EDUH2019
Professional Practice in PDHPE 2

Unit of Study Outline

Session 2, 2014

Last revised: Fri, 01 Nov 2013 14:16:33 +1100
Unit of Study Details

Credits: 6
Prerequisites: 48 credit points including 24 credit points of Human Movement and Health Education Curriculum and Professional Studies units
Preparation:

Teaching Staff Details

Unit of study coordinator: Dr. Karen Lambert
Room and building: 310 A36
Phone number: 9351 6468
Email: karen.lambert@sydney.edu.au
Arrangements for student consultation:
Consultation is by appointment only. Please see my office door for available consultation times. Please note: I do not work at Sydney University on Fridays. This means that I won't be answering emails between Thursday 5pm and Monday 9am

What is the unit about

Rationale

This core unit of study is the second of four examining pedagogical and professional practices in K-12 Personal Development Health and Physical Education (PDHPE). This unit of study examines the current NSW Board of Studies requirements in years 7-10 PDHPE, as well as the emerging 7-10 context of the Australian Curriculum in Health and Physical Education (HPE).

In this unit students will explore the 7-10 PDHPE syllabus and other relevant support documents alongside an examination of current learning and teaching theories, practices and processes in PDHPE and HPE. Through out of class and in class activities, assessment tasks and research students will have the opportunity to develop and refine their programming and planning skills. By designing creative and engaging teaching and learning strategies and assessment tasks that cater for the needs and interests of a range of 7-10 learners students will develop greater confidence in programming to meet student needs. Students will also consider the ways in which planning and programming influences classroom management and will thus come to appreciate the importance of student-centred approaches to teaching and assessment in the context of a well managed classroom.

This unit also examines current NSW Board of Studies requirements regarding assessment in 7-10 PDHPE and HPE, including relevant consideration of current assessment practices, theories and policy developments in secondary schools. This unit will assist students to design and implement an array of assessment strategies which cater for varying learning styles within the PDHPE and HPE context.

The unit is linked to 17 days of Professional Experience in a secondary school. Throughout the unit of study students will participate in a number of small group workshops and individual out and in class activities designed to encourage skill development, facilitate communication, develop research skills, promote critical reflection and provide authentic experiences.
Australian Teaching Standards

1. Know students and how they learn
Focus areas 1.1, 1.2, and 1.5 are addressed in class and out of class where relevant content studied includes: examining 7-10 learner needs; use of learning theories; developing student centred teaching and learning strategies; understanding group work; inclusivity and diversity in HPE; study of pedagogical characteristics of HPE. This standard is also assessed in Task 1 (Faculty plan), Task 2 (Unit plan) and Task 3 (Professional Experience).

2. Know the content and how to teach it
Focus areas 2.1-2.3 are addressed in class and out of class where relevant content studied includes: use of learning theories; developing student centred teaching and learning strategies; study of State and National curriculum; study of pedagogical characteristics of HPE; study of Quality Teaching Framework. This standard is also assessed in Task 1 (Faculty plan), Task 2 (Unit plan) and Task 3 (Professional Experience).

3. Plan for and implement effective teaching and learning
Focus areas 3.1-3.5 are addressed in class and out of class where relevant content studied includes: use of learning theories; developing student centred teaching and learning strategies; programming and planning in PDHPE; study of pedagogical characteristics of HPE. This standard is also assessed in Task 1 (Faculty plan), Task 2 (Unit plan) and Task 3 (Professional Experience).

4. Create and maintain supportive and safe learning environments
Focus areas 4.1-4.4 are addressed in class and out of class where relevant content studied includes: examining 7-10 learner needs; use of learning theories; developing student centred teaching and learning strategies; programming and planning for safety and inclusivity; study of pedagogical characteristics of HPE. This standard is also assessed in Task 1 (Faculty plan) and Task 3 (Professional Experience).

5. Assess, provide feedback and report on student learning
Focus areas 5.1-5.3 are addressed in class and out of class where relevant content studied includes: examining 7-10 learner needs; use of learning theories; designing assessment schedules, tasks and marking guidelines; self and peer assessment; student conferencing; report writing and profiling. This standard is also assessed in Task 1 (Faculty plan), Task 2 (Unit plan) and Task 3 (Professional Experience).

