



Faculty of Education and Social Work

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The University of Sydney

# **KCSE3201 Professional Practices 2**

## **Unit of Study Outline**

### **Session 1, 2014**

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## Unit of Study Details

**Credits:** 6

**Prerequisites:** KCDE2201 Professional Practices 1

**Preparation:**

## Teaching Staff Details

**Unit of study coordinator:** Ms. Katrina Thorpe

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**Arrangements for student consultation:**

## What is the unit about

### Rationale

This unit is designed to focus on student skills as emerging teachers and in particular, develop and refine skills in reflection and communication. Students will focus on understanding learner diversity needs in the classroom with particular focus on multicultural, gender, and Aboriginal students' learning diversity. In preparation for the Professional Experience, which is a component of this unit, students will practice questioning, listening and responding techniques and will build their knowledge of the theoretical perspectives on classroom management to be applied in the classroom. Students will investigate current multicultural, anti-racism, student welfare and discipline policies, programs and services and their role in contributing to quality student outcomes. The National Professional Standards for Teachers will be discussed in relation to the requirements of this unit in order to develop an understanding of the skills and knowledge required of a graduate teacher. Students will also consider ways to engage parents and the wider community in the education process and plan for ongoing professional growth and development.

### Australian Teaching Standards

1. Know students and how they learn

Elements 1.3.1, 1.4.1, 1.5.1 are addressed through assessment task 1 (Presentation and overview of Professional Experience School) Assessment task 2 (In-class test on weekly readings and IDL activities), assessment task 3 (Professional Experience) and assessment task 4 (Reflective Practice report) and the content in Block 1.

3. Plan for and implement effective teaching and learning

Elements 3.3.2, 3.4.1, 3.5.1 are addressed through assessment task 2 (In-class test on weekly readings and IDL activities), assessment task 3 (Professional Experience), assessment task 4 (Reflective Practice report) and the content in Block 1.

4. Create and maintain supportive and safe learning environments

Element 4.3.1 is addressed in assessment task 3 (Professional Experience), assessment task 4 (Reflective Practice report), assessment task 5 (Report on applying the professional teaching standards) and the content in Block 2.

6. Engage in professional learning

Elements 6.1.1, 6.2.1, 6.3.1, 6.4.1 are addressed through assessment task 3 (Professional Experience), assessment task 4 (Reflective Practice report), assessment task 5 (Report on applying the professional teaching standards) and the content in Block 3.

7. Engage professionally with colleagues, parents/carers and the community

Elements 7.2.1, 7.3.1 are addressed through assessment task 3 (Professional Experience), assessment task 4 (Reflective Practice report), assessment task 5 (Report on applying the professional teaching standards) and the content in Block 3

## Priority Areas

1. Aboriginal and Torres Strait Islander education

Addressed in assessment task 1, 2, 3 and 5 and Blocks 1, 2 and 3.

2. Classroom management

Addressed in assessment task 1, 2, 3, 4, and 5 and Blocks 1 and 2.

## Desired outcomes

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

1. Demonstrate a knowledge of and respect for the diverse social, cultural, ethnic and religious backgrounds and the effects of these factors on student learning (1.3.1);
2. Consider how student diversity impacts on planning classroom learning experiences (1.4.1);
3. Demonstrate knowledge of strategies for addressing diverse student needs (1.5.1, 3.3.1, 3.4.1);
4. Demonstrate a range of questioning techniques designed to support student learning (3.5.1);
5. Consider a range of theoretical perspectives on classroom management and consider how they might be applied in practice (4.3.1);
6. Describe and demonstrate strategies for effective communication and classroom discussion (3.5.1);
7. Recognise responsibility for providing a safe, challenging and responsive environment for learning (4.1.1, 4.2.1, 4.4.1);
8. Recognise key policies and policy documents relating to student diversity, and student welfare and discipline (7.2.1);
9. Reflect upon and critique their own developing craft knowledge and professional practice (6.4.1);
10. Demonstrate the capacity to work effectively and professionally within the classroom and school community as part of the Professional Experience component (6.3.1);
11. Demonstrate an understanding of the various strategies that can be used by teachers to actively engage parents, caregivers and the wider community in the education process (7.3.1);
12. Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs (6.1.1);
13. Discuss the available professional development opportunities and the importance of personal planning for on-going professional growth (6.2.1, 6.4.1);
14. Engage with and understand the nexus between practice, theory and research (University of Sydney Graduate Attribute: Research and inquiry);
15. Engage in personal and collegial professional development to aid ongoing professional learning (University of Sydney Graduate Attribute: Personal and intellectual autonomy).

