



THE UNIVERSITY OF
**WESTERN
AUSTRALIA**

Graduate School of Education

31520 Master of Teaching (Primary)

Pre-Service Teacher Education Course Information Booklet 2022

Compulsory Teacher Education Induction – Thursday 27 January 2022



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*The information provided in this booklet was accurate at the time of writing, however it may be subject to change.

WELCOME TO THE GRADUATE SCHOOL OF EDUCATION

Kaya wanjoo wanjoo,

A warm welcome to the Master of Teaching course. Being a teacher is about making a difference in the lives of young people, their families and communities. Embrace the opportunities and challenges that will be presented and be inspired to learn, as well as inspire others to learn. Today you join a collegial profession that is committed to changing lives through education. Congratulations on your choice to pursue teaching and I wish you every success in your careers.

Professor Tanya Fitzgerald

Dean and Head of School



respect and value the diverse perspectives of parents and other stakeholders and to deeply appreciate the unique qualities⁵ of all students. Through a range of professional activities, they are taught to appreciate that teachers require certain personal qualities⁶, which must be cultivated.

The MTeach is designed to give pre-service teachers opportunities to engage in a range of active learning⁷ experiences in authentic settings, supported by highly qualified staff and innovative partnerships with schools, early childhood and care centres and other relevant stakeholders. Teaching staff model exemplary teaching practices that include explicit teaching, guided practice, problem-based learning, inquiry learning, play-based learning and learning outside of the classroom.

Teaching staff integrate their own research into the MTeach, bringing current and contextually relevant insights into the course and, ultimately, into the profession, thereby promoting the role of research in quality education. A core aim of the MTeach is for graduates to become teacher-researchers⁸, motivated and able to enquire into their practice and analyse their professional impact. A classroom-based action research project ensures that MTeach students at the GSE are proficient at designing and implementing ethical classroom-based research to help them design, evaluate and modify targeted teaching programmes and practices.

The MTeach is subject to continuous review for improvement, informed by feedback from pre-service teachers, graduates, schools and other stakeholders, as well as regular unit and course reviews and engagement with the latest research. Partnerships with schools are integral to this process of continuous improvement, as GSE staff conduct research with schools and practising teachers and keep up to date with policy and trends in education.

To meet and exceed professional expectations, MTeach students at the GSE engage in rigorous study, professional practice in various settings, and respectful interactions with peers, GSE staff and other stakeholders. They are provided with the diverse and challenging experiences necessary to assist them in becoming resilient, capable of building and sustaining productive relationships, and proficient in classroom-based research.

^v Lim, C.-I., Maxwell, K. L., Able-Boone, H., & Zimmer, C. R. (2009). Cultural and linguistic diversity in early childhood teacher preparation: The impact of contextual characteristics on coursework and practica. *Early Childhood Research Quarterly*, 24(1), 64-76.

^{vi} Hare, W. (1993). What makes a good teacher? London, Ont: Althorpe Press.

^{vii} Niemi, H., Nevgi, A., & Aksit, F. (2016). Active learning promoting student teachers' professional competences in Finland and Turkey. *European Journal of Teacher Education*, 39(4), 471-490.

^{viii} Tatto, M. T. (2015). The role of research in the policy and practice of quality teacher education: an international review. *Oxford Review of Education*, 41(2), 171-201.

PRE-SERVICE TEACHER EDUCATION COURSE OUTCOMES

The outcomes developed in the GSE pre-service teacher courses articulate to the Graduate Teacher Standards identified in the Australian Professional Standards for Teachers.

<https://www.aitsl.edu.au/teach/standards>

These standards must be demonstrated for registration with the Teacher Registration Board of Western Australia (TRBWA) <https://www.trb.wa.gov.au/>

At the end of the course students will graduate with the ability to demonstrate:

PRE-SERVICE TEACHER EDUCATION COURSE OUTCOMES	
1.	Understanding of child development (physical, cognitive, social and emotional) and learning, within the context of lifespan development.
2.	Knowledge of theories of teaching and learning and an awareness of the relationship between theories, practices and policies.
3.	Knowledge of contemporary curriculum structures and legislation relevant to phases of learning in primary school contexts, including the vital role of family and community.
4.	Curriculum knowledge and pedagogical content knowledge through the use of effective and creative instructional planning.
5.	Knowledge and implementation of teaching for literacy and numeracy within and across the curriculum.
6.	Ability to evaluate and use a range of resources including educational technologies, to support and enhance learning and development.
7.	Knowledge and use of assessment processes for a range of purposes (including assessment of, and for learning).
8.	Ability to differentiate learning for students with diverse needs and backgrounds.
9.	Ability to create and manage safe and productive learning environments.
10.	Social and cultural competencies for engaging with people from diverse backgrounds, particularly Aboriginal and Torres Strait Islander people.
11.	Ability to effectively and professionally communicate and engage with a diverse range of people and organisations (in writing, orally and nonverbally).
12.	Professional and ethical conduct, including high standards of self-management, resilience and collaborative behaviours.
13.	Ability to work individually and collaboratively to improve practice through critical reflection, professional learning and research.
14.	Ability to analyse, synthesise and apply cognitive, creative and technical knowledge and skills in complex and diverse educational settings.
15.	Research skills and knowledge relevant to professional practice and the discipline of education.

