



THE UNIVERSITY OF
**WESTERN
AUSTRALIA**

Graduate School of Education

32250 Master of Teaching - Secondary

Pre-Service Teacher Education Course Information Booklet 2020

Compulsory Teacher Education Induction Date Friday 21 February 2020



CONTENTS

CONTENTS	1
Welcome to the Graduate School of Education.....	2
MASTER OF TEACHING COURSE VISION.....	3
MASTER OF TEACHING COURSE OVERVIEW AND RATIONALE.....	3
PRE-SERVICE TEACHER EDUCATION COURSE OUTCOMES.....	5
COURSE CONTACTS – GRADUATE SCHOOL OF EDUCATION	6
GSE ACADEMIC CALENDAR.....	7
PROFESSIONAL REQUIREMENTS	8
PROFESSIONALLY REQUIRED UNITS	12
MASTER OF TEACHING (SECONDARY) COURSE STRUCTURE.....	13
STUDY PLANS.....	16
Master of Teaching Secondary - Full time (2 years)	16
Master of Teaching Secondary - Accelerated (1.5 years).....	17
Master of Teaching Secondary – Part time (3 years).....	18
Master of Teaching Secondary – Midyear (2 years)	19
ASSESSMENT POLICIES	20
HELPFUL INFORMATION FOR STUDENTS	22
THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS.....	24
TEACHERS REGISTRATION BOARD OF WESTERN AUSTRALIA (TRBWA)	24
UWA GRADUATE SCHOOL OF EDUCATION CODE OF CONDUCT.....	25

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



MASTER OF TEACHING COURSE VISION

The Graduate School of Education (GSE) at UWA equips Master of Teaching graduates with skills, understandings and professional competencies to practice as inspiring, flexible and ethical educators who support all students to reach their full potential.

Graduates have the skills and dispositions to build and sustain relationships with students and educational stakeholders, the resilience to meet the challenges of dynamic educational contexts, and the capacity to engage in classroom research to continuously improve their educational impact.

MASTER OF TEACHING COURSE OVERVIEW AND RATIONALE

Master of Teaching (MTeach) pre-service teachers learn about contemporary research and pedagogies, theoretical perspectives and policy to maximise their positive impact on student learning and wellbeing, and on the teaching profession as a whole. Through a process of critical reflection¹, they build their professional identity² and learn to integrate research and theory into their practice to ensure optimal student learning. A developmental e-portfolio³ is an integral part of the course, supporting pre-service teachers' ability to monitor and regulate their learning with emphasis on building personal resilience and agency within their professional practice. They are regarded as professionals throughout their degree.

Through a rigorous course of study that is closely integrated with professional practice, pre-service teachers at the GSE gain a sophisticated understanding of the social, emotional and cognitive development of students, as well as in-depth knowledge about pedagogy, curriculum and assessment. Pre-service teachers successfully engage in carefully sequenced professional practice that progresses in complexity throughout the course of the degree.

Pre-service teachers are challenged to create and use a wide range of resources, including digital technologies, to design motivational and relevant learning programmes for students with diverse needs and in varying contexts. They use student assessment data and critically reflective practice⁴ to evaluate the effectiveness of these programmes and modify them where required, and to create inclusive and safe learning environments⁵. They are educated to

¹ Benade, L. (2015). Teachers' critical reflective practice in the context of twenty-first century learning. *Open Review of Educational Research*, 2(1), 42-54.

Brooker, R., & O'Donoghue, T. A. (1993). Promoting reflection during practice teaching in an Australian University: Clarifying the rhetoric and the reality. *Australian Journal of Teacher Education*, 18(1).

ⁱⁱ Walkington, J. (2005). Becoming a teacher: Encouraging development of teacher identity through reflective practice. *Asia-Pacific Journal of Teacher Education*, 33(1), 53-64.

ⁱⁱⁱ Oakley, G., Pegrum, M., & Johnston, S. (2014). Introducing e-portfolios to pre-service teachers as tools for reflection and growth: lessons learnt. *Asia-Pacific Journal of Teacher Education*, 42(1), 36-50.

^{iv} Thompson, N., & Pascal, J. (2012). Developing critically reflective practice. *Reflective Practice*, 13(2), 311-325.