6. Engage in professional learning
Focus area 6.1 is addressed in class and out of class where relevant content studied includes: study of State and National curriculum; preparing for Professional Experience. This standard is also practiced and assessed in Task 3 (Professional Experience).

7. Engage professionally with colleagues, parents/carers and the community
This standard is practiced and assessed in Task 3 (Professional Experience).

Priority Areas

2. Classroom management
Lectures and tutorials in week 10 address this priority area. Practiced in Task 3 (Professional Experience).

3. Information and communication technologies
Students are expected to display ICT skills via blended learning tasks, in class activities and all assessment tasks. Students are required to develop the skills of learners via ICT integration into Task 1 (Faculty plan), Task 2 (Unit plan) and to practice these skills in Task 3 (Professional Experience).
4. Literacy and numeracy
Students are expected to display health and movement literacy skills via blended learning tasks, in class activities and all assessment tasks. Students are required to develop the skills of learners via literacy and numeracy integration into Task 1 (Faculty plan), Task 2 (Unit plan) and to practice these skills in Task 3 (Professional Experience).

5. Students with special educational needs
Students are expected to display an understanding and appreciation of student diversity and special needs via blended learning tasks, in class activities and all assessment tasks. Students are required to display their understanding of issues of diversity, social inclusion and student learning needs via Task 1 (Faculty plan), Task 2 (Unit plan) and to practice the skills in Task 3 (Professional Experience).

Desired outcomes
As a result of successfully completing this unit of study students should be able to:

1. Display an understanding of the 7-10 PDHPE syllabus by developing relevant, stage-specific scope and sequences, unit plan, lesson plans and assessment tasks (1.1, 1.2, 1.5, 2.1, 2.2, 2.5, 3.1-3.5, 4.1-4.4, 6.1).
2. Engage and reflect upon key pedagogical issues at State and National levels and their impact on the PDHPE and HPE learning areas (1.2, 1.5, 2.1, 4.1, 4.4, 6.1).
3. Demonstrate a sound understanding of the 7-10 learning and teaching environment and the needs and interests of 7-10 learners (1.1, 1.2, 1.5, 4.4, 6.1).
4. Plan for and design original, creative, challenging and student-centred units of work, lesson plans, and learning experiences that promote student engagement, educative outcomes and contribute to positive learning environments (1.2, 1.5, 2.1-2.3, 3.1-3.5, 4.1-4.4).
5. Design original, creative and challenging assessment tasks, and appropriate assessment schedules and marking guidelines which cater for a variety of student learning styles, are diagnostic and link specifically to learning experiences and outcomes (1.1, 1.2, 1.5, 2.1, 2.2, 2.5, 3.1-3.5, 4.1-4.4, 5.1-5.3).
6. Work collaboratively and co-operatively in a variety of group contexts (1.2, 3.1, 3.2, 3.5, 4.1, 4.4).
7. Display generic attributes and skills in ICT, research and communication suitable for the students’ stage of professional development (1.2, 3.1, 3.2, 3.5, 4.1, 4.4).

Topics
• New South Wales K-10 curriculum framework
• Quality Teaching Framework
• Australian Curriculum in Health and Physical Education (HPE)
• Australian Institute of Teaching and School Leadership (AITSL) Standards
• New South Wales Board of Studies 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus
• Programming, planning and lesson planning
• Developing teaching, planning, and communication skills
• Effective group work skills
• Learning and teaching theories
• Authentic Assessment
• Assessment for Learning
• Designing assessment schedules, tasks and marking guidelines
• Other relevant 7-10 PDHPE courses - Physical Activity and Sport Studies (PASS); Life Skills; Child Studies Stage 5
• Classroom management
• Preparing for Professional Experience

**Timetable and Teaching Mode**

_The Faculty of Education and Social Work requires attendance of at least 90 per cent of all seminars, workshops or lectures. Where a student is unable to attend at the required rate evidence of illness or misadventure may be required and the student may be required to undertake extra work. Students should discuss the circumstances of their absence(s) with the co-ordinator of the unit of study._

Suitable documentation must be provided for all absences (e.g. doctor's certificate, NRMA police report). This is especially important in this unit where materials in all learning modes supplement each other and relate to assessment tasks. Students are also expected to monitor their own attendance.

This unit will be delivered via blended learning modes (face to face, online and off campus). There will be one compulsory 2 hour workshop held weekly. Classes start in week 1.