COURSE CONTACTS - GRADUATE SCHOOL OF EDUCATION

Location: Level 2, Education Building, corner of Hampden Road and Stirling Highway in Nedlands

Mail: M428, The University of Western Australia, 35 Stirling Highway, Perth WA 6009

Email: gse@uwa.edu.au

Phone: +61 8 6488 2388

The following staff are available to assist pre-service teachers with aspects of the course:

Position	Name	Room	Telephone & Email	Areas of Assistance
Course Coordinator	Dr Gemma Scarparolo	2.26	6488 2385 gemma.scarparolo@uwa.edu.au	Course content and academic progress.
Design and Education Student Office	Alicia Brown Jade Gibbs Glen Stewart Dee Ong	G.24 ALVA	6488 3714 studentoffice-education@uwa.edu.au	Course advising, study plans, enrolment and student experience.
Professional Practice Placement Officers	Elis Sinclair	2.29	6488 2267 prac-edu@uwa.edu.au	Issues specific to professional practice placements (including clearances for school placements).
Reception		2.29	6488 2388 reception-edu@uwa.edu.au	General information, timetabling/Class allocation queries, and assignment submission/collection.
UWA IT Support			http://www.library.uwa.edu.au/it-help/students	IT Support.
UWA Security			6488 2222 http://www.security.uwa.edu.au/security-on-campus	Security, safety and emergencies 24/7

PROFESSIONAL REQUIREMENTS

Teachers as Professionals

The teaching profession requires all teachers to exercise informed and ethical judgement and always conduct themselves in a professional manner. Today, teachers find themselves working in a demanding and rapidly changing context of new curriculum, devolved systems, and a student population that is more varied than ever before. It is part of their role to enhance the status of the teaching profession and there are, therefore, legal and ethical obligations that they must meet during and following this pre-service course.

It is expected that pre-service teachers will be familiar with the Department of Education's policy on equity issues, including racial and sexual discrimination, and will conduct themselves appropriately at all times.

Working Relationships

It is anticipated that pre-service teachers will enjoy a highly professional working relationship with their school mentors, university supervisors, lecturers and tutors, which is free from discrimination and harassment. If this is not the case, procedures have been established at UWA to protect students in regard to these issues. If you have a concern you should contact Student Support Services.

In addition, it is understood that working relationships can be developed through, and sometimes impacted by, the use of social media. It is expected and encouraged that students use social media in a professional capacity. Please be aware that pre-service teachers should never reveal confidential information, such as emails or assignment comments, from lecturers through social media or post anything that could be considered discriminatory, bullying, or harassing. Furthermore, they should not use social media to discuss matters relating to school professional practice. Such matters will be dealt with in according to UWA Code of Conduct regarding the use of Social Media (<http://www.hr.uwa.edu.au/policies/policies/conduct/code/responsibility#social>). The use of social networking platforms such as Twitter and LinkedIn for professional teaching is acceptable but GSE staff members will not respond to Facebook 'friend' requests from students until after they have graduated.

The GSE expects pre-service teachers to use social media ethically, responsibly and with the utmost professionalism. For example, it is not appropriate to copy and paste parts of staff members' emails into social media posts or group messages. The over-use of typing on electronic devices during class can be distracting for fellow pre-service teachers and lecturer. We ask that you are sensitive and professional in relation to your use of devices during teaching periods.

The TRB has provided information for teachers regarding professional conduct teacher student professional boundaries, refer to the TRB website <https://www.trb.wa.gov.au/Professional-Conduct/Teacher-Student-Professional-Boundaries>

Pre-service teachers must adopt the Code of Conduct which provides guidelines for their professional behaviour (see page 23). Failure to comply with standards of professional conduct may result in the pre-service teacher being withdrawn from the professional practice placement and failing the course.

Attendance and Participation

Attendance and participation at classes is an expectation of the course. Failure to attend regularly along with any unexplained absences represents a lack of professionalism and impedes learning which may lead to pre-service teachers being deemed to be 'at risk'. Students who are not making satisfactory progress within units may be deemed 'not ready' for professional practice, which could result in delayed graduation. Pre-service teachers must be available during the scheduled professional practice periods as per the Graduate School of Education calendar and are required to give a full-time commitment to the school at which they are undertaking their practicum during the scheduled days.

During class, it is important that you engage and participate in a professional manner. To help you develop generic skills such as team building, problem-solving and communication, you will be expected to participate in a range of collaborative and creative activities in your units. You will need to work collegially to develop respectful and productive relationships with fellow pre-service teachers as well as staff members and school mentor teachers.

Academic Conduct

The academic conduct that is expected of students relates to ethical scholarship, which means maintaining appropriate high standards of academic literacy, and maintaining academic integrity.

Academic misconduct is a breach of ethical scholarship, and includes plagiarism.

What is plagiarism?

Plagiarism is defined as the unattributed use of someone else's words, creations, ideas and arguments as one's own. This includes the use of 'too close' or extensive paraphrase. It is also not acceptable for a student to recycle their own work, as this constitutes a form of self-plagiarism. Plagiarism is a form of cheating.

Plagiarism is the presentation of the work of other people as one's own work, without referencing its source or attributing it to its intellectual proprietor. Such misuse of the work of others constitutes plagiarism, whether that work is in published or unpublished physical form, or in the form of thoughts or ideas. Plagiarism is the most serious of academic offences because it is a form of cheating.