## Topics

Overview of Unit of Study and assessment requirements.

Understanding learner diversity in the classroom.

Questioning, listening and responding.

Preparing for the school profile presentation.

Building classroom management.

School policies: student discipline; student welfare: anti-bullying and anti racism.

Preparation for Professional Experience: Aboriginal studies focus.

Professional Experience debrief and reflection.

Parents and the wider community.

Professionalism and Professional Development.

Summation and Review.

## 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.*

### Student Workload:

This unit of study outline sets out the learning commitments that might reasonably be expected to successfully complete this unit of study.

The University allocates a number of credit points (usually 6) to each unit of study in your degree program. It has been agreed that 1 credit point is approximately equal to a minimum of 1.5 to 2 hours of student effort [1] (time spent engaged in activities related to that unit of study) per week; that is, a total of 108-144 hours over the semester for each 6 credit point unit of study.

In this unit of study, the time is split between face-to-face hours during block, Independent Directed Learning (IDL) activities, and personal work and study time. Personal work and study involves reading in preparation for your face-to-face classes, research and completing formal assessment tasks.

You should regard the outside class and personal study time allocations as a reasonable indication of the amount of time that is expected for satisfactory performance in the unit of study; however you are encouraged to spend additional time in order to perform at a higher standard.

Learning commitments for this unit of study	Time allocated	Total hours
Face-to-face hours (e.g. lectures, tutorials, seminars, workshops, field trips during block)	9 hours face-to-face each block, over three blocks	27

Independent Directed Learning (IDL) activities	3 hours before each block, over three blocks	9
<b>Total teaching time</b>		<b>36</b>
Personal work and study (e.g. completing essential readings, research and assessment tasks)	6 to 9 hours per week, over 12 weeks	72-108
<b>Total time</b>		<b>108-144</b>

1. University of Sydney. (2006). Academic Board Resolutions: Creation, Variation and Deletion of Award Courses and Units of Study, p. 9, Section 2.6.2.3. Available from: [http://www.usyd.edu.au/ab/Creation\\_Variation&Deletion.pdf](http://www.usyd.edu.au/ab/Creation_Variation&Deletion.pdf)

**Mode of Delivery:** Block Mode

## Schedule

Week	Content	Readings
Before Block 1	Please refer to your Learning Workbook for instructions.	
Block 1	<p><b>Introduction to the Unit of Study and assessment requirements.</b></p> <p><b>Understanding learner diversity in the classroom.</b> This session will focus on multicultural, Aboriginal, gender and learning style diversity. What are the different gender, religious, cultural, linguistic, social, physical and emotional factors that today's teachers need to have an understanding and appreciation of when planning for learning in the classroom?</p> <p><b>Preparing for the school profile presentation.</b> This session overviews the key policy areas students should focus on in order to prepare for the school profile presentation and final report. See also "Before Block 2 Activities" in your Learning Workbook to help prepare.</p>	<p>The readings below are detailed in your Learning Workbook and form part of your pre-block 1 reading. Please come prepared and ready to discuss this reading material.</p> <p><b>Reading 1.</b> Groundwater-Smith, S., Ewing, R., &amp; Le Cornu, R. (2011). Understanding learner diversity. In <i>Teaching: challenges and dilemmas</i> (pp. 46-68). South Melbourne: Cengage.</p> <p><b>Reading 2.</b> Krause, K.L., Bochner, S., &amp; McMauch. (2010). Socio-cultural factors in the learning process. In <i>Educational psychology for learning and teaching</i> (pp. 364-387, 396-413). South Melbourne: Cengage Learning.</p> <p><b>Reading 3.</b> Dempsey, I., &amp; Arthur-Kelly, M. (2007). Curriculum strategies in diverse classrooms. In <i>Maximising Learning Outcomes in Diverse Classrooms</i> (pp. 63-87). South Melbourne: Thomson.</p> <p><b>Reading 4.</b> Brady, L., and Scully, A. (2005). Strategies. In <i>Engagement Inclusive Classroom Management</i> (pp. 68-102). Frenchs Forest: Pearson Education.</p> <p><b>Reading 5.</b> New South Wales Department of Education and Training. (2005). <i>Cultural Diversity and Community Relations Policy: Multicultural education in schools</i>, Retrieved January 14, 2011 from <a href="https://www.det.nsw.edu.au/policies/student_serv/equity/comm_rela/PD20050234.shtml?">https://www.det.nsw.edu.au/policies/student_serv/equity/comm_rela/PD20050234.shtml?</a></p>