^v Molbaek, M. (2018). Inclusive teaching strategies – dimensions and agendas. *International Journal of Inclusive Education*, 22(10), 1048-1061.

respect and value the diverse perspectives of parents and other stakeholders and to deeply appreciate the unique qualities⁶ of all students. Through a range of professional activities, they are taught to appreciate that teachers require certain personal qualities⁷, which must be cultivated.

The MTeach is designed to give pre-service teachers opportunities to engage in a range of active learning⁸ 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-researchers⁹, 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.

^{vi} 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.

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

^{viii} 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.

^{ix} 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 the following outcomes.

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 Early Childhood 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, and national and international quality ECEC rating scale 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	Jennifer Shand	2.18	6488 2368 jennifer.shand@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 Coordinator	Rachel Wicking	2.27	6488 1461 rachel.wicking@uwa.edu.au	All aspects of professional practice.
Professional Practice Placement Officers	Jodie Basham	2.29	6488 3640 prac-edu@uwa.edu.au	Issues specific to professional practice placements (including clearances for school placements).
Reception	Kaitlyn Houston	2.29	6488 2388 reception-edu@uwa.edu.au	General information, timetabling/Class allocation queries,
Literacy and Numeracy Test	Dee Sinnu or Associate Professor Christine Howitt	2.19	6488 2859 dee.sinnu@uwa.edu.au or christine.howitt@uwa.edu.au	LANTITE Test coordinator
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

GSE ACADEMIC CALENDAR

GSE - Academic Calendar 2020 - Secondary - 2 year									
							Semester 1 commences Monday 24 February 2020	Semester 2 (A4A) commences Monday 20 July 2020	Govt School Term
Dates 2020							Year 1	Year 2	
		M	T	W	T	F			
1	JAN			1	2	3	Uni reopens 6 January	Uni reopens 6 January	
2		6	7	8	9	10	January Teaching	January Teaching	
3		13	14	15	16	17	January Teaching	January Teaching	
4		20	21	22	23	24	January Teaching	January Teaching	
5		27	28	29	30	31	January Teaching (Aust Day-Mon)	January Teaching (Aust Day-Mon)	
6	FEB	3	4	5	6	7			1
7		10	11	12	13	14			2
8		17	18	19	20	21	Orientation		3
9		24	25	26	27	28	Lectures	Lectures	4
10	MAR	2	3	4	5	6	Lectures (Labour Day)	Lectures (Labour Day)	5
11		9	10	11	12	13	Lectures	Lectures	6
12		16	17	18	19	20	Lectures	Lectures	7
13		23	24	25	26	27	Lectures	Lectures	8
14	APR	30	31	1	2	3	Lectures	Lectures	9
15		6	7	8	9	10	Lectures (Good Friday)	Lectures (Good Friday)	10
16		13	14	15	16	17	Non-Teaching Week (Easter Mon)	Non-Teaching Week (Easter Mon)	Vacation
17		20	21	22	23	24	Non-Teaching Week	Non-Teaching Week	Vacation
18	MAY	27	28	29	30	1	Lectures (ANZAC Day hol)	Lectures (ANZAC Day hol)	1
19		4	5	6	7	8	Lectures	Lectures	2
20		11	12	13	14	15	Lectures	Lectures	3
21		18	19	20	21	22	No Lectures (one prac day)	No Lectures (one prac day)	4
22		25	26	27	28	29	Professional Practice	Professional Practice	5
23	JUN	1	2	3	4	5	Professional Practice (WA Day)	Professional Practice (WA Day)	6
24		8	9	10	11	12	Professional Practice	Professional Practice	7
25		15	16	17	18	19	Professional Practice	Professional Practice	8
26		22	23	24	25	26	Post Practice Briefing	Professional Practice	9
27	JUL	29	30	1	2	3	NON-CONTACT	Professional Practice	10
28		6	7	8	9	10	Vacation	Vacation	Vacation
29		13	14	15	16	17	Vacation	Vacation	Vacation
30		20	21	22	23	24	Lectures	Lectures	1
31		27	28	29	30	31	Lectures	Lectures	2
32	AUG	3	4	5	6	7	Lectures	Lectures	3
33		10	11	12	13	14	Lectures	Lectures	4
34		17	18	19	20	21	Professional Practice	Lectures	5
35		24	25	26	27	28	Professional Practice	Interventions EDUC5515	6
36	SEP	31	1	2	3	4	Professional Practice	Interventions EDUC5515	7
37		7	8	9	10	11	NON-CONTACT	Lectures	8
38		14	15	16	17	18	NON-CONTACT	Lectures	9
39		21	22	23	24	25	NON-CONTACT	Lectures	10
40	OCT	28	29	30	1	2	Non-Teaching Week (Queen's Bday)	Non-Teaching Week (Queen's Bday)	Vacation
41		5	6	7	8	9	Non-Teaching Week	Non-Teaching Week	Vacation
42		12	13	14	15	16	Lectures	Lectures	1
43		19	20	21	22	23	Lectures	Lectures/FORUM/exams	2
44		26	27	28	29	30	Lectures	Lectures	3
45	NOV	2	3	4	5	6	Lectures	Lectures	4
46		9	10	11	12	13	Lectures	Lectures	5
47		16	17	18	19	20			6
48		23	24	25	26	27			7
49	DEC	30	1	2	3	4			8
50		7	8	9	10	11			9
51		14	15	16	17	18			10
52		21	22	23	24	25			Vacation
53		28	29	30	31				Vacation

