p>ACER – Reforming Educational Assessment:  <a href="http://research.acer.edu.au/aer/12/">http://research.acer.edu.au/aer/12/</a></p>
9	<p>Online modules based upon Duty of Care and Mandatory Reporting</p> <p>VIT CASE STUDIES reviewed</p> <p>Briefing prior to Professional Experience</p>	<p><b>Legal obligations:</b> Mandatory reporting and Duty of Care (including those of preservice teachers).</p> <p>Certificate of Completion uploaded to individual Portfolio</p> <p><b>Case Study: (VIT) Formal Hearing and Suspension of Teacher</b>  Online: <a href="http://www.vit.vic.edu.au/media/documents/imported-files/pc/formal-hearing-decisions/2008/1710_Neville-Sтивен.pdf">http://www.vit.vic.edu.au/media/documents/imported-files/pc/formal-hearing-decisions/2008/1710_Neville-Sтивен.pdf</a></p> <p><b>Case Study 2: (VIT) Formal Hearing.</b> Online:  <a href="http://www.vit.vic.edu.au/media/documents/imported-files/pc/formal-hearing-decisions/2009/1794_Heley-Matthew.pdf">http://www.vit.vic.edu.au/media/documents/imported-files/pc/formal-hearing-decisions/2009/1794_Heley-Matthew.pdf</a></p> <p>Pre-Professional Experience Briefing</p> <p>Update on requirements and expectations.</p>
10	Placement (5 days)	Off site in Schools
11	Placement (5 days)	Off site in Schools --(Mid Diagnostic Report)
12	Placement (5 days)	Off site in Schools: Completion of Evidentiary Professional Portfolio

Assessment	
Assessment Task No.	Description of task:
1	Completion of online learning modules in preparation for Professional Experience
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
	<p><b>Taught:</b> Placement readiness is demonstrated by completion of online modules (1-9) and readings within modules.</p> <p><b>Practiced:</b> Completion of online modules (1-9) and readings online.</p> <p><b>Assessed:</b> Students complete quizzes, reflective statements and portfolio entries. Monitored through PebblePad and LMS.</p>
Assessment Task No	Description of task:
2	Professional Experience portfolio including guided reflections and quality evidence collected related to PoLT and their teaching (Sample of Lesson plans)
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
	<p><b>Taught:</b> Modules 1/2/3/4/5 and Learning activities and readings included within modules</p> <p><b>Practiced:</b> Completion of About Me, Educational Philosophy and Personal Goals (prior to Placement). Development of evidentiary portfolio including evidence of impact, 3 lesson plans, reflection based on observation, self-assessment using supervising teacher feedback, reports (diagnostic and final), and video self-assessment task (whilst on Placement).</p> <p><b>Assessed:</b> Completion of evidentiary portfolio including Evidence of Impact, 3 lesson plans, reflection based on observation, self-assessment using supervising teacher feedback, reports (diagnostic and final), and video self-assessment task.</p>