Week	Content	Readings
		<a href="#">level=Schools&amp;categories=Schools%7CAccess+%26+equity%7CMulticultural</a>
Before Block 2	Please refer to your Learning Workbook for instructions.	
Block 2	<p><b>Building classroom management.</b> This session considers a range of key theoretical perspectives on classroom management and their application in the classroom.</p> <p><b>Questioning, listening and responding.</b> This session considers what constitutes effective questioning, listening and responding in teaching and learning contexts.</p> <p><b>School policies: student discipline; student welfare: anti-bullying and anti racism.</b> This session examines a range of different theoretical approaches, services and practical approaches to student discipline, anti-bullying and anti-racism. Examples include: restorative justice, “no-blame” approach, method of shared concern.</p> <p><b>Preparation for Professional Experience: Aboriginal studies focus.</b> This session will allow for time to reflect on and discuss key classroom management techniques in a variety of teaching scenarios likely to be encountered on Professional Experience. Discussion of the day-to-day issues and requirements of teaching in the Professional Experience including close attention to the Professional Experience Handbook and the Assessment items 4 and 5. Discussion and workshop on accepting constructive feedback to improve and refine teaching and learning practices.</p>	<p>The readings below are detailed in your Learning Workbook and form part of your pre-block 2 reading. Please come prepared to block 2 ready to discuss this reading material.</p> <p><b>Reading 6.</b> Reupert, A. (2010). ‘Don’t Smile Till Easter’: Creating a Positive Classroom Learning Community. In Ewing, R., Lowrie, T., &amp; Higgs, J. (Eds.). <i>Teaching and Communicating: Rethinking Professional Experiences</i> (pp.125-162). South Melbourne: Oxford University Press.</p> <p><b>Reading 7.</b> Lyons, G., Ford, M., &amp; Arthur-Kelly, M. (2011). Classroom management theory. In <i>Classroom management: creating positive learning environments</i> (pp.1-35). South Melbourne: Cengage Learning.</p> <p><b>Reading 8.</b> New South Wales Department of Education and Training. (2007) <i>Student Discipline in Government Schools</i>, Retrieved 2 February, 2011 from <a href="https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml?level=Schools&amp;categories=Schools Student+administration Discipline+%26+behaviour">https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml?level=Schools&amp;categories=Schools Student+administration Discipline+%26+behaviour</a></p> <p><b>Reading 9.</b> New South Wales Department of School Education. (1996) <i>Student Welfare, Good Discipline and Effective Learning, Student Welfare Policy</i>, Student Welfare Directorate, Retrieved 2 February, 2011 from <a href="https://www.det.nsw.edu.au/policies/student_serv/student_welfare/stude_welf/PD20020052.shtml">https://www.det.nsw.edu.au/policies/student_serv/student_welfare/stude_welf/PD20020052.shtml</a></p> <p><b>Reading 10.</b> New South Wales Department of Education and Communities. (2011). <i>Bullying: Preventing and Responding to Student Bullying in Schools Policy</i>. Retrieved from <a href="https://www.det.nsw.edu.au/policies/student_serv/discipline/bullying/PD20100415.shtml">https://www.det.nsw.edu.au/policies/student_serv/discipline/bullying/PD20100415.shtml</a>.</p> <p><b>Reading 11.</b> New South Wales Department of Education and Communities. (2011). <i>Bullying: Preventing and responding to student bullying in schools guidelines</i>. Retrieved from <a href="https://www.det.nsw.edu.au/policies/student_serv/discipline/bullying/guidelines.pdf">https://www.det.nsw.edu.au/policies/student_serv/discipline/bullying/guidelines.pdf</a></p>

