STAFFING
Examiner: Jacqueline Walkington
Moderator: Richard Churchill

RATIONALE
The beginning teacher commencing employment requires knowledge of the personal and professional characteristics, skills and responsibilities that are associated with effective educational practice. The day-to-day interaction in an educational setting is not a vacuum and the teaching professional must not only keep abreast of current developments and trends, but also challenge and investigate that which informs his/her decision-making.

SYNOPSIS
This course will introduce beginning educators to employment issues and will offer professional development designed to assist with individual career commencement. To achieve this, an important component will be the exposure to personnel from employment authorities, professional associations and teacher support organisations. Current issues and trends in the educational environment will be investigated and strategies for researching such issues will challenge the student to consider the longer-term responsibilities of an effective career in education. An integral component of the course will be the investigation of how various philosophies of education relate to current and future practice. This course brings together the total Professional Context Experiences engaged in during the course.

OBJECTIVES
On successful completion of this course students will be able

- to: Investigate the philosophical bases for education and their relationship with current practice; Understand the role played by action research in school/classroom practice; Demonstrate appropriate beginning research skills; Know the requirements of a wide range of employers and analysing strategies related to gaining employment as a teacher; Understand the roles played by professional bodies and teacher support
organisations; Recognise the need to evaluate current issues pertinent to the directions of educational change through action research in practice.

**TOPICS**

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<th>Weighting (%)</th>
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<td>1. Philosophical bases of education</td>
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<tr>
<td>2. Employment authorities, professional associations, and support organisations</td>
<td>10.00</td>
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<td>3. Employment application strategies</td>
<td>10.00</td>
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<td>4. Continuing professional development</td>
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<td>5. Teacher research into educational change</td>
<td>30.00</td>
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<td>6. Current initiatives in the teaching profession</td>
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<td>7. Critical review and reflection</td>
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**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

Book of Readings to be purchased from USQ Bookshop.

**REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Brady, L. 1999 *Teacher Cases: A Qualitative View of Teachers' Work*, Prentice Hall, Riverwood.


STUDENT WORKLOAD REQUIREMENTS

ACTIVITY          HOURS
Assessment        40
Lectures          24
Private Study     74
Tutorial          12

ASSESSMENT DETAILS

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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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<td>PROFESSIONAL PORTFOLIO</td>
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<td>RESEARCH PROPOSAL</td>
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<td>TUTORIAL RESPONSES</td>
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<td>PCE</td>
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NOTES:
1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.
3. Further details about the due dates are detailed in the assessment section of the Course Specifications.
4. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS
1. All students must have successfully completed all requirements of Professional Context Experience, including the 5-day placement scheduled for the beginning of the teachers’ work year.
2. If a student is unable to complete any course component because of extenuating circumstances, consideration for continuing may be given by the course coordinator.
3. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
4. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
5. Summative assessment items will receive one of the following letter grades: HD, A, B, C, F or I.
6 Course Grades will be calculated by aggregating the weighted result for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

7 Each Assessment item must be passed to pass the course.

8 If assignments are submitted after the due date without an approved extension of time, a penalty of 5% of the mark awarded by the examiner for the assessment item will apply for each working day late.