Education and Social Work

EDPROFST 392 : Effective Practice for Beginning Teachers (15 POINTS)

Course Prescription

An inquiry into key aspects of effective practice in primary and middle school contexts that support the transition to becoming a successful beginning teacher. Focuses on knowledge of self, children, schools, communities of practice, and the interactions and relationships between these, to support effective professional practice.

Course Overview

In this course we are going to consider the knowledge of self, children, schools and communities of practice that is necessary for being a teacher in Aotearoa New Zealand today.

We are going to synthesise and reflect on the knowledge that we already bring to this point in time from our own lives and learning experiences through the Bachelor of Education (Teaching) Primary qualification.

We will then further investigate educational research and practice and plan specific, practical steps that will support the transition to becoming a successful beginning teacher.

Course Requirements

Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation

Capabilities Developed in this Course

Capability 1:   Disciplinary Knowledge and Practice
Capability 2:   Critical Thinking
Capability 3:   Solution Seeking
Capability 4:   Communication and Engagement
Capability 5:   Independence and Integrity
Capability 6:   Social and Environmental Responsibilities

Graduate Profile: Bachelor of Education (Teaching)

Learning Outcomes

By the end of this course, students will be able to:

1. Demonstrate understanding of what it means to be an effective beginning teacher of Year 1-8 pupils. (Capability 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 6.1 and 6.3)
2. Identify factors that help of hinder the transition from student teacher to beginning teacher. (Capability 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2, 6.1 and 6.3)
3. Outline strategies and plan to address a personal need related to effective beginning teacher practice. (Capability 1.1, 1.2, 2.2, 3.1, 4.2 and 5.2)

Assessments

Assessment Type	Percentage	Classification
Assignments	50%	Individual Coursework
Presentation	25%	Individual Coursework
Reflection	25%	Individual Coursework
3 types	100%	

Assessment Type		Learning Outcome Addressed	
	1	2	3
Assignments	✔	✔	✔
Presentation	✔	✔	
Reflection	✔	✔	✔

To pass this course students must submit all components of the assessment tasks and achieve an overall pass in the course of 50%.

Workload Expectations

This is a standard 15 point block course. The course is taught through a combination of lectures, workshops and self-directed learning opportunities.

A variety of instructional methods will be employed, including lectures, videos and reading articles. To make the class livelier and more valuable for everyone, all students are expected to engage with the material assigned for each on campus day and actively participate in the class discussions.

Delivery Mode

Campus Experience

The activities for the course are scheduled as a block delivery.

Attendance is required at the two on-campus course days in order to complete/receive credit for components of the course.

Some lectures may be available as recordings. Other learning activities including tutorials will not be available as recordings.

The course will include live online events including individual meetings and group discussions during the self-directed learning days.

Student Feedback

At the end of every semester students will be invited to give feedback on the course and teaching through a tool called SET or Qualtrics. The lecturers and course co-ordinators will consider all feedback and respond with summaries and actions.

Your feedback helps teachers to improve the course and its delivery for future students.

Class Representatives in each class can take feedback to the department and faculty staff-student consultative committees.

Digital Resources

Course materials are made available in a learning and collaboration tool called Canvas which also includes reading lists and lecture recordings (where available).

Please remember that the recording of any class on a personal device requires the permission of the instructor.

Academic Integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting their learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the internet. A student's assessed work may be reviewed against online source material using computerised detection mechanisms.

Inclusive Learning

All students are asked to discuss any impairment related requirements privately, face to face and/or in written form with the course coordinator, lecturer or tutor.

Student Disability Services also provides support for students with a wide range of impairments, both visible and invisible, to succeed and excel at the University. For more information and contact details, please visit the Student Disability Services' website http://disability.auckland.ac.nz

Special Circumstances

If your ability to complete assessed coursework is affected by illness or other personal circumstances outside of your control, contact a member of teaching staff as soon as possible before the assessment is due.

If your personal circumstances significantly affect your performance, or preparation, for an exam or eligible written test, refer to the University's aegrotat or compassionate consideration page https://www.auckland.ac.nz/en/students/academic-information/exams-and-final-results/during-exams/aegrotat-and-compassionate-consideration.html.

This should be done as soon as possible and no later than seven days after the affected test or exam date.

Learning Continuity

In the event of an unexpected disruption we undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. You will be kept fully informed by your course co-ordinator, and if disruption occurs you should refer to the University Website for information about how to proceed.

Student Charter and Responsibilities

The Student Charter assumes and acknowledges that students are active participants in the learning process and that they have responsibilities to the institution and the international community of scholars. The University expects that students will act at all times in a way that demonstrates respect for the rights of other students and staff so that the learning environment is both safe and productive. For further information visit Student Charter https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/student-charter.html.

Disclaimer

Elements of this outline may be subject to change. The latest information about the course will be available for enrolled students in Canvas.

In this course you may be asked to submit your coursework assessments digitally. The University reserves the right to conduct scheduled tests and examinations for this course online or through the use of computers or other electronic devices. Where tests or examinations are conducted online remote invigilation arrangements may be used. The final decision on the completion mode for a test or examination, and remote invigilation arrangements where applicable, will be advised to students at least 10 days prior to the scheduled date of the assessment, or in the case of an examination when the examination timetable is published.