Week	Content	Readings
		<p><b>Reading 12.</b></p> <p>New South Wales Department of Education and Training. (n.d) <i>Anti-Racism Policy</i>, Retrieved 2 February, 2011 from <a href="https://www.det.nsw.edu.au/policies/student_serv/equity/antiracism/PD20050235.shtml">https://www.det.nsw.edu.au/policies/student_serv/equity/antiracism/PD20050235.shtml</a></p>
Before Block 3	Please refer to your Learning Workbook for instructions.	
Block 3	<p><b>Professional Experience debrief</b> and reflection, particularly as related to the Professional Experience school's approach to student welfare, anti-bullying and anti-racism.</p> <p><b>Parents and the wider community</b></p> <p>Students discuss and examine the various ways that teachers can actively engage parents and the wider community in the education process.</p> <p><b>Professionalism and Professional Development.</b></p> <p>Students examine documents from the Professional Learning and Leadership Development Directorate and consider the professional standards framework and its impact on the professional life of teachers.</p> <p><b>Summation and Review:</b> Discussion, analysis and mapping of knowledge and skills developed to date, identification of areas to be addressed and ways in which this may occur.</p>	<p>The readings below are detailed in your Learning Workbook and form part of your pre-block 3 reading. Please come prepared to block 3 ready to discuss this reading material.</p> <p><b>Reading 13.</b></p> <p>Loughran, J. (2010). Growing professional knowledge through reflection. In <i>What expert teachers do: enhancing professional knowledge for classroom practice</i> (pp.161-183). Crows Nest: Allen &amp; Unwin.</p> <p><b>Reading 14.</b></p> <p>Marsh, C. (2008). Working effectively with parents. In <i>Becoming a Teacher</i> (pp. 244-260). Frenchs Forest: Pearson Education</p> <p><b>Reading 15.</b></p> <p>Groundwater-Smith, S., Ewing, R., &amp; Le Cornu, R. (2011). Teaching, learning and curriculum in a changing world. In <i>Teaching: challenges and dilemmas</i> (pp. 126-149). South Melbourne: Cengage.</p> <p><b>Reading 16.</b></p> <p>New South Wales Department of Education and Training (2006) <i>The Professional Learning Continuum</i>, Professional Learning and Leadership Development Directorate, Retrieved 22 January, 2009 from <a href="https://www.det.nsw.edu.au/proflearn/continuum/index.htm">https://www.det.nsw.edu.au/proflearn/continuum/index.htm</a></p>

## 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](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](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:

<http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2012/254&RendNum=0>

### Assessment tasks in this unit of study

Task	Weight	Word count	Due date	Out-comes	Australian Teaching Standards
Presentation and overview of Professional Experience school	10%	7 slides	Block 2	1, 8.	1.3.1, 7.2.1.
In-class exam	2 x 15% = 30%	1500	Block 1 and Block 2	1,2,3,4, 5, 6, 7, 8.	1.3.1, 1.4.1, 1.5.1, 3.3.2, 3.4.1, 3.5.1, 4.1.1, 4.2.1, 4.3.1, 4.4.1, 7.2.1.
Professional Experience	Pass/Fail	N/A	5 weeks duration	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15.	1.3.1, 1.4.1, 1.5.1, 3.3.2, 3.4.1, 3.5.1, 4.1.1, 4.2.1, 4.3.1, 4.4.1, 6.1.1, 6.2.1, 6.4.1, 6.3.1, 7.2.1, 7.3.1
Reflective Practice	30%	1500 words	Friday, 6 June 2014	1,2,3,4, 5,6,7 8,9, 10,11,12, 13.	1.3.1, 1.4.1, 1.5.1, 3.3.2, 3.4.1, 3.5.1, 4.1.1, 4.2.1, 4.3.1, 4.4.1,