Principles to be applied

All work submitted by any pre-service teacher in the Graduate School of Education is to be the work of that individual alone. Pre-service teachers may, and indeed are encouraged, to draw upon the work of others, but it must be duly acknowledged and referenced in accordance with standard academic conventions. Work that, in whole or in part, is not that of the pre-service teacher who has submitted it will be regarded as plagiarised, and will be dealt with according to the UWA assessment policy. (Similar rules apply to group assignments. The submitted results of any work set for a group must be the original work of members of the group, unless otherwise indicated.) In most cases, assignments will be checked for plagiarism using text matching software or text similarity software.

Examples of plagiarism

1. Failure to reference intellectual property
2. Failure to reference direct quotations
3. Extended unreferenced quotations or paraphrases

4. Providing an incorrect reference
5. Submission of [near] identical assignments
6. Copying of another's work
7. Submitting an assignment (or parts of an assignment) produced for another unit

Further information about academic conduct at UWA is available at:

<https://www.student.uwa.edu.au/learning/resources/ace/conduct>

<http://www.governance.uwa.edu.au/procedures/policies/policies-and-procedures?policy=UP07%2F21>

Medical Status

If any pre-service teacher has any present condition (medical, physical, psychological, etc.) that might be exacerbated by the pressure of teaching practice or affect the welfare of children in their care or colleagues they are working with, it is advisable that students discuss this with the Professional Practice Coordinator. Alternatively, the [UniAccess](#) office provides free services and support to UWA students who want to disclose a disability or medical condition and request assistance. The School will endeavour to make appropriate adjustments, where necessary, reasonable and required. Students are assured that this information will be treated with the utmost discretion.

The essential knowledge skills and abilities required for admission to the MTeach and Professional Practice units, referred to as *inherent requirements*, can be referred to at http://www.education.uwa.edu.au/_data/assets/pdf_file/0009/3005838/Domains-for-Inherent-Requirements-of-a-ITE-Practicum-v5-100117.pdf

In order to register with the TRBWA, pre-service teachers will need to demonstrate that they are 'fit and proper' to teach. Please see <https://www.trb.wa.gov.au/Professional-Conduct/Fit-and-proper-requirements> for full details. There may be instances where we recommend that you check your fitness to practice with the TRBWA before or during your MTeach enrolment.

Clearances

Due to its responsibility for the education, safety and duty of care of children in schools, the teaching profession demands the highest professional standards and personal ethics from practitioners. The Department of Education of Western Australia and cooperating non-government schools have the right to determine 'fit and proper persons' to enter and practise in schools and to exclude people from school premises. The following clearances are required:

- ✓ **The Department of Education Nationally Coordinated Criminal History Check (NCCHC)** As a number of units include school-based activities, this clearance needs to be obtained by all pre-service teachers shortly after enrolment in the course (regardless of whether they are enrolling in a professional practice unit). Applicants should apply online and further information can be found on the Department's website: <https://www.education.wa.edu.au/ncchc>

The Nationally Coordinated Criminal History Check is processed by the Department's Screening Unit and is not associated with the National Police Certificate. Police Clearances and Criminal Record Checks obtained from any other agency cannot be accepted for employment or placement for legal reasons.

Students not cleared must take their notification direct to the Department of Education of Western Australia, 151 Royal Street, East Perth, for review by the Screening Committee. All such information will be treated confidentially.

- ✓ **Working with Children Check (WWCC)** A Working with Children Check is required for pre-service teachers enrolled in a professional practice unit or a course unit which involves school-based activities that include interactions with children. Further information about applying can be found on the Department's website: <https://www.education.wa.edu.au/wwc>

These clearances are both required before a pre-service teacher is teacher commences any school-based activity and professional practice.

The NCCHC and WWCC must be uploaded to the Professional Practice Office database, SONIAOnline and it is essential that the necessary clearances be obtained in advance of any period of professional practice or school-based activity (as required). Failure to obtain the necessary clearances will result in the professional practice component being deferred or cancelled.

PROFESSIONALLY REQUIRED UNITS

EDUC5000 National Literacy and Numeracy Test

All students are required to enrol in the 0-credit point unit EDUC5000 National Literacy and Numeracy Test in the first teaching period. The Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) is designed to assess initial teacher education students' personal literacy and numeracy skills to ensure teachers are well equipped to meet the demands of teaching and assist higher education providers, teacher employers and the general public to have increased confidence in the skills of graduating teachers.

The test has been introduced to assess the aspects of students' personal literacy and numeracy skills that can be measured through an online assessment tool. Initial teacher education students will pay to sit the test. The test is available in four set windows throughout each year. The test is computer-based and consists of a literacy test and a numeracy test. Further details can be found on the ACER website: <https://teacheredtest.acer.edu.au/>

Please pay particular attention to the test windows and when your results are released. Please note that you are only allowed to sit the LANTITE a maximum of three times. We recommend that you complete the LANTITE in the first 12 months of your course. Please do not leave the LANTITE until your final teaching period as this could delay your graduation. Please check the ITE Community LMS site for resources to help you with the LANTITE.

EDUC5112 Teaching Performance Assessment (TPA)

It is a requirement that all students pass a Teaching Performance Assessment (TPA) called the Assessment for Graduate Teaching (AfGT) during their final professional practice. You will be required to enrol in the unit EDUC5112 (a 6-credit point unit) concurrently with your final professional practice unit. More details about the AfGT can be found at:

<https://education.unimelb.edu.au/research/projects/assessment-for-graduate-teaching-afgt>.