GSE - Academic Calendar 2020 - Secondary - Accelerated								
		Semester 1 commences Monday 24 February 2020			Semester 2 (A4A) commences Monday 20 July 2020			Govt School Term
Dates 2020		Accelerated Year 1			Accelerated Year 2			
		M	T	W	T	F		
1	JAN			1	2	3	Uni reopens 6 January	Uni reopens 6 January
2		6	7	8	9	10	January Teaching	January Teaching
3		13	14	15	16	17	January Teaching	January Teaching
4		20	21	22	23	24	January Teaching	January Teaching
5		27	28	29	30	31	January Teaching (Aust Day-Mon)	January Teaching (Aust Day-Mon)
6	FEB	3	4	5	6	7		
7		10	11	12	13	14		
8		17	18	19	20	21	Orientation	
9		24	25	26	27	28	Lectures	Lectures
10	MAR	2	3	4	5	6	Lectures (Labour Day)	Lectures (Labour Day)
11		9	10	11	12	13	Lectures	Lectures
12		16	17	18	19	20	Lectures	Lectures
13		23	24	25	26	27	Lectures	Lectures
14	APR	30	31	1	2	3	Lectures	Interventions EDUC5515
15		6	7	8	9	10	Lectures (Good Friday)	Interventions EDUC5515 (Good Friday)
16		13	14	15	16	17	Non-Teaching Week (Easter Monday)	Non-Teaching Week (Easter Monday)
17		20	21	22	23	24	Non-Teaching Week	Non-Teaching Week
18	MAY	27	28	29	30	1	Lectures (ANZAC Day hol)	Lectures (ANZAC Day hol)
19		4	5	6	7	8	Lectures	Lectures
20		11	12	13	14	15	Lectures	Lectures
21		18	19	20	21	22	No Lectures (one prac day)	Lectures
22		25	26	27	28	29	Professional Practice	Lectures
23	JUN	1	2	3	4	5	Professional Practice (WA Day)	NON-CONTACT (WA Day)
24		8	9	10	11	12	Professional Practice	NON-CONTACT
25		15	16	17	18	19	Professional Practice	NON-CONTACT
26		22	23	24	25	26	Professional Practice	NON-CONTACT
27	JUL	29	30	1	2	3	Professional Practice	NON-CONTACT
28		6	7	8	9	10	Vacation	Vacation
29		13	14	15	16	17	Vacation	Vacation
30		20	21	22	23	24	Lectures	
31		27	28	29	30	31	Lectures	
32	AUG	3	4	5	6	7	Lectures	
33		10	11	12	13	14	Lectures	
34		17	18	19	20	21	Professional Practice	
35		24	25	26	27	28	Professional Practice	
36	SEP	31	1	2	3	4	Professional Practice	
37		7	8	9	10	11	Professional Practice	
38		14	15	16	17	18	Professional Practice	
39		21	22	23	24	25	Professional Practice	
40	OCT	28	29	30	1	2	Non-Teaching Week (Queen's Bday)	
41		5	6	7	8	9	Non-Teaching Week	
42		12	13	14	15	16	Lectures	
43		19	20	21	22	23	Lectures	
44		26	27	28	29	30	Lectures	
45	NOV	2	3	4	5	6	Lectures	
46		9	10	11	12	13	Lectures	
47		16	17	18	19	20		
48		23	24	25	26	27		
49	DEC	30	1	2	3	4		
50		7	8	9	10	11		
51		14	15	16	17	18		
52		21	22	23	24	25		Vacation
53		28	29	30	31			Vacation

PROFESSIONAL REQUIREMENTS

Teachers as Professionals

The teaching profession requires all teachers to exercise informed and ethical judgement and conduct themselves in a professional manner at all times. 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 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 25). 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 and any unexplained absences represents a lack of professionalism and impedes learning. 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.