Task	Weight	Word count	Due date	Out-comes	Australian Teaching Standards
					6.1.1, 6.2.1, 6.4.1, 6.3.1, 7.2.1, 7.3.1
Report: Applying the National Professional Standards for Teachers	30%	1500 words	Friday, 27 June 2014.	3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1.5.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1, 4.3.1, 6.1.1, 6.3.1, 6.2.1, 6.4.1, 7.2.1, 7.3.1.

## 1. Presentation and overview of Professional Experience school

**Due date for completion:** Block 2

**Submission instructions:**

Assignments may be submitted via the Learning Management System (BlackBoard) or by email to [katrina.thorpe@sydney.edu.au](mailto:katrina.thorpe@sydney.edu.au). All assignments must have a cover sheet and a student plagiarism compliance statement attached.

**Detail:**

You are to create a Powerpoint Presentation about the school where you will be doing your Professional Experience. This should cover the following:

- overview of the school - background, location, type, size.
- demographic diversity of student population including the community(ies) in which students come from (if this is different from the geographic location of the school, explain and outline the effect, if any, this has on the school).
- the key policies the school has implemented to meet the diversity and welfare needs of the student body (no more than 3 policies) e.g. welfare, behaviour/discipline, anti-racism, anti-bullying, etc.
- key school procedures e.g. timetable/bell times, roll call, attendance, etc.

The Power Point Presentation should contain no more than 7 slides including a list of references on the last slide. The slides will contain an outline of the required information and the notes page of each slide will contain details explaining the information on the slide in more depth. You will need to do this to demonstrate that you have a thorough understanding of the information you have selected for your presentation.

*You should be able to get this information from the school's website and visit(s) to your school prior to your Professional Experience (ask for a copy of a Staff Handbook or School Policies and Procedures Handbook - schools give this different names). Also ask your Cooperating Teacher for information.*

**Assessment criteria:**

- Comprehensive, accurate and succinct overview of the school.

- Detailed description of the student population and their community(ies) including any relevant clarification.
- Identification and summary of key school priorities as they specifically relate to student diversity, welfare, discipline, bullying etc.
- Identification and summary of key school procedures.
- Professional design of the Powerpoint Presentation that effectively communicates the required information.
- Detailed notes pages effectively support the information on the slides.
- Reference list uses APA style appropriately.

## 2. In-class exam

**Due date for completion:** Block 1 and Block 2

**Submission instructions:**

In-class

**Detail:**

There will be two (2) in class exams. Each will be administered on the last day of class for this unit of study. The exam questions will be based on the essential readings, Independent Directed Learning activities and lecture content. The format will be short answer responses.

**Assessment criteria:**

The exam responses demonstrate:

- you understand what you have read and explain it so others can understand.

## 3. Professional Experience

**Due date for completion:** 5 weeks duration

**Submission instructions:**

**Detail:**

Please refer to your *Professional Experience Handbook* for a description on how you will be assessed during your Professional Experience.

**Assessment criteria:**

## 4. Reflective Practice

**Due date for completion:** Friday, 6 June 2014

**Submission instructions:**

Assignments may be submitted via the Learning Management System (BlackBoard) or by email to [katrina.thorpe@sydney.edu.au](mailto:katrina.thorpe@sydney.edu.au). All assignments must have a cover sheet and a student plagiarism compliance statement attached.

**Detail:**

This task is divided into two parts as follows:

- Part 1 - Focused lesson observations and sequential lesson plans.
- Part 2 - Summative Reflection of your Professional Experience.

The requirements for each part are detailed below. ***Make sure you read these carefully so you know what you need to do and submit for assessment.***

### **Part 1 - Focused lesson observations (3) and sequential lesson plans (2). (15 marks)**

**Three (3)** Focused Lesson Observations and **two (2)** sequential Lesson Plans from the Professional Experience will be included in this task.