You will be provided with further information during your Professional Practice units.

Australian Institute for Teaching and School Leadership (AITSL)

The Australian Institute for Teaching and School Leadership (AITSL) has mandated that all graduates should be able to provide **evidence** that they have met the Graduate Australian Professional Standards for Teachers (APSTs). Therefore, at the Graduate School of Education, preservice teachers are required to (a) demonstrate the Graduate Teacher Standards through the successful completion of on-campus assessments and professional practicums. It is expected that pre-service teachers collect evidence as they progress throughout the course. For more information about evidence to document that you meet the APSTs, we suggest that you access the document produced by AITSL.

https://www.aitsl.edu.au/docs/default-source/general/documentary_evidence_proficient_teachers.pdf?sfvrsn=d90ce33c_0

Pre-service teachers are not permitted to take photographs or videos of students in schools under any circumstances except when collecting evidence specifically for the AfGT during the final professional practice, where strict guidelines apply. Nor are pre-service teachers permitted to take copies of children's work for use in assignments except where formal written permission has been secured by the child, their parent/guardian, and the teacher. However, it is permissible to take photographs of your own work, such as classroom displays and resources. It is permissible to video yourself, but no students should be captured in the video.

More information will be provided about collecting and collating evidence throughout the course.

Initial teacher Education (ITE) Courses

All Initial Teacher Education Students should have access to the LMS (Blackboard) community page called Initial Teacher Education (ITE) Courses. If you can't see this group in LMS please email: gse@uwa.edu.au to be added to this group. This is an important resource for student announcements and contains useful information about preparing for the LANTITE test.

MASTER OF TEACHING (PRIMARY) COURSE STRUCTURE

Professional Practice

Pre-service teachers must be available during the scheduled professional practice periods as per the Graduate School of Education calendar, and are required to give a full-time commitment to the school at which they are undertaking their practicum during the scheduled days.

Professional Practice		
1 st year of study	Teaching Period 2	5 day in-school experience *
	Teaching Period 3	6 weeks of professional practice
2 nd year of study	Teaching Period 2	6 weeks of professional practice **

*The in-school experience is completed as part of the unit, EDUC5537. More details will be provided by the unit coordinator.

**There may be an option to complete this final practicum in a rural setting; however, conditions do apply.

Unit Code	Unit Title	Availability
YEAR ONE		
EDUC5504	Language and Literacy in Early Childhood	TP1
EDUC5502	Teaching Mathematics in the Early Years	TP1
EDUC5520	The Artistic and Expressive Child	TP1
EDUC5429	Perspectives in Aboriginal Education	TP1
EDUC5516	Literacy Across the Curriculum	TP2
EDUC5537	Child and Adolescent Development and Pedagogy	TP2
EDUC5501	Integrated Studies: The Humanities and Social Sciences	TP2
EDUC5510	Professional Practice A	TP3
EDUC5508	Integrated Studies: Science	TP4
EDUC5521	Technologies in the Curriculum	TP4
YEAR TWO		
EDUC5540	Early Reading Research and Practice	TP1
EDUC5505	Teaching Mathematics in Middle and Upper Primary	TP1
EDUC5539	Diverse Learners in Inclusive Classrooms	TP1
EDUC5689	Physical Development, Movement & Health	TP1
EDUC5500	Professional Practice B	TP2
EDUC5112	Teaching Performance Assessment (TPA)	NS

ASSESSMENT POLICIES

Unit outlines

Pre-service teachers should consult their unit outlines at the start of each teaching period for details concerning assessments and submission dates. It is important to work consistently on assignments so that due dates can be met.

Submitting Assignments

All assignments must be submitted through LMS (Blackboard), unless given other directions by the unit coordinator. Normally, assignments submitted will be returned within 15 working days unless otherwise advised.

Late penalties

If you hand in your assessment item after the due date/time a penalty of **5%** of the total mark allocated for the assessment item is deducted per day for the first 7 days (including weekends and public holidays) after which the assigned work is not accepted. Each 24-hour block is recorded from the time the assessment item is due.

The full UWA Assessment Policy is available at the following link:

<http://www.governance.uwa.edu.au/procedures/policies/policies-and-procedures?method=document&id=UP15/5>

Failure to pass an assessment item within a unit – Resubmission rule

Students must pass all components of a Master of Teaching unit to pass the unit overall.

Students who fail an assessment item in a unit **may resubmit** it if—

- (a) this is their first request for a resubmission in the unit.
- (b) they contact the unit coordinator by email within 5 University working days of the release of the result and formally request a resubmission.
- (c) A resubmitted assignment that is deemed to be a 'fail' by the unit coordinator, will receive the original failing mark for the component.
- (d) Where resubmission is approved, the reassessed mark is capped at the assessment pass mark, unless an application for mitigation is approved in accordance with the University Policy on Assessment: Special Consideration (UP11/23).
- (e) A resubmission is normally due one week after being approved by the unit coordinator.
- (f) Assignments that are failed on the grounds of lateness or academic misconduct will not normally be considered for resubmission.

Special Consideration and Extensions

If your study has been adversely affected by illness or other significant circumstances outside of your control, you can apply for special consideration.