Success in this Unit of Study is linked to a satisfactory result in Professional Experience placement. Attendance requirements and satisfactory teaching results MUST also be obtained in order to pass this unit. Students will attend schools on Fridays in weeks 11 & 12 for the entire day, and will attend a 15 day block teaching session from 27/10/14-14/11/14.

Please note: This Unit of Study is PASS/FAIL. Students must PASS all aspects of the Unit of Study to receive a pass grade. This includes satisfactory attendance at and participation in: all face to face classe, online at home tasks, lecture recording viewing, completion of assessment tasks, and a satisfactory grade on Professional Experience placement.

**Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Additional notes</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Unit outline and assessment</td>
<td>In week 1 please start to download ALL of the</td>
<td>In week 1 please start to</td>
</tr>
<tr>
<td>28/7 (1.1,</td>
<td>K-10 curriculum framework</td>
<td>documents listed in this calendar</td>
<td>download ALL of the</td>
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<tr>
<td>1.2, 1.5)</td>
<td>Syllabus content overview</td>
<td>Form learning teams (HINT- organise meetings early!)</td>
<td>documents listed in this</td>
</tr>
<tr>
<td></td>
<td>Key terms &amp; concepts</td>
<td>Be early! Be ready!</td>
<td>calendar</td>
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<tr>
<td></td>
<td>7-10 learners: Inclusivity and diversity in HPE</td>
<td></td>
<td>Form learning teams (HINT-</td>
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<tr>
<td></td>
<td>Planning for effective group work</td>
<td></td>
<td>organise meetings early!)</td>
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</tbody>
</table>

Note: In week 1 please start to download ALL of the documents listed in this calendar. Form learning teams (HINT- organise meetings early!). Be early! Be ready!
<table>
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<th>Week</th>
<th>Content</th>
<th>Additional notes</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Week 2 | Quality Teaching in NSW Schools                                         | TIP: Start a good filing system eg bind any downloaded documents OR create a folder of PDFs on your electronic devices and/or through Dropbox so that they can be easily accessed every day we need them :) | **Please have the following ready for class this week:**  
Relevant Quality Teaching documents (available on 2hr loan at Fisher library under unit code or lecturer name)  
|        | Australian curriculum matters                                           |                                                                                  |                                                                                                                                           |
|        | Australian curriculum in HPE                                           |                                                                                  |                                                                                                                                           |
|        | Salutogenesis and a strengths based approach tp HPE                     |                                                                                  |                                                                                                                                           |
|        | **Week 2** 4/8 (1.1, 1.2, 1.5, 2.1-2.3, 3.1-3.5, 6.1)                   |                                                                                  |                                                                                                                                           |
| Week 3 | PDHPE syllabus mapping                                                 |                                                                                  | **Please bring to class:** 7-10 PDHPE syllabus and APP document.                                                                       |
|        | Needs and interests of 7-10 learners                                    |                                                                                  |                                                                                                                                           |
|        | **Week 3** 11/8 (1.1, 1.2, 1.5, 2.1-2.3, 3.1-3.5)                       |                                                                                  |                                                                                                                                           |
