

Appendix A

SURVEY QUESTIONS

The following questions were asked of the participants at the conclusion of their degree (Survey 1), and six months after graduation (Survey 2).

Survey 1

- Demographic information (gender, age)
- The reflective unit asks you to pull together all of the knowledge and experiences that you have developed over the course of your degree. To what extent do you believe that this assignment is a useful component to complete your degree? Why?
- It has been determined that UOW graduates needed more support in writing appropriate and strong selection criteria when applying for DEC teaching positions. To what extent has the second assignment helped you to become a more effective writer in regards to you applying for future positions? Why?
- An important aspect of EDPD402 that was overlooked in the past was that of a career plan. To what extent did creating your own career plan and hearing your peers present their career plans help you in the decisions about where your career path is going?

Survey 2

- Demographic information (gender, age, employment status, education system)
- Give an example of how one of the elements of [Quality Learning Environment/Intellectual Quality/Significance – the three domains of the Quality Teaching Model (QTM)] was evident through the 4th year subjects of the BPrimEd degree.
- Give an example of how you implemented one of the elements of [Quality Learning Environment/Intellectual Quality/Significance] in your classroom teaching as a result of 4th year subjects of the BPrimEd degree.
- Can you suggest changes to the final year of the BPrimEd degree in order that it can better prepare graduates to provide [Quality Learning Environment/Intellectual Quality/Significance] through their classroom teaching?
- Please indicate your level of agreement with the following statements [five-point Leichardt scale]. Fourth year subjects in the BPrimEd degree (EDPD401, EDSE401, EDSD401, EDIC402, EDPD402) have prepared me to [address the Australian Professional Standards for Teachers (APST)]:
 - Know students and how they learn.
 - Know the content and how to teach it.
 - Plan for and implement effective teaching and learning.
 - Create and maintain supportive and safe learning environments.
 - Assess, provide feedback and report on student learning.
 - Engage in professional learning.
 - Engage professionally with colleagues, parents/carers and the community.

Can you suggest changes to the final year of the BPrimEd degree in order that it can better prepare graduates to address the APST at the Graduate Teacher level?

Appendix B

SUBJECT OUTLINE EXCERPT

The following is an excerpt of the subject outline from EDSD401, one of the core final year subjects in 2013.

Subject details

Outline

Education for Sustainability is a foundation subject for all students enrolled in the Bachelor of Education program. The subject is a combined subject that integrates learning across Science & Technology and Human Society and Its Environment. The goal for Education for Sustainability is to develop skills and knowledge that enables all citizens, and through them the social institution of schools, to play a role in the transition to a sustainable future for the planet. Schools are key sites where sustainability can be taught and put into action. Teachers are thus environmental educators.

EDSD401 involves approaches to teaching and learning that integrate place-based perspectives on learning and complexity in education around goals of conservation, social justice, appropriate development and democracy as visions for social action and personal change. EDSD401 has a comprehensive approach and incorporates previous social studies subject areas of development education, human rights education, peace education, environmental education, multicultural education and active citizenship in addition to new approaches to science and environmental education, technology and media studies.

EDSD401 as a subject in teacher education has a focus on critical thinking, problem-solving, values analysis and active citizenship. Additionally, students will be engaged with current educational debates and reform initiatives that inform relevant pedagogies and practices that meet the needs of children and our society in the 21st century. Teachers need to take into account that children and communities demand that their teachers consider new ways of thinking about teaching and learning that will contribute to their shared vision of a sustainable future.

In this subject students will be asked to bring together knowledge and experiences from their previous three years of learning across Science & Technology and HSIE to explore global, social and environmental issues and their impacts both locally and globally. Knowledge will move into action through lessons and assessment tasks where students in EDSD401 will experience practical, inquiry-based, hands-on learning about the school community as a context for sustainability education.

Learning Outcomes

Through successful completion of this subject students will be able to:

1. develop theoretical understandings that ground teaching for sustainability
2. consider their own positionalities as citizens in the complex and dynamic environment of the 21st century, where teachers and schools foster an understanding of place, relationship to others and other systems alongside personal and social responsibility
3. gain theoretical and practical grounding for pedagogical approaches that integrate learning outcomes in Science & Technology and Human Society and Its Environment in the K-6 classroom

Faculty qualities

Informed

Faculty of Education graduates will have a sound educational knowledge and understanding of the teaching profession at the state, national and international level

Independent learners

Faculty of Education graduates will engage with new ideas and seek to extend knowledge through research and analysis

Problem solvers

Faculty of Education graduates will take on challenges and opportunities by applying logic, innovation and/or flexibility

Effective communicators

Faculty of Education graduates will be collaborative and be able to articulate ideas using different media

Responsible

Faculty of Education graduates will have an appreciation of, an ability to, and a propensity to act responsibly and empathetically in school and community contexts

To see how the Faculty Qualities link with UOW Graduate Qualities and Australian Professional Standards for Teachers go to

<http://www.uow.edu.au/educ/students/facultyqualities/index.html>

Australian Professional Teaching Standards

The following Australian Professional Teaching Standards are addressed: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4

Assessment Tasks

Assessment 1: Global environmental issue

DUE DATE	WEIGHTING	LENGTH
Week 4, March 28 2013	40%	1500 words

Choose an environmental or sustainability issue (e.g. a “big idea”) that you believe children should be made aware of and be competent to take action on within their schools, families and local communities.

Your essay should address the following components:

1. A description of the issue, referring to different possible perspectives that could be taken. (5 marks)
2. Why should children be aware of this issue and thus provided with opportunities to take action on the issue? (10 marks)

3. How does education have a role in supporting actions for social change? (Refer to the issue that you have chosen and/or other important social issues) (20 marks)

Overall quality of the essay will also be assessed, including the depth and quality of the reference list and the accuracy of presentation. (5 marks)

Assessment 2: Response to in-school work

DUE DATE	WEIGHTING	LENGTH
Week 13, June 6 2013	60%	2000 words

This task involves a critical response to your experience in the school. You worked with a group to teach three lessons to a particular class. You learned a great deal about the school, its structures, its culture, a classroom, its students and your group members as colleagues. Hopefully, you also learned about yourself as a teacher.

In your response to the experience, and looking to the future: You have been offered a job at that school and as part of your job you are expected to lead an environmental education/sustainability program for its students and teachers. What will you offer the school? What do you see as a crucial direction for them to go? How will you lead this initiative? Explore and justify your initiative based on your experience in the school.

You will be marked on:

- your professional approach to the challenge (15 marks)
- creativity shown, along with a realistic approach (20 marks)
- the ability to draw logically and critically from readings and other subject material in addition to your personal experiences to outline and justify the initiative (20 marks)
- quality of the essay (5 marks)