Please see <https://www.student.uwa.edu.au/course/exams/consideration> for the complete information regarding Special Consideration applications.

Professional Practice – Readiness

For students who are not making good progress in their academic units (i.e., if they have failed one or more assignments), a panel will meet to determine the student's readiness to engage in Professional Practice. If students are deemed not to be ready, their Professional Practice will be deferred.

Students at Academic Risk

The GSE has a process for identifying students who may be at academic risk. Indicators include failing (and having to resubmit) assignments, failing units, poor attendance at classes without explanation, and failing a professional practice experience. Students identified as 'at risk' in the MTeach will be asked to attend a meeting with the Course Coordinator or an Academic Panel to discuss plans for ensuring satisfactory progress.

Procedure for requesting a review of final mark or grade

In accordance with the University Policy on Review and Appeal of Academic Decisions Relating to Students, a student may request a review of an academic decision relating to them, and to appeal if they are dissatisfied with the outcome of that review.

If a pre-service teacher believes that the initial academic assessment/s given for any piece(s) of work which contribute(s) to the final result in the unit or course does not fairly represent the worth of the piece(s) of work, they may submit a request for a review of the assessment. It is recommended that the issue be discussed with the unit coordinator and the course coordinator before taking any further action.

The full procedure for appeals can be accessed at the link below:

<https://www.governance.uwa.edu.au/committees/appeals-committee/review-and-appeal-of-academic-decisions-relating-to-students>

There are time limits for review and appeal processes. These and further details about the University Policy on Review and Appeal of Academic Decisions relating to Students are available online. You can also seek further guidance from your student adviser in your assigned student office.

Pre-service teachers are also able to access support and advice from the UWA Guild Student Assist, <https://www.uwastudentguild.com/support/category/academic>

Grades

Pre-service teachers are advised that the grades they receive during the year are provisional only. Grades are only official after they have been passed by the Board of Examiners. Assignments will be graded according to the University scale. For your information the following scale applies:

	Grade	Percentage
High Distinction	HD	80–100
Distinction	D	70–79
Credit Pass	CR	60–69
Pass	P	50–59
Fail	N+	45–49
Fail	N	0–44

HELPFUL INFORMATION FOR STUDENTS

Student rights and responsibilities

This Charter of Student Rights and Responsibilities sets out the fundamental rights and responsibilities of students and their organisations at The University of Western Australia.

[University charter of student rights and responsibilities](#) can be found online.

Emails and Communication

All students currently enrolled at UWA are automatically assigned an email address. Your email address will be in the format of: yourstudentnumber@student.uwa.edu.au

All official email communication from UWA will go to your student email address and **you should only use this address when contacting UWA**. Please ensure that you regularly check your student email account (and amend your junk mail settings) so that you do not miss important information.

Support in your units

If you are experiencing problems with study in a particular unit you are recommended to discuss your concerns with and in the following order:

1. your tutor/ lecturer; and/or
2. the unit co-ordinator
3. the course coordinator Dr Gemma Scarparolo (email [Gemma Scarparolo@uwa.edu.au](mailto:Gemma.Scarparolo@uwa.edu.au))
4. the Student Office (email studentoffice-education@uwa.edu.au)

UWA Student Support Services

Your first few days at university can be overwhelming, from making new friends and managing your resources to getting help with your course or even just finding the right lecture room. UWA offers a wide range of student support services dedicated to helping you get your studies off to the best start possible and supporting you over your journey with us.

UWA offers both **academic support** with STUDY Smarter and the Careers Centre and **health and personal support** with the Medical Centre, Counselling and Psychological Services, UniAccess and the Student Financial Aid service.

More information about all the available services can be found on the website <https://www.uwa.edu.au/study/student-life/student-support> you can also ask your student office for assistance in accessing these support services.

Withdrawal from Units/Changes to Enrolment

Pre-service teachers are advised to consult their course/unit coordinators if they are considering withdrawing from a unit. If a student decides to withdraw from the whole course, they must advise the Course Coordinator, Dr Gemma Scarparolo, and the Professional Practice Coordinator, immediately as the schools in which they have been placed must be notified.

Changes to your enrolment are possible and you can generally **add a unit online during the first 5 days of your teaching period** and **withdraw from a unit online up until the relevant census date for that teaching period**. After these dates you are no longer able to change your enrolment online and should contact the Student Office for advice. Withdrawing from units will have academic and financial implications depending on the date you withdraw.

All students are liable for fees for the units they have enrolled in on the census date (for the relevant teaching period in which the unit is taught). It is a student's responsibility to ensure that their enrolment is correct.

Each teaching period has a:

- Last day to add a unit
- Census date (if you withdraw prior to this there will be no financial or academic penalty)
- Academic withdrawal date (if you withdraw prior to this date there is no academic penalty but could be a financial penalty).

More information about teaching periods, census and withdrawal dates is available on the UWA Domestic non-standard teaching periods 2022 webpage:

<https://www.student.uwa.edu.au/course/dates/domestic-2022#facultyofa>

Learning Management System (LMS)

The Learning Management System (LMS) is a fully integrated web-based teaching and learning environment that uses Blackboard software. LMS is where you access online unit materials, unit outlines, lecture recordings, discussion boards as well as submit your assessments.

Information is available from <http://www.lms.uwa.edu.au>.