| Week 4 | Programming and planning                                               | **Bring BIG ideas :)**                                                          | **Please bring the following to class this week (also have a quick read):**  
The 7-10 PDHPE syllabus.  
The *Shape of the Australian Curriculum; Shape of the Australian Curriculum HPE: Australian curriculum HPE (revised draft)* at [http://www.acara.edu.au/curriculum_/learning_areas/hpe.html](http://www.acara.edu.au/curriculum_/learning_areas/hpe.html)  
ALL proformas for units of work and lesson plans available at Blackboard. |
|        | Lesson planning                                                         |                                                                                  |                                                                                                                                           |
|        | Developing scope and sequence                                          |                                                                                  |                                                                                                                                           |
|        | Outcomes and content mapping                                           |                                                                                  |                                                                                                                                           |
|        | **Week 4** 18/8 (1.1, 1.2, 1.5, 2.1-2.3, 3.1-3.5, 4.1-4.4)              |                                                                                  |                                                                                                                                           |
| Week 5 | Theories of learning & teaching I                                      | **Dig out some more BIG ideas :)**                                              | **MUST haves this week for work on assessment task are (please have a quick read as well):**  
**Theories of learning & teaching I** |
<p>|        | <strong>Week 5</strong> 25/8 (1.1,                                                 |                                                                                  |                                                                                                                                           |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Additional notes</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td>Week 6 1/9 (1.1, 1.2, 1.5, 5.1-5.3)</td>
<td>Assessment in NSW schools and the Australian curriculum context What is assessment? Types of assessment Authentic assessment Assessment for Learning</td>
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<tr>
<td>Week</td>
<td>Content</td>
<td>Additional notes</td>
<td>Readings</td>
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<td>Week 9 22/9 (1.1, 1.2, 1.5, 5.1-5.3)</td>
<td>Designing assessment schedules&lt;br&gt;Designing assessment tasks, marking criteria and rubrics</td>
<td>PLEASE BRING your anaphylaxis training certificate for signing!</td>
<td>Please download appropriate assessment schedule and assessment task design proformas from Blackboard.</td>
</tr>
<tr>
<td>Non teaching week 29/9</td>
<td>Mid semester break</td>
<td>Re-vitalise and re-energise!</td>
<td></td>
</tr>
<tr>
<td>Week 10 6/10 (1.1, 1.2, 1.5, 3.1-3.5, 4.1-4.4)</td>
<td>Developing classroom management skills (Bill Rogers)</td>
<td>TASK 2 DUE this week (within 10 minutes of start).</td>
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</tr>
<tr>
<td>Week 11 13/10 (6.1, 7)</td>
<td>Preparing for Professional Experience (identifying personal and professional potential)&lt;br&gt;What is a portfolio?&lt;br&gt;AITSL professional teaching standards</td>
<td>PROFESSIONAL EXPERIENCE VISIT #1 FRIDAY 17th OCTOBER</td>
<td>AITSL professional teaching standards at <a href="http://www.teacherstandards.aitsl.edu.au/CareerStage/GraduateTeachers/Standards">http://www.teacherstandards.aitsl.edu.au/CareerStage/GraduateTeachers/Standards</a></td>
</tr>
<tr>
<td>Week 12 20/10 (6.1, 7)</td>
<td>Course review&lt;br&gt;Open Q and A.&lt;br&gt;Unit evaluation.&lt;br&gt;Task 2 conferencing and feedback meetings.</td>
<td>PROFESSIONAL EXPERIENCE VISIT #2 FRIDAY 24TH OCTOBER</td>
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<tr>
<td>Weeks 13-15 Professional Experience (Focus on elements 1-7)</td>
<td>Block Professional Experience 27/10/14-14/11/14</td>
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**Assessment**