Focused Lesson Observations will need to show analysis of lessons observed demonstrating a good understanding of the *National Professional Standards for Teachers* and the Quality Teaching Framework (NSW DET) dimension identified on the observation sheet. This should be typed from your original and can extend beyond one page (but no more than two pages) using the template provided.

Two lesson plans need to be completed on the template provided, clearly demonstrating a clear understanding of the key elements of lesson planning including a written evaluation of each lesson. The two lesson plans need to clearly demonstrate how they are sequential. The second lesson needs to indicate how the evaluation from the first lesson is accounted for in this lesson.

### **Part 2 - Summative Reflection of your Professional Experience. (15 marks)**

This is a written reflection of your Professional Experience as a whole. In this reflection you need to demonstrate an understanding of the following *National Professional Standards for Teachers*:

6.1.1 Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.

6.2.1 Understand the relevant and appropriate sources of professional learning for teachers.

6.3.1 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

6.4.1 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

#### **Assessment criteria:**

#### **PART 1 - Focused Lesson Observations (3) and Sequential Lesson Plans (2).**

- Focused Lesson Observations demonstrate a clear understanding of the nature of observation, and account for the relevant National Professional Standards for Teachers and dimensions from the QTF identified for this task.
- Lesson plans demonstrate a clear understanding of and skill in lesson planning, sequencing and evaluation.

#### **PART 2 - Marking Guidelines**

- Summative reflection is detailed and insightful, demonstrating a clear learning journey for the Preservice Teacher
- Summative reflection demonstrates a clear understanding and an accurate application of Element 6 of the National Professional Standards for Teachers.

#### **Additional notes:**

It is recommended that you complete Reading 13 before you start your Professional Experience and before you start this assessment task.

## 5. Report: Applying the National Professional Standards for Teachers

**Due date for completion:** Friday, 27 June 2014.

### Submission instructions:

Assignments may be submitted via the Learning Management System (BlackBoard) or by email to [katrina.thorpe@sydney.edu.au](mailto:katrina.thorpe@sydney.edu.au). All assignments must have a cover sheet and a student plagiarism compliance statement attached.

### Detail:

Report topic 1. Examine the student welfare and /or discipline policies adopted by the school in which you completed your Professional Experience. The report should consider the theoretical framework(s) adopted by the school;

- explicitly (e.g. the approach published and articulated to staff, students and the wider community); and / or
- implicitly through the practices and/or strategies adopted by the school and its staff.

Your report should also include an examination of how Standard 4 (Create and maintain supportive and safe learning environments) was supported by the school and its staff.

### OR

Report topic 2. Examine the policies, programs and / or strategies which support student diversity, multiculturalism and Aboriginal education in the school where you completed your Professional Experience. The report should consider the theoretical framework(s) adopted by the school;

- explicitly (e.g. the approach published and articulated to staff, students and the wider community); and / or
- implicitly through the practices and/or strategies adopted by the school and its staff.

Your report should consider the relevant National Professional Standards for Teachers which support student diversity and how these are implemented by the staff and school community.

### Assessment criteria:

#### Organisation and Structure

- The introduction clearly identifies the key direction/argument(s) of the report.
- The body of the report answers the question/develops an argument(s) or discussion in a logical and coherent manner.
- The conclusion summarises the main thesis of the report and the way in which the argument was substantiated.

#### Interpretation and research

- Relevance of answer to the question
- Extent of research
- Demonstrates comprehensive knowledge of the material
- Offers informed and insightful discussion conveying the complexity of the issues
- Demonstrates some level of independent thought and a capacity for critical evaluation

**Referencing**

- Clear distinguishes between original thought and those of another writer or source.
- References all quotes, paraphrases and key ideas.
- Uses one referencing system consistently and accurately throughout the paper.
- Provides an accurate reference list.

**Presentation**

- Follows the report structure provided in class.
- Uses appropriate language.
- Is free from errors in grammar and spelling.

**Additional notes:**

During Block 2 you will be provided with a guide on how to prepare and structure the report. This guide will also be included on the eLearning site.

**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.*