Computer Laboratory and Information Services

Computer access is available in the Education building through WiFi connection, the GSE Computer Lab (on the ground floor in room G26) and the EDFAA library.

For detailed information about IT Help and services please refer to:

- <http://www.it.uwa.edu.au/it-help> and
- <http://www.governance.uwa.edu.au/procedures/policies/policies-and-procedures?method=document&id=UP19%2F1>

Safety and Security

UWA security provides a range of Security services on campus, including around-the-clock security patrols, safety escorts and an operations centre that is staffed 24 hours per day, seven days a week to provide a safe environment for you. In the case of an emergency on campus, contact the 24-hour emergency number **6488 2222**.

You can help ensure your campus is safe by playing a role in looking out for your own safety, and the safety of others. Report any incidents or crimes in progress, suspicious individuals or activities at UWA to Security services on 6488 2222. More information is available on <http://www.security.uwa.edu.au/security-on-campus>

EDFAA Library (Education, Fine Arts and Architecture)

The EDFAA library contains a collection of curriculum resources which are essential for pre-service teachers. The collection includes an extensive array of curriculum texts used by teachers and students in schools. Pre-service teachers are advised to familiarise themselves with these resources at the beginning of the course.

The EDFAA library provides a wide range of support service, including sessions on information searching and referencing and study rooms for small group meetings. For more information see

<https://www.uwa.edu.au/library/home> or contact EDFAA Library staff at (6488 1962; or 6488 1941).

THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

The Australian Professional Standards for Teachers are a public statement of what constitutes teacher quality. The professional standards define the work of teachers and make explicit elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students.

Australian Institute for Teaching and School Leadership (AITSL) sets out the Australian Professional Standards for Teachers, on their website <https://www.aitsl.edu.au/teach/standards>

The Australian Professional Standards for Teachers are organised into four career stages and guide the preparation, support and development of teachers. The stages reflect the continuum of a teacher's developing professional expertise from undergraduate preparation through to being an exemplary classroom practitioner and a leader in the profession.

The Graduate Standards will underpin the accreditation of initial teacher education programs and explicitly set out the professional standards expected to be achieved by those graduating from pre-service teacher education programs.

The Proficient Standards will be used to underpin processes for full registration as a teacher and to support the requirements of nationally consistent teacher registration. The Standards at the career stages of Highly Accomplished and Lead will inform voluntary certification.

TEACHER REGISTRATION BOARD OF WESTERN AUSTRALIA (TRBWA)

The TRBWA is the body responsible for the registration of teachers in Western Australia and registers all teachers, from early childhood to Year 12, who teach in a Western Australian educational venue. The TRBWA is also responsible for the accreditation of initial teacher education programmes in WA. The Master of Teaching Primary at UWA is accredited with the TRBWA and graduates from accredited programs qualify for registration in each State and Territory.

Please view the TRBWA website
<https://www.trb.wa.gov.au/>

UWA GRADUATE SCHOOL OF EDUCATION CODE OF CONDUCT

It is the responsibility of pre-service teachers to demonstrate sustained professional conduct during all periods of professional practice and are expected to:

<p>Demonstrate self-awareness and self-management</p>	<ul style="list-style-type: none"> • adopt professional dress and grooming expectations of the school and the university • maintain an approachable and pleasant demeanour at all times • maintain high standards of personal hygiene • thoroughly prepare for all aspects of the teaching practicum, allowing sufficient time for consultation with the mentor • manage emotional tension with maturity • engage with and respond positively to professional advice and feedback, including criticism • ensure that materials are prepared well before the lesson • demonstrate professional commitment through effective time management - early arrival at school, productive use of DOTT time and tactful use of recess and lunch times, meeting university and school deadlines
<p>Demonstrate situational management and social awareness</p>	<ul style="list-style-type: none"> • respect the needs of the staff at the school in the use of equipment such as computers, photocopiers and learning spaces • comply with school or department procedures for the use of audio-visual, library, sporting and any other relevant resources • recognise that schools have limited budgets and resources should be used thoughtfully • actively participate in the life of the school community by shadowing their mentor in all aspects of his/her duties and becoming involved in a diversity of activities within the school • refrain from public criticism of university and school colleagues • respect the confidentiality of colleagues and students in your care • promote harmonious and respectful interpersonal relationships among staff and peers • demonstrate initiative by offering ideas and strategies for the development of teaching plans
<p>Comply with Policy and Legislation</p>	<ul style="list-style-type: none"> • be familiar with the Department of Education (WA) regulations and school policies and ensure that these are enacted to the best of your ability • comply with duty-of-care requirements • be familiar with and operate within the legislative requirements pertaining to schools and the education and care of students and staff. • willingly undertake all duties as required by the mentor teacher. • observe school and university regulations regarding attendance • ensure that necessary clearances have been obtained and are current (valid)
<p>Digital Technology awareness and use</p>	<ul style="list-style-type: none"> • when filming or photographing lessons, exercise caution in the process of making digital recordings for assessments. • this includes: <ol style="list-style-type: none"> a) making sure that the camera is focused on you (the PST) and not on students (this may be achieved by setting up the camera in a position where no students' faces will be recorded) b) ensuring that there are no identifiable images of students or the school uploaded to the internet or to any digital platform c) Making sure you have permission from the school. • failure to take appropriate steps to ensure the privacy of others may result in a complaint and/or a student disciplinary process

In order to proceed to practicum, you must agree to the terms of the Code of Conduct.