**Assessment policies**

All assessment in this Unit of Study occurs in conformity with the policies of the Faculty of Education and Social Work as outlined on the Faculty web-site. Please refer to this on such matters as:

- Marking and grading
• Questioning a mark
• Submitting an assignment
• Exams
• Seeking an extension
• Penalties for late submission of work
• Plagiarism and academic honesty
• Seeking special consideration
• Seeking leave of absence
• Student appeals process

All students enrolled in this Unit of Study are expected, without exception, to familiarise themselves with these policies. They are available at the following web-site:

http://sydney.edu.au/education_social_work/current_students/assistance_forms/policies.shtml

All assignments must be submitted with the Faculty cover-sheet attached and completed. This is available from the Faculty of Education and Social Work web-site (http://sydney.edu.au/education_social_work/current_students/assistance_forms/resources/assignment_coversheet.pdf).

The University of Sydney has adopted severe but fair procedures for dealing with plagiarism. It is imperative that students understand what constitutes plagiarism. The threat of being accused of plagiarism is generally relieved by expert referencing of your assignments. If you are not sure how to reference well, please refer to the publications of the Faculty mentioned above, and in particular the following web-site:


Assessment tasks in this unit of study

<table>
<thead>
<tr>
<th>Task</th>
<th>Weight</th>
<th>Word count</th>
<th>Due date</th>
<th>Outcomes</th>
<th>Australian Teaching Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY PLAN</td>
<td>Pass/Fail</td>
<td>Equiv to 2000</td>
<td>Week 7</td>
<td>1, 3, 4, 6, 7</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td>UNIT PLAN</td>
<td>Pass/Fail</td>
<td>Equiv to 4000</td>
<td>Week 10</td>
<td>1-7</td>
<td>1-5</td>
</tr>
<tr>
<td>ANAPHYLAXIS TRAINING</td>
<td>Pass/Fail</td>
<td>N/A</td>
<td>Week 9</td>
<td>N/A</td>
<td>7</td>
</tr>
<tr>
<td>PROFESSIONAL EXPERIENCE</td>
<td>Pass/Fail</td>
<td>N/A</td>
<td>2 days during semester + 15 day block Wk 13-15</td>
<td>1-8</td>
<td>1-7</td>
</tr>
</tbody>
</table>

1. FACULTY PLAN

Due date for completion: Week 7
Submission instructions:
To be conducted in lecture and tutorials in week 7. Exact time TBA.

**Detail:**

**Starting note: THE BIG GOAL**

- By the end of this semester you will have co-ordinated and participated in the programming and planning process for an entire teaching programme in 7-10 PDHPE, with the final result one integrated unit of work and assessment task for one year group. Exciting stuff! All lectures and tutorials (online and face to face) and readings are focused towards this process and end result ie you becoming a great programmer. Successfully completing the task below is a milestone in this process. Please keep the big picture in mind every week.

**Preparation**

- Small learning teams will be formed in tutorial classes in week 1. These teams will become your imaginary school PDHPE faculty in your imaginary school.
- The team is to imagine that they are real teachers in a very real and new school with no programme in 7-10 PDHPE. You can decide what the school looks and feels like yourselves (this will influence resourcing and other choices).
- Within learning teams students will work together to do the following task.

**Staff meeting**

- In classes during weeks 2-6 your learning team will consult various planning, programming and syllabus documents in order to begin creating a new 7-10 programme for your new school.
- In week 7 classes learning teams will be allocated 15 minutes to present their draft programme to the lecturer at a mock staff meeting. The aim of this meeting is to share your collective work towards the creation of the new 7-10 programme at your school and to assess your programme skill development and understanding.
- The meeting should include on paper versions of: the school profile; a 7-10 PDHPE scope and sequence plan (with at least one integrated unit in each year group); outcomes and content mapping grids; brief overviews of all units. Discussion should be given around: allocation of specific executive, teaching and support roles and responsibilities; concerted and deliberate consideration of recent pedagogical research in HPE; formation of stage learning and teaching teams; discussion of plans for developing your programmes.
- This is an actual staff meeting so think about and include: an agenda, minute taking, taking on roles, and any other factors that are associated with Faculty team meetings at schools.
- All aspects of this task will be modelled in class, with all essential resources listed in this outline and/or provided at Blackboard.
- The energy and effort put into this assessment task will pay off in the formation of the amazing unit of work prepared in Task 2.

**Assessment criteria:**

In order to do well in this task students should:

- address the requirements of the task and the listed outcomes.
• display relevant planning and programming skills.
• work co-operatively and respectfully as a member of a team.
• use relevant documents, procedures and processes to run a suitable PDHPE Faculty planning meeting that is realistic and based upon stated guidelines.
• draw upon relevant and current research in the HPE area to make informed pedagogical choices.

All written material must be 12 font, Times New Roman, and 1.5 spacing EXCEPT for mind maps, lesson plans, grids, tables and handouts which can be single spaced. Please be conscious of your use of paper. Landscape is suggested for lesson plans and templates MUST be those provided in class.

Please also refer to the Generic grading criteria in this unit outline for further advice regarding assessment quality and standard.

**Additional notes:**
Each assessment task in this unit of study is a Pass or Fail task. The final grade will be a PASS or FAIL. Students must pass all assessments, including Professional Experience placement in order to pass this unit of study.

**2. UNIT PLAN**

**Due date for completion:** Week 10

**Submission instructions:**
To be submitted in the lecture in week 10 (within 10 minutes of the start or it will be considered late).

**Detail:**
**Remember THE BIG GOAL:** By the end of this semester you will have designed an entire teaching programme with units of work and assessment tasks for 7-10 PDHPE in a small learning team. This end result will come from actively engaging with unit content and from successfully completing all aspects of Task 1 (completed in wk 7) AND Task 2 (below). Please keep the big picture in mind.

