UNIT OUTLINE FOR EDU243.7 Pedagogy D Career Readiness

Name of Unit 1 (Unit Code 1)
Pedagogy D Career Readiness (EDU243.7)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level *(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)*	Unit Coordinator *(incl. academic title)*
Bachelor of Education – Secondary	One semester	4th year	Head of Program

Core or elective unit

Indicate if the unit is a

☒ core unit

☐ elective unit

☐ other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6 credit points	192 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: __0___ hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

☒ Yes   ☐ No

If YES, provide details of the prerequisite or co-requisite requirements below.

Prerequisite : EDU245.7 Professional Practice Experience

SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit
This unit engages preservice teachers in early career preparations sessions and engagement with professional educators from a variety of employers and educational organisations prior to their Internship.

Learning outcomes for the unit
1.   Demonstrate an understanding of the competence, autonomy and responsibility of classroom teachers;
2.   Develop professional attitudes and relationships through workshops and seminars with a broad range of relevant education industry personnel;
3.   Identify personal and professional strengths, skills and attributes by writing applications and preparing for an interview;
4.   Critically reflect on their teaching impact (in relation to the graduate APST) on school student learning.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Employment application 2500 words equivalent	1,3,4	S2	50%
Compulsory attendance at Early Career Seminar **Professional Educator presentations** **Mock Interview** 2500 words equivalent	1,2,3,4	S2 Early career seminar	50%

2.1   Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Prescribed reading:
www.aitsl.edu.au/teach/standards

Recommended reading:

Brady, L., & Kennedy, K. (2014). Curriculum construction (5th ed.). French's Forest NSW: Pearson Australia.

> Brings an Australian focus to most aspects of curriculum development, increasing students' understanding of both the theoretical and practical elements of curriculum construction.

Department of Education & Children's Services (2017). Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings. Adelaide, SA: Government of South Australia.
http://www.decd.sa.gov.au/docs/documents/1/ProtectivePracticesforSta.pdf

Ewing, R. (2013). *Curriculum and Assessment: Storylines.* (2nd ed.). South Melbourne, VIC: Oxford University Press.

> This is an important Australian text that explores curriculum and assessment as the curriculum work of teachers within the changing context of our society.

Hattie, J. (2012).*Visible Learning for Teachers: Maximizing Impact on Learning.* Milton Park: Routledge

> This book is the application of research into 800 meta analyses relating to achievement of 50,000 research articles. The evidence they provided has influenced the main messages. John Hattie is the chair of AITSL and a major contributor to the seven APST.

Killen, R. (2013). *Effective teaching Strategies, lessons from research and practice* (6th ed.). Melbourne: Thomson Press.

Klenowski, V. & Wyatt-Smith, C. (2014). *Assessment for Education: Standards, judgement and moderation*. London: SAGE.

STUDY AT

TABOR

This book provides a practical guide to assessment, curriculum and policy, firmly grounded in theory and professional practice. This book makes assessment processes transparent for practitioners, and shows how assessment should align with the curriculum and teaching for success in Education.

Readman, K. & Allen, B. (2013). *Practical Planning and Assessment*, South Melbourne: Oxford University Press.

This book has a particular focus on current topics: engaging with new technologies, using data to plan curriculum and assessment, the Australian Curriculum and sustainable approaches to assessment, as well as structuring a practical approach to assessment at the level of the professional classroom teacher.

Smarthinking Career Writer's Handbook (2018). https://services.smarthinking.com/static/document_library/docs/career/Smarthinking_Career_Writers_Handbook-Master.pdf

- Reference Journals

These are in the journal section of the library:

Professional Educator, This is Australian and focuses on policy, research and practice in Education. The articles are very reader friendly.
Teachers Matter, This is an Australian journal which focuses on professional and personal development.
Teacher: The national education magazine, one of the best journals for classroom teachers. You will always find something useful in here.
The Australian Educational Leader, A practical journal for the exchange of current educational research, trends and innovations.

- Recommended Websites

Australian Institute for Teaching and School Leadership. (2017).
  ➤ *Australian Professional Standards for Teachers.* ***https://www.aitsl.edu.au/teach/standards***
  ➤ *My Standards App* **https://www.aitsl.edu.au/tools-resources/resource/my-standards-app**
  ➤ *My Induction App* **https://www.aitsl.edu.au/tools-resources/resource/my-induction-app**
  ➤ *A unit outline and content for professional learning units to support teachers in meeting Focus Areas 1.4 and 2.4* **https://www.aitsl.edu.au/tools-resources/resource/a-unit-outline-and-content-for-professional-learning-units-to-support-teachers-in-meeting-focus-areas-1.4-and-2.4**
Australian Curriculum, Assessment and Reporting Authority. (2017). *Australian Curriculum, Assessment and Reporting Authority.*
  http://www.acara.edu.au/home
Department for Education and Child Development (2017). *Keeping Safe: Child Protection Curriculum.*
  https://www.decd.sa.gov.au/teaching/curriculum-and-teaching/keeping-safe-child-protection-curriculum/child-protection
Evidence Based teaching: *A Quick Guide to Educational Research for Busy Teachers*
  http://www.evidencebasedteaching.org.au/key-research/educational-research-quick-guide/
Teachers Registration Board of South Australia (2017). *Graduate teacher.*
  http://www.trb.sa.edu.au/australian-teacher-education-graduate

- Sources of information about how to apply for teaching positions

Teaching Requirements and Processes: Department for Education and Child Development
  https://www.decd.sa.gov.au/working-decd/teaching-vacancies
Employment Opportunities: Association of Independent Schools of South Australia
  http://www.ais.sa.edu.au/employment-opportunities
Teach NSW: Public Education –
  http://www.teach.nsw.edu.au/documents/app_guide.pdf
Victoria State Government: Education and Training
  http://www.education.vic.gov.au/school/teachers/profdev/careers/Pages/default.aspx#link7
ACS –
  http://www.acs.org/content/acs/en/education/students/graduate/six-tips-for-writing-an-effective-teaching-statement.html
Australia Teachers –
  http://resource.australiateachers.com/c_tips1.html