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 commences any school-based activity and professional practice.

The NCCHC and WWCC must be uploaded to the Professional Practice Office database, SONIA online 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 complete the 0 credit point unit EDUC5000 National Literacy and Numeracy Test.

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. GSE provide Literacy and Numeracy Diagnostic Assessments to help you identify your personal literacy and numeracy skills, and to assist you in preparing for the LANTITE. 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 semester as this could delay your graduation. Please check the ITE Community LMS site for resources to help you with the LANTITE. Announcements from the LANTITE Coordinator will also be disseminated through this medium.

New in 2020 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 0 credit point unit EDUC5112 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.

eportfolio

All MTeach students develop an eportfolio by the end of the course. Within the eportfolio, you should post evidence about how you meet the professional standards at graduate level. You will be provided with further information about your eportfolio during 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 Literacy and Numeracy – Improving your skills.

MASTER OF TEACHING (SECONDARY) COURSE STRUCTURE

Professional Practice

Pre-service teachers undertake two professional practice placements in schools:

- EDUC5535 Professional Practice A and
- EDUC5536 Professional Practice B a 12 point capstone unit.

There are generally two 6 week Professional Practice periods each year May/June and August/September (please refer to the GSE calendar for the dates).

Professional Practice placements are managed by the Prac Office, and the software for managing professional prac is called Sonia.

It is important to note that 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.

Course enrolment information

The Master of Teaching (Secondary) is comprised of **core units**, **curriculum units**, and **electives** which are integrated. Ensure that you enter the correct semester period, as given in this booklet, when you enrol.

Core Units

There are nine core units.

Unit Code	Unit Title	Availability
EDUC5485	Development, Teaching and Learning: Theory and Practice	Sem 1
EDUC5429	Perspectives in Aboriginal Education	Sem 1
EDUC5546	Teaching Contexts	A4A
EDUC5410	General Capabilities Across the Curriculum	A4A
EDUC5514	Diversity in inclusive Classrooms	Sem 1
EDUC5515	Interventions for Learning in Years 7-12	Sem 1 or A4A
EDUC5618	Embedding ICTs Across the Curriculum	Sem 1 or A4A
EDUC5535	Professional Practice A Secondary	A2E or A2G or A4A
EDUC5536	Professional Practice B Secondary (12 points)	A2E or A4A

Compulsory units

There are two 0 credit point compulsory units or 3 compulsory units for new students to UWA who will also need to complete AACE4000 in the first semester of their course.

Unit Code	Unit Title	Availability
EDUC5000	National Literacy and Numeracy Test (0 credit points)	Any semester
EDUC5112	Teaching Performance Assessment (TPA) (0 credit points)	Any semester
AACE4000	Academic Conduct Essentials (ACE) (0pts) Added automatically to the enrolment of new students to UWA	First semester of enrolment

Curriculum Units

Please select the relevant curriculum major, minor or area of interest units as **indicated in your offer letter**. You will need to complete both Curriculum units for your major and your minor. If you are completing an Area of Interest (AoI) you will only complete the Curriculum I unit.