In learning teams choose **ONE** of the **integrated units** from **ONE** of the stage based scope and sequences, and provide additional in depth details of it by completing the following:

• Develop a detailed **unit overview** by completing the relevant sections in the 'UNIT OVERVIEW' proforma provided in class.
• Plan and create **ten (10) 60 minute lesson plans** that must be integrated, sequential and completed using the 'LESSON PLAN' proforma and advice provided in class. Work on the idea of 2 lesson each.
• Develop a stage based **assessment schedule** for the chosen year group. Prepare as explained and practiced in class (see proformas at Blackboard).
• Choose **ONE** (1) task from the assessment schedule and provide details of it as per the proforma provided in class. The **assessment task** should include a detailed task description, rubric and marking guidelines as explained in class (see proformas at Blackboard).

**Extra inclusions/tips**
All material in this assessment task MUST be INTEGRATED, original, creative, challenging and student centred and cater for a variety of student learning styles and learner needs.

Be creative and engaging in your lesson plans: no worksheets; no research tasks on the computer or lessons in the library; no guest speakers; no traditional forms of mind maps or brainstorms ie show your teaching skills and use the learning theories we have explored in class and make up lessons that even you would like to do!

Lesson plans must show evidence of: quality teaching; general capabilities; student learning needs; learning theories; key competencies; HPE pedagogical characteristics and current research in the field; and cross curriculum opportunities.

All relevant support material MUST be provided and included, with ALL work correctly referenced.

Assessment criteria:
In order to do well in this task students should:

- address the requirements of the task and the listed outcomes.
- display relevant planning and programming skills.
- work cooperatively and respectfully as a member of a team.
- use relevant documents, procedures and processes to design creative, original and student centred units of work and lesson plans that are realistic and stage appropriate.
- apply theories of learning to the preparation of units of work.
- draw upon relevant and current research in the HPE area to make informed pedagogical choices.
- use relevant planning tools, templates and resources.
- include all support materials and reference correctly.

All written material must be 12 font, Times New Roman, and 1.5 spacing EXCEPT for mind maps, lesson plans, grids, tables and handouts which can be single spaced. Please be conscious of your use of paper. Landscape is suggested for lesson plans and templates MUST be those provided in class.

Please also refer to the Generic grading criteria in this unit outline for further advice regarding assessment quality and standard.

Additional notes:
Each assessment task in this unit of study is a Pass or Fail task. The final grade will be a PASS or FAIL. Students must pass all assessments, including Professional Experience in order to pass this unit of study

3. ANAPHYLAXIS TRAINING

Due date for completion: Week 9
Submission instructions:
This is a compulsory task which MUST be completed in your own time. Certificates should be printed out and brought to class for signing by this week.

Detail:
The NSW DEC has advised us that all students need to be aware of the procedures required in using an Epipen in the case of a student in anaphylactic shock. Please note that in all professional experience placements apart from internships you will not be in a legal position of duty of care for the students so that you will not be the person administering the treatment. The online course that you are required to complete will take 10-15 minutes to complete. There is a section on the website suggesting that the elearning be done in conjunction with practice using the adrenaline autoinjector devices (Epipen). We are not in a position to offer this practice but it would be a great idea to ask your professional experience school to demonstrate the proper use of the Epipen as part of your induction. Your school may also ask you to produce your certificate of completion of the course so ensure you carry it with you when on professional experience.

Here are the instructions for completing the course:

2. Create a new account as a first time user
3. Complete the online learning activities
4. Print the certificate of completion and bring to class anytime before Week 9 for your tutor to sign and date on the class list

Assessment criteria:

4. PROFESSIONAL EXPERIENCE

Due date for completion: 2 days during semester + 15 day block Wk 13-15
Submission instructions:
To be completed in your assigned Professional Experience placement, under the guidance of your supervising teacher and tertiary mentor.
Two full days to be completed on the following Fridays Oct 17th & 24th October plus fifteen days during weeks 13-15. Seventeen (17) days in total.

Detail:
Students will complete 2 lead up days during semester (in weeks 11 & 12) and 15 continuous days of a Professional Experience placement in a secondary school setting. This placement will focus on the delivery of content in the 7-10 PDHPE learning area (including options to teach PASS and/or other related subjects).
As part of this experience, you will be expected to begin to organise your Professional Experience portfolio.
Please refer to the Professional Experience handbook (2013) for further guidelines.

