



School of Education

EDST 5117

Professional Inquiry

Semester 1, 2018

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*Student Learning Outcomes*

*AITIS*

**1. LOCATION**

Faculty of Arts and Social Sciences  
School of Education  
EDST 5117 Professional Issues in First Year Teaching (6 units of credit)  
Semester 1, 2018

**2.**

*Student Learning Outcomes*

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Outcome

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- 1 Identify and analyse the nature and scope of the multiple challenges facing teachers in their first year of professional practice
- 2 Identify practices that contribute positively to the professional trajectories of new teachers, including for example, mentoring, peer support, group problem-solving, collaborative planning, shared narratives, dialogue, and critical reflection



- ◁ Opportunity to take advantage of a regular weekly drop-in time to talk individually with the lecturer(s)

The concept is to make this course as relevant as possible to your emerging needs by providing a framework for thinking about professional issues, whilst at the same time establishing collaborative communities for ongoing professional support and peer mentoring as a means of assisting you in working through the professional issues you confront in novice teaching.

## 6. COURSE CONTENT AND STRUCTURE

Week	Focal Topic
1 26 <sup>th</sup> February - 4 <sup>th</sup> March	<b>Lecture /Workshops</b> Introduction to the course Current Context Identifying professional issues in novice teaching. Resilience and well-being

**Weeks 2**

## 7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	AITSL Standards	Due Date
<b>Assignment 1:</b> <b>Self-study Part 1:</b> <b>A reflective narrative</b> of ongoing issues focused on a particular aspect of, or issue in, professional practice, using the Reflective Thinking Tool as a scaffold/structure, and with links to the literature on reflective practices as appropriate and weekly guided discussion on a Moodle discussion forum	1000 words	35%			



**Assignment 1: (1000 words)****Self-study Part 1: A reflective narrative**

Weighting: 35%

Due: 16th April 2018 5.00 PM

You are required to write a reflective narrative of ongoing issues focused on a particular aspect of, or issue in, professional practice, using the Reflective Thinking Tool as a scaffold / structure, and with links to the literature on reflective practices as appropriate and weekly guided discussion on a Moodle discussion forum. The Reflective Thinking Tool will be available as a resource on Moodle.

In crafting your response, you will need to consider:

- < Definition of the problem or issue
- < Contextual issues, underlying factors or other dilemmas framing the problem or issue
- < Relevant personal core qualities (beliefs, identities, ideals) that you can draw on – or may need to modify – to influence the situation
- <



UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5117 PROFESSIONAL INQUIRIES IN FIRST YEAR TEACHING

Student Name:

Student No.:

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5117 PROFESSIONAL ISSUES IN FIRST YEAR TEACHING

## 8. RESOURCES

### ***Readings Issues in first year teaching (see more readings on Moodle)***

"Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6, 185-207.

- Hudson, P. B. (2012). How can schools support beginning teachers? A call for timely induction and mentoring for effective teaching. *Australian Journal of Teacher Education*, 37(7), 70-84.
- Jackson, C., & Bruegmann, E. (2009). Teaching students and teaching each other: The importance of peer learning for teachers. *American Economic Journal: Applied Economics*, 1(4), 85-108.
- Jenkins, K., Smith, H., & Maxwell, T. (2009). Challenging experiences faced by beginning casual teachers: Here one day and gone the next! *Asia-Pacific Journal of Teacher Education*, 37(1), 63-78.
- Johnson, B., Down, B., Le Cornu, R., Peters, J., Sullivan, A., Pearce, J., & Hunter, J. (2014). Promoting early career teacher resilience: a framework for understanding and acting. *Teachers and Teaching*, 20(5), 530-546. doi: 10.1080/13540602.2014.937957
- Larsen, M. (2010). Troubling the discourse of teacher centrality: A comparative perspective. *Journal*

- Soini, T., Pietarinen, J., Toom, A., & Pyhältö, K. (2015). What contributes to first-year student teachers' sense of professional agency in the classroom? *Teachers and Teaching*, 21(6), 641-659. doi: 10.1080/13540602.2015.1044326
- Stoll, L. & Seashore Lewis, K. (2007). *Professional learning communities: Divergence, depth and dilemmas*. Maidenhead: Open University Press.
- Tait, M. (2008). Resilience as a Contributor to Novice Teacher Success, Commitment, and Retention. *Teacher Education Quarterly* (3), 57-78.
- Thomas, L. & Beauchamp, C. (2011). Understanding new teachers' professional identities through metaphor. *Teaching and Teacher Education*, 27, 762-769.
- Caspersen, J., & Raaen, F. D. (2014). Novice teachers and how they cope. *Teachers and Teaching*, 20(2), 189-211. doi: 10.1080/13540602.2013.848570
- Pillen, M., Beijaard, D., & Brok, P. d. (2013). Tensions in beginning teachers' professional identity development, accompanying feelings and coping strategies. *European Journal of Teacher Education*, 36(3), 240-260. doi: 10.1080/02619768.2012.696192
- Pillen, M., Beijaard, D., & den Brok, P. (2013). Professional identity tensions of beginning teachers. *Teachers and Teaching*, 19(6), 660-678. doi: 10.1080/13540602.2013.827455
- Ulvik, M., Smith, K., & Helleve, I. (2009). Novice in secondary school – the coin has two sides. *Teaching and Teacher Education*, 25(6), 835-842. doi: <http://dx.doi.org/10.1016/j.tate.2009.01.003>
- Watt, H. M. G., Richardson, P.W. (2014). Beginning teachers' motivations, effectiveness and wellbeing. In A.-L. Ostern, F. Vigmostad, & B. AS (Eds.), *NAFOL Year Book 2014: Once a teacher - always a teacher?*, (pp. 53-64). Norway: Norwegian National Graduate School for

*Scholarly Journals:*

Teachers and Teaching: Theory and Practice  
 The Asia-Pacific Journal of Teacher Education  
 Teacher Education Quarterly  
 Teaching Education  
 Teacher development in education

**Readings *Action Research and Action Learning:***

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). London: Routledge Falmer.

Ellis, N.J & Loughland, T (2016) 'The challenges of practitioner research: A comparative study of Singapore and NSW', *Australian Journal of Teacher Education*, 41, 122 - 136, DOI: <http://dx.doi.org/10.14221/ajte.2016v41n2.8>

Groundwater-Smith, S., & Ewing, R. (2010). Seeing practice through practice: learning through action