Unit Code	Unit Title	Availability
Major and minor curriculum units		
EDUC5445	Art Curriculum I	Sem 1
EDUC5446	Art Curriculum II	A4A
EDUC5460	English Curriculum I	Sem 1
EDUC5470	English Curriculum II	A4A
EDUC5464	Information and Communication Technology Curriculum I	Sem 1
EDUC5474	Information and Communication Technology Curriculum II <small>(only available in 2020)</small>	A4A
EDUC5466	Humanities and Social Sciences Curriculum I	Sem 1
EDUC5476	Humanities and Social Sciences Curriculum II	A4A
EDUC5461	Languages Other Than English (LOTE) Curriculum I	Sem 1
EDUC5471	Languages Other Than English (LOTE) Curriculum II	A4A
EDUC5462	Mathematics Curriculum I	Sem 1
EDUC5472	Mathematics Curriculum II	A4A
MUSC4631	Secondary Music Curriculum 1	Sem 1
MUSC4632	Secondary Music Curriculum 2	A4A
SSEH5464	Physical Education Curriculum I	Sem 1
SSEH5474	Physical Education Curriculum II	A4A
EDUC5465	Science Curriculum I	Sem 1
EDUC5475	Science Curriculum II	A4A
Area of Interest units		
EDUC5464	Information and Communication Technology Curriculum I	Sem 1
EDUC5463	Career Development Curriculum I	Sem 1
EDUC5468	Special Education Curriculum I	Sem 1

Electives

Most students select two electives, please see special requirements below for particular teaching majors.

- Music majors are required to complete MUSC4711 Studio Teaching and Musical Leadership 1 and MUSC4712 Studio Teaching and Musical Leadership 2.
- Physical Education majors are required to complete SSEH5491 Health Education and SSEH5492 Health Promotion in Schools.

Unit Code	Unit Title and Description	
EDUC5404	Educational Linguistics (New in 2020) This unit is an introduction to linguistics and applied linguistics, with an emphasis on applications to educational contexts. Students learn the fundamental principles of phonology, grammar, semantics, pragmatics and sociolinguistics as a prerequisite to applying them in their field of language learning. Designed primarily for language teachers (TESOL) and (LOTE) this unit is also recommended for teachers of any subject who have a strong interest in language and a desire to understand the use of language in the classroom.	Not available 2020

EDUC5507	Cultural and Historical Perspectives of the Mathematics Curriculum The unit provides a unified view and deep appreciation of mathematics by approaching the subject through its history. The topics are developed through themes that are fundamental to mathematics, that have elementary foundations and strong interconnections, and that reinforce the AC-M General Capabilities and Cross Curriculum Priorities	A1B Summer School
EDUC5511	Learning with Young Adult Fiction This unit examines how young adult fiction can be used to strengthen subject area knowledge, to build reading comprehension, critical literacy and intercultural and ethical understandings. It explores the important role of young adult fiction in the lives of young people today, its dominant genres, and the ways it can be used to develop key curricula knowledge and cross curricula priorities.	A1E Summer School
EDUC5494	Approaches to Student Assessment This unit focuses on the principles of assessment and evaluation in the context of education and the social sciences. Students explore principles of test construction, administration, scoring analysis and practical perspectives.	A3E Winter School
EDUC5411	Enhancing Teaching Through Understanding Contemporary Education This unit examines how education systems have been shaped in a variety of countries. Special emphasis is placed on the distinctive cultural settings in which schools function and a range of contemporary issues.	Sem 1
EDUC5492	Understanding and Managing Disruptive Behaviour Disorders This unit focuses on students with serious behaviour disorders and the effect of reputation enhancement among 'at risk' students.	Sem 1
EDUC5415	Educational Leadership and Management This unit draws on perspectives from educational leadership and management as well as the sociology of Education. The emphasis of the unit is on providing a theoretical and professional basis for understanding educational leadership by exploring schools as complex organisations and examining the application of organisational and leadership theories in these settings.	A4A
EDUC5454	Learning Difficulties (<i>Recommended for Special Education Area of Specialisation</i>) This unit provides a general overview of learning difficulties (LD) from a number of perspectives (e.g. medical, neuropsychological, educational) and a range of teaching strategies for students with LD. It critically examines the specificity and complexity of learning difficulties, including moderate, severe and profound learning disabilities. Although the primary focus is on reading, mathematics, written expression and learning disorders not otherwise specified, other psychopathologies which impact learning are also covered.	A4A
MUSC4711	Studio Teaching and Musical Leadership 1 (<i>Compulsory for Music Majors</i>) This unit includes the psychological and pedagogical aspects of instrumental and vocal teaching and performance; rehearsal techniques; conducting school ensembles; philosophy and psychology of instrumental teaching and learning; and materials, repertoire and methods.	Sem 1
MUSC4712	Studio Teaching and Musical Leadership 2 (<i>Compulsory for Music Majors</i>) This unit is a continuation of studies taken in MUSC4711 Instrumental and Vocal Music Curriculum 1. At the core of the unit is the teaching apprenticeship requiring a minimum of 30 hours of supervised teaching of individual students and small groups, and the rehearsing of school ensembles.	Sem 2
SSEH5491	Health Education (<i>Compulsory for Physical Education Majors</i>) This unit focuses on developing health education and promotion skills. Lesson planning, presentation skills, group facilitation, pedagogical content knowledge and the use of health-related teaching aids frame the content focus.	Sem 1
SSEH5492	Health Promotion in Schools (<i>Compulsory for Physical Education Majors</i>) This unit studies societal health issue and the knowledge, values, skills and behaviours that promote a healthy lifestyle concentrating on adolescent health problems which affect WA secondary school students.	H2E