Assessment criteria:
Students will be assessed by their assigned in school Supervising Teacher, with, if necessary the support of the University using the assessment criteria within the Professional Experience Handbook and the associated Report Form.
Grading: ‘Satisfies Requirements’ (R) or ‘Fail’ (F).
N.B: The Professional Experience component (and attendance at all 17 days) must be successfully completed for an overall pass in EDUH 2019.

Additional notes:
The purpose of the professional experience component is to provide opportunities for pre-service teachers to:

- broaden their experience, understanding and appreciation of the realities of schooling and of the nature, needs and capacities of young people with a focus on the secondary school context.
- progressively develop effective teaching and management skills appropriate to a secondary school context.
- enhance their capacity to construct, implement and evaluate programs of appropriate learning experiences.
- develop an understanding and an appreciation of the role of teachers within both the secondary school and its community.
- develop a reflective understanding of the ways in which pre-service teachers they are constituting their own sense of professional teacher identity.

### Grading criteria

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<th>Cr</th>
<th>Pass</th>
<th>FAIL</th>
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<tbody>
<tr>
<td>Organisation &amp; conceptualization of assessment task</td>
<td>Consistently strong and ongoing demonstration of very good organisational and conceptual skills. The work is well conceived, coherent, logical and lucid as well as professionally prepared</td>
<td>Strong organization-al &amp; conceptual skills and evidence that the task is logical and coherent and professionally prepared</td>
<td>Demonstrates task organization and conceptual understanding in a style which is mostly logical, coherent and flowing</td>
<td>Attempts are made to demonstrate a logical &amp; coherent understanding of the assessment task but some aspects may be confused or undeveloped</td>
<td>Satisfactory organisation of the assessment task is not apparent or the work lacks logic and coherence</td>
</tr>
<tr>
<td>Subject/discipline content &amp; knowledge</td>
<td>Thorough and comprehensive understanding of the content and/or discipline gathered from a wide range of current &amp; relevant sources beyond the core materials</td>
<td>Considers topics and issues in the broader disciplinary context. Evidence of having read current and relevant sources beyond the core materials</td>
<td>Clear understanding of topic. Demonstrates understanding of materials presented in core texts and readings</td>
<td>Adequate understanding of topic. Demonstrates evidence of having read material presented in core texts and readings.</td>
<td>Limited understanding of topic with serious gaps or errors. Demonstrates little evidence of having read materials presented in core texts &amp; readings</td>
</tr>
<tr>
<td>Clarity of expression (including accuracy, spelling, grammar, punctuation, use of language, expression of ideas)</td>
<td>Fluently and succinctly communicates style appropriate to the assessment task. Grammar, spelling, use of language and punctuation is appropriate and accurate. Reflects Faculty’s style guide (refer ‘little blue book’)</td>
<td>Communication is mainly clear, fluent and appropriate to document. Grammar, spelling, use of language and punctuation is accurate. Reflects Faculty’s style guide (refer ‘little blue book’)</td>
<td>Communication is appropriately to the assessment task and is mostly fluent and clear. Grammar, spelling, use of language and punctuation mostly accurate. Reflects Faculty’s style guide (refer ‘little blue book’)</td>
<td>Meaning apparent but not always fluent or clearly communicated. Grammar, spelling, language and/or punctuation may display minor errors. Some evidence of applying Faculty’s style guide.</td>
<td>Meaning unclear and/or grammar and/or language and/or spelling and/or punctuation contain frequent errors or is inappropriate. Does not reflect Faculty’s style guide.</td>
</tr>
<tr>
<td>Communication &amp; presentation (written &amp;/or oral &amp;/or visual)</td>
<td>Communicates effectively using a variety of relevant, imaginative, fluent and professional presentation styles and communication methods. Evidence of deep reflection on the presentation. Respectful of diverse backgrounds &amp; experiences</td>
<td>Uses a variety of discipline-appropriate formats to communicate coherently &amp; effectively. Evidence of reflection on the presentation. Demonstrates sensitivity to diverse backgrounds &amp; experiences</td>
<td>Communicates competently in a variety of formats appropriate to the discipline and report procedures in a structured manner using relevant information. Evidence of sensitivity to diverse backgrounds &amp; experiences</td>
<td>Communicates competently in a variety of formats appropriate to the discipline with some display of structure. May demonstrate some limited sensitivity to diverse backgrounds &amp; experiences</td>
<td>Communication is unstructured and un-focused and/or in a format inappropriate to the discipline. Not all material is relevant and/or difficult to understand. May be evidence of insensitivity to diverse backgrounds &amp; experiences</td>
</tr>
</tbody>
</table>
| Problem solving | Solves or argues possible solutions to complex problems and addresses challenging tasks/situations | Solves complex problems using imagination and a limited range of creative techniques | Demonstrates basic skills for solving simple problems. Demonstrates limited ability | Very little evidence of basic skills for problem solving and ad-