You can do this by:

1. Go to LMS; My Organisations; Professional Practice 2020; click on **SONIAOnline** (menu on left)
2. Login to SONIAOnline
3. Click on the **Forms** tab at the top of the screen and locate the Code of Conduct
4. Read the form; **tick the box** to agree to the terms of the Code of Conduct; Submit the form; Log off

GSE 2022 CALENDAR

Graduate School of Education - Academic Calendar 2022									
Teaching period 1 commences Monday 31 January 2022									
Dates 2022							Master of Teaching PrimaryYear 1	Govt School Term	UWA Semesters
		M	T	W	T	F			
	JAN	27	28	29	30	31			
1		3	4	5	6	7	Uni re-opens Thurs 6 Jan		
2		10	11	12	13	14			
3		17	18	19	20	21			
4		24	25	26	27	28	(Aust Day-Wed) Orientation		
5	FEB	31	1	2	3	4	Teaching period 1	1	
6		7	8	9	10	11	Teaching period 1	2	
7		14	15	16	17	18	Teaching period 1	3	
8		21	22	23	24	25	Teaching period 1	4	
9	MAR	28	1	2	3	4	Teaching period 1	5	Wk1
10		7	8	9	10	11	Non-teaching study break (Labour Day)	6	Wk2
11		14	15	16	17	18	Teaching period 1	7	Wk3
12		21	22	23	24	25	Teaching period 1	8	Wk4
13	APR	28	29	30	31	1	Teaching period 1	9	Wk5
14		4	5	6	7	8	Teaching period 1	10	Wk6
15		11	12	13	14	15	Teaching period 1 (Good Friday)	Vacation	Wk7
16		18	19	20	21	22	Student Vacation (Easter Monday)	Vacation	Study break
17	MAY	25	26	27	28	29	Student Vacation (ANZAC day)	1	Wk8
18		2	3	4	5	6	Teaching period 2	2	Wk9
19		9	10	11	12	13	Teaching period 2	3	Wk10
20		16	17	18	19	20	Teaching period 2	4	Wk11
21		23	24	25	26	27	Teaching period 2	5	Wk12
22	JUN	30	31	1	2	3	Teaching period 2	6	Exam Study break
23		6	7	8	9	10	Teaching period 2 (WA Day)	7	Exams
24		13	14	15	16	17	In School Experience	8	Exams
25		20	21	22	23	24	Teaching period 2	9	
26	JUL	27	28	29	30	1	Teaching period 2	10	
27		4	5	6	7	8	Teaching period 2	Vacation	
28		11	12	13	14	15	Student Vacation	Vacation	
29		18	19	20	21	22	Student Vacation	1	
30		25	26	27	28	29	Teaching period 3	2	Wk1
31	AUG	1	2	3	4	5	Teaching period 3	3	Wk2
32		8	9	10	11	12	Professional Placement (TP3)	4	Wk3
33		15	16	17	18	19	Professional Placement (TP3)	5	Wk4
34		22	23	24	25	26	Professional Placement (TP3)	6	Wk5
35	SEP	29	30	31	1	2	Professional Placement (TP3)	7	Wk6
36		5	6	7	8	9	Professional Placement (TP3)	8	Study break
37		12	13	14	15	16	Professional Placement (TP3)	9	Wk7
38		19	21	22	22	23	Teaching period 3	10	Wk8
39	OCT	26	27	28	29	30	Vacation (Queen's Birthday)	Vacation	Wk9
40		3	4	5	6	7	Student Vacation	Vacation	Wk10
41		10	11	12	13	14	Teaching period 4	1	Wk11
42		17	18	19	20	21	Teaching period 4	2	Wk12
43		24	25	26	27	28	Teaching period 4	3	Exam Study break
44	NOV	31	1	2	3	4	Teaching period 4	4	Exams
45		7	8	9	10	11	Teaching period 4	5	Exams
46		14	15	16	17	18	Teaching period 4	6	
47		21	22	23	24	25	Teaching period 4	7	
48	DEC	28	29	30	1	2	Teaching period 4	8	
49		5	6	7	8	9	Teaching period 4	9	
50		12	13	14	15	16		10	
51		19	20	21	22	23		Vacation	
52		26	27	28	29	30		Vacation	