STUDY PLANS

Master of Teaching Secondary - Full time (2 years)	
Year One	
Semester 1 (Feb – June)	Teaching period A4A (July – Nov)
EDUC5485 Development, Teaching and Learning: Theory and Practice	EDUC5410 General Capabilities Across the Curriculum
EDUC5429 Perspectives in Aboriginal Education	EDUC5546 Teaching Contexts
EDUC54XX Curriculum I (Major)	EDUC54XX Curriculum II (Major)
EDUC5000 National Literacy & Numeracy Test ¹ (0 pts)	Elective 1
EDUC5535 Professional Practice A Secondary Teaching period A2G	
Year Two	
EDUC5514 Diversity in Inclusive classrooms	EDUC5515 Interventions for Learning in Years 7–12 ²
EDUC54XX Curriculum I (Minor) or Area of Interest	EDUC54XX Curriculum II (Minor) or Elective 3 for students completing an Area of Interest
Elective 2	EDUC5618 Embedding ICTs Across the Curriculum ³ (online)
EDUC5536 Professional Practice B Secondary (12 pts) Teaching period A2E	
EDUC5112 Teaching Performance Assessment (TPA) ¹ (0 credit points) new in 2020	
<p>Notes:</p> <p>¹ Unit has 0 credit points and no fees</p> <p>² Unit should be taken concurrently with or after completion of Professional Practice B</p> <p><i>This course guide and study plans are subject to change (for example the codes for non-standard teaching periods change each year), please always refer to the UWA Handbook for up-to-date information regarding course structure and unit availability, or contact the student office for advice.</i></p>	

Master of Teaching Secondary - Accelerated (1.5 years)	
Year One	
Semester 1 (Feb – June)	Teaching period A4A (July – Nov)
EDUC5485 Development, Teaching and Learning: Theory and Practice	EDUC5410 General Capabilities Across the Curriculum
EDUC5429 Perspectives in Aboriginal Education	EDUC5546 Teaching Contexts
EDUC54XX Curriculum I (Major)	EDUC54XX Curriculum II (Major)
EDUC54XX Curriculum I (Minor) or Area of Interest	EDUC54XX Curriculum II (Minor) or Elective 3 for students completing an Area of Interest
EDUC5535 Professional Practice A Secondary Teaching period A2E	EDUC5536 Professional Practice B Secondary (12 pts)
EDUC5000 National Literacy & Numeracy Test ¹ (0 credit points)	EDUC5112 Teaching Performance Assessment (TPA) ¹ (0 credit points) new in 2020
Summer	
Elective 1	
Year Two	
Semester 1 (Feb – June)	
EDUC5514 Diversity in Inclusive classrooms	
EDUC5618 Embedding ICTs Across the Curriculum	
EDUC5515 Interventions for Learning in Years 7–12 ²	
Elective 2	
<p>Notes:</p> <p>¹ Unit has 0 credit points and no fees</p> <p>² Unit should be taken concurrently with or after completion of Professional Practice B</p> <p><i>This course guide and study plans are subject to change (for example the codes for non-standard teaching periods change each year), please always refer to the UWA Handbook for up-to-date information regarding course structure and unit availability, or contact the student office for advice.</i></p>	