University of Sydney
<table>
<thead>
<tr>
<th>HD</th>
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<th>Pass</th>
<th>FAIL</th>
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<tbody>
<tr>
<td>tasks/situations using imagination/creative and from a variety of perspectives</td>
<td>questions using creative techniques and skills</td>
<td>to develop innovative methods for solving problems and presenting solutions</td>
<td>dressing key assessment tasks</td>
<td></td>
</tr>
<tr>
<td>Referencing</td>
<td>Uses recommended referencing style consistently and accurately in text of work and reference list. Effective use of relevant quotations</td>
<td>Uses recommended referencing style consistently and accurately in text of work and reference list. Effective use of relevant quotations</td>
<td>Uses recommended referencing style with minimal errors. Effective use of relevant quotations</td>
<td>Many errors or no use of conventions in referencing. Fails to meet University’s academic honesty policy.</td>
</tr>
<tr>
<td>Synthesis of theory, research and practice</td>
<td>Insightful critique or consideration of relationship between theory, research and practice. Personal / professional implications for practice considered</td>
<td>Critical or evaluative discussion/thinking about links between theory, research and practice</td>
<td>Beginning to develop critical reflection and analysis of practice through theory and research. Relevant concepts etc applied in a generally appropriate and thoughtful way</td>
<td>Links between theory, research and practice are partially considered or treated superficially</td>
</tr>
<tr>
<td>Interactive &amp; group skills (include teamwork, negotiation &amp; empathy)</td>
<td>Interacts effectively within a learning or professional group. Recognises or supports or is proactive in leadership. Negotiates and handles conflict appropriately.</td>
<td>Interacts effectively within a learning group, giving and receiving information and ideas and modifying responses where appropriate.</td>
<td>Interacts effectively within a learning group. Offers and/or supports initiatives. Recognises and assesses alternative options.</td>
<td>Makes efforts to develop interactive skills. Meets obligations to others (tutors and/or peers)</td>
</tr>
<tr>
<td>Preparation for Professional experience</td>
<td>Displays an excellent understanding of subject/discipline specific content and practices required in professional settings. Exhibits an array of professional and personal skills in line with established professional standards (e.g. NSW IT)</td>
<td>Displays a good understanding of subject/discipline specific content and practices required in professional settings. Usually exhibits professional and personal skills in line with established professional standards (e.g. NSW IT)</td>
<td>Displays an understanding of most of the subject/discipline specific content and practices required in professional settings. Shows good awareness of the professional and personal skills suggested by professional bodies (e.g. NSW IT)</td>
<td>Displays some understanding of the subject/discipline specific content and practices required in professional settings. Shows an awareness of the professional and personal skills required by professional bodies (e.g. NSW IT)</td>
</tr>
</tbody>
</table>

**Student evaluation**

*We welcome feedback on this Unit of Study. Please take the time to offer constructive written feedback at the end of the semester. The teaching team is committed to the participation of learners in the process of planning and evaluation of courses.*

*The following changes have already been made to this Unit of Study as a result of student feedback:*

Australian curriculum focus

Specific basic classroom management skills

**References and readings**

**DOCUMENTS IN BOLD ARE REQUIRED READINGS**

- Australian Curriculum, Assessment and Reporting Authority (ACARA). Available at [www.acara.edu.au](http://www.acara.edu.au)
- Australian Curriculum, Assessment and Reporting Authority (ACARA). (2012a). *The shape of the Australian curriculum*. Australia:


• Australian Institute for Teaching and School Leadership (AITSL). Available at www.aitsl.edu.au


• Board of Studies. Available at http://www.boardofstudies.nsw.edu.au