31520 Master of Teaching (Primary) 2022 New Students - Study Plan						
Teaching Period	Dates	NSP code	Unit Codes	Standard Study Plan - 1.5 years	Credit points	Comments
year one						
TP 1	Feb-Apr	A1B	EDUC5504	Language & Literacy in Early Childhood	6	
TP 1	Feb-Apr	A1B	EDUC5502	Teaching Mathematics in the Early Years	6	
TP 1	Feb-Apr	A1B	EDUC5520	The Artistic and Expressive Child	6	
TP 1	Feb-Apr	A1B	EDUC5429	Perspectives in Aboriginal Education	6	
TP 1	Feb-Apr	A1B	EDUC5000	EDUC5000 LANTITE	0	
TP 2	May-Jun	A2C	EDUC5516	Literacy Across the Curriculum	6	<i>Pre-req EDUC5504</i>
TP 2	May-Jun	A2C	EDUC5537	Child & Adolescent Development & Pedagogy	6	
TP 2	May-Jun	A2C	EDUC5501	Integrated Studies; The Humanities & Social Sciences	6	
TP 3	Jul-Sep	A4D	EDUC5510	Professional Practice A	6	<i>Pre-req EDUC5504 and EDUC5537</i>
TP 4	Oct-Dec	A4G	EDUC5508	Integrated Studies: Science	6	<i>Pre-req EDUC5502</i>
TP 4	Oct-Dec	A4G	EDUC5521	Technologies in the Curriculum	6	<i>Pre-req EDUC5510</i>
year two						
TP 1			EDUC5540	Early Reading Research and Practice	6	<i>Replaces EDUC5509 in 2022</i>
TP 1			EDUC5505	Teaching Mathematics in Middle and Upper Primary	6	<i>Pre-req EDUC5502</i>
TP 1			EDUC5539	Diverse Learners in Inclusive Classrooms	6	
TP 1			EDUC5689	Physical Development Movement & Health	6	
TP 2			EDUC5500	Professional Practice B	6	<i>Pre-req Prac A and EDUC5516</i>
NS			EDUC5112	Teaching Performance Assessment (TPA)	6	
Total Points					96	

Refer to the 2022 UWA Handbook
for the most up to date information on unit availabilities.

31520 Master of Teaching (Primary) 2022 New Students - Part-time Study Plan						
Teaching Period	Dates	NSP code	Unit Codes	Part-time Study Plan - 2.5 years	Credit points	Comments
year one						
TP 1	Feb-Apr	A1B	EDUC5504	Language & Literacy in Early Childhood	6	
TP 1	Feb-Apr	A1B	EDUC5502	Teaching Mathematics in the Early Years	6	
TP 1	Feb-Apr	A1B	EDUC5000	EDUC5000 LANTITE	0	
TP 2	May-Jun	A2C	EDUC5537	Child & Adolescent Development & Pedagogy	6	
TP 2	May-Jun	A2C	EDUC5501	Integrated Studies; The Humanities & Social Sciences	6	
TP 3	Jul-Sep	A4D		no units available		
TP 4	Oct-Dec	A4G	EDUC5508	Integrated Studies: Science	6	<i>pre-req EDUC5502</i>
year two						
TP 1			EDUC5520	The Artistic and Expressive Child	6	
TP 1			EDUC5429	Perspectives in Aboriginal Education	6	
TP 1			EDUC5689	Physical Development Movement & Health	6	
TP 2			EDUC5516	Literacy Across the Curriculum	6	<i>Pre-req EDUC5504</i>
TP 3			EDUC5510	Professional Practice A	6	<i>Pre-req EDUC5504 and EDUC5537</i>
TP 4			EDUC5521	Technologies in the Curriculum	6	<i>Pre-req EDUC5510</i>
year three						
TP 1			EDUC5540	Early Reading Research and Practice	6	<i>Replaces EDUC5509 in 2022</i>
TP 1			EDUC5505	Teaching Mathematics in Middle and Upper Primary	6	<i>Pre-req EDUC5502</i>
TP 1			EDUC5539	Diverse Learners in Inclusive Classrooms	6	
TP 2			EDUC5500	Professional Practice B	6	<i>Pre-req Prac A and EDUC5516</i>
NS			EDUC5112	Teaching Performance Assessment (TPA)	6	
Total Points					96	

Refer to the 2022 UWA Handbook
for the most up to date information on unit availabilities.



31520 Master of Teaching (Primary) 2022 New Students - Part-time Study Plan						
Teaching Period	Dates	NSP code	Unit Codes	Part-time Study Plan - 3.5 years	Credit points	Comments
year one						
TP 1			EDUC5504	Language & Literacy in Early Childhood	6	
TP 1			EDUC5502	Teaching Mathematics in the Early Years	6	
TP 1			EDUC5000	EDUC5000 LANTITE	0	
TP 2			EDUC5537	Child & Adolescent Development & Pedagogy	6	
TP 2			EDUC5501	Integrated Studies; The Humanities & Social Sciences	6	
TP 3				no units available		
TP 4			EDUC5508	Integrated Studies: Science	6	<i>pre-req EDUC5502</i>
year two						
TP 1			EDUC5520	The Artistic and Expressive Child	6	
TP 1			EDUC5429	Perspectives in Aboriginal Education	6	
TP 2			EDUC5516	Literacy Across the Curriculum	6	<i>Pre-req EDUC5504</i>
TP 3			EDUC5510	Professional Practice A	6	<i>Pre-req EDUC5504 and EDUC5537</i>
TP 4			EDUC5521	Technologies in the Curriculum	6	<i>Pre-req EDUC5510</i>
year three						
TP 1			EDUC5540	Early Reading Research and Practice	6	
TP 1			EDUC5505	Teaching Mathematics in Middle and Upper Primary	6	<i>Pre-req EDUC5502</i>
TP 2			EDUC5500	Professional Practice B	6	<i>Pre-req Prac A and EDUC5516</i>
NS			EDUC5112	Teaching Performance Assessment (TPA)	6	
year four						
TP 1			EDUC5539	Diverse Learners in Inclusive Classrooms	6	
TP 1			EDUC5689	Physical Development Movement & Health	6	
Total Points					96	

Refer to the 2022 UWA Handbook
for the most up to date information on unit availabilities.