Master of Teaching Secondary – Part time (3 years)	
Year One	
Semester 1 (Feb – June)	Teaching period A4A (July – Nov)
EDUC5485 Development, Teaching and Learning: Theory and Practice	EDUC5410 General Capabilities Across the Curriculum
EDUC5429 Perspectives in Aboriginal Education	EDUC5546 Teaching Contexts
EDUC5000 National Literacy & Numeracy Test ¹ (0 pts)	Elective 1
Year Two	
EDUC54XX Curriculum I (Major)	EDUC54XX Curriculum II (Major)
EDUC54XX Curriculum I (Minor) or Area of Interest	EDUC54XX Curriculum II (Minor) or Elective 3 for students completing an Area of Interest
EDUC5535 Professional Practice A Secondary Teaching period A2G	
Year Three	
EDUC5514 Diversity in Inclusive classrooms	EDUC5515 Interventions for Learning in Years 7–12 ²
Elective 2	EDUC5618 Embedding ICTs Across the Curriculum (online)
EDUC5536 Professional Practice B Secondary (12 credit points) Teaching period A2E	
EDUC5112 Teaching Performance Assessment (TPA) ¹ (0 credit points) new in 2020	
<p>Notes:</p> <p>¹ Unit has 0 credit points and no fees</p> <p>² Unit should be taken concurrently with or after completion of Professional Practice B</p> <p><i>This course guide and study plans are subject to change (for example the codes for non-standard teaching periods change each year), please always refer to the UWA Handbook for up-to-date information regarding course structure and unit availability, or contact the student office for advice.</i></p>	

Master of Teaching Secondary – Midyear (2 years)	
	Year One
	Teaching period A4A (July – Nov)
	EDUC5410 General Capabilities Across the Curriculum
	EDUC5546 Teaching Contexts
	Elective 1
	Elective 2
	EDUC5000 National Literacy & Numeracy Test¹ (0 pts)
Year Two	
Semester 1 (Feb – June)	Teaching period A4A (July – Nov)
EDUC54XX Curriculum I (Major)	EDUC54XX Curriculum II (Major)
EDUC54XX Curriculum I (Minor) or Area of Interest	EDUC54XX Curriculum II (Minor) or Elective 3 for students completing an Area of Interest
EDUC5535 Professional Practice A Secondary Teaching period A2E	EDUC5536 Professional Practice B Secondary (12 pts)
EDUC5485 Development, Teaching and Learning: Theory and Practice	EDUC5112 Teaching Performance Assessment (TPA)¹ (0 pts) new in 2020
Year Three	
Semester 1 (Feb – June)	
EDUC5429 Perspectives in Aboriginal Education	
EDUC5514 Diversity in Inclusive classrooms	
EDUC5618 Embedding ICTs Across the Curriculum	
EDUC5515 Interventions for Learning in Years 7–12²	
Notes:	
¹ Unit has 0 credit points and no fees	
² Unit should be taken concurrently with or after completion of Professional Practice B	
<i>This course guide and study plans are subject to change (for example the codes for non-standard teaching periods change each year), please always refer to the UWA Handbook for up-to-date information regarding course structure and unit availability, or contact the student office for advice.</i>	

ASSESSMENT POLICIES

Unit outlines

Pre-service teachers should consult their unit outlines at the commencement of each unit 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 have not passed the internal literacy test and/or 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 failure to pass the internal literacy test during the first semester, 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

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 Jennifer Shand (email jennifer.shand@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 STUDYSmarter 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 of 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 the 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, Jennifer Shand, and the Professional Practice Coordinator, Rachel Wicking, 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 week of semester** and **withdraw from a unit online up until the relevant census date**. 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 current student website <https://www.student.uwa.edu.au/course/dates> you can also discuss this with your Student Office.

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.

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>

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).

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.

<https://lms.uwa.edu.au>

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.

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>

THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

The Australian Professional Standards for Teachers are a public statement of what constitutes teacher quality. They 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 seven 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 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.

TEACHERS 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 Secondary 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:

Demonstrate self-awareness and self-management	<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
Demonstrate situational management and social awareness	<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
Comply with Policy and Legislation	<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)
Digital Technology awareness and use	<ul style="list-style-type: none"> • when filming or photographing lessons, exercise caution in the process of making digital recordings for assessment or eportfolio purposes. • 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:

- Go to LMS; EDUC5535 Professional Practice A; click on **SONIAOnline** (menu on left)
- Login to SONIAOnline
- Click on the **Forms** tab at the top of the screen and locate the Code of Conduct
- Read the form; **tick the box** to agree to the terms of the Code of Conduct; Submit the form; Log off