

Faculty of Education and Social Work - Teaching and Learning Plan 2004

| Objectives | Strategies 2000 – 2004 | Progress in 2003 | 2004 Targets | Responsibilities |
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| <p>Attract and retain an increasing proportion of high calibre students, both local and international consistent with university equity provisions.</p> | <ul style="list-style-type: none"> • Enhance the first year experience and communicate the resulting improvements to prospective students, parents and teachers (eg. Careers Days, school visits, and industry links). • Improve the retention rate of students from first to second year. | <ul style="list-style-type: none"> • First Year Experience Director – appointed for 2003. • Continued involvement of Learning Centre in improving Education I experience. • Developed mentoring program in Education 1. • Ongoing research projects investigating motivations of students when choosing teaching. • Focus groups of students involved in restructured HMHE & B.Ed primary course units • TIF grant to provide English support for NESB students • Revise Faculty quality Assurance procedures to ensure equity across all programs in terms of | <ul style="list-style-type: none"> • Revise First Year mentoring plan for 2003. • Encourage students to engage in Exchange & Study Abroad programs and international internship/practicum experiences. • Revise assessment strategies in use in course units • Implement recommendations from first year students in restructured course units • Implement recommendations of audit of Indigenous perspectives in course units | <ul style="list-style-type: none"> • First Year Experience Co-ordinator. • Associate Dean (International) • Associate Dean (Teaching and Learning) and Teaching and Learning Committee • Associate Deans • Teaching & Learning Committee. |

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| | <ul style="list-style-type: none">• Creation of new faculty web site. | <p>specialconsideration, late assignments, extensions etc.</p> <ul style="list-style-type: none">• New faculty web site launched 2003. | <ul style="list-style-type: none">• Ongoing development of web site and web site for recent graduates entering the profession. | <ul style="list-style-type: none">• Faculty Web Coordinator. |
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| | <ul style="list-style-type: none"> • Develop strategies to encourage high calibre students to enrol in Honours programs and to continue with postgraduate and research degrees. • Develop and publicize Undergraduate and Postgraduate Scholarship Schemes. • Develop an Honours program for students in Social Work and Policy Studies. | <ul style="list-style-type: none"> • UAI scores improved for all programs in 2003 & 2004. • Appointment of Postgraduate fellows. • Review of EdD • Postgraduate workshop for supervisors. • Induction program for postgraduate students | <ul style="list-style-type: none"> • Continue to recruit students with high range UAI's. • Continue to improve undergraduate and postgraduate retention rates. • Review of Honours units in 2004 • Increase postgraduate coursework enrolments by 20%. • All new supervisors to do ITL Supervisor Workshop. • All new staff to undertake ITL teaching in higher education three day workshop • Develop budget for Undergraduate and Postgraduate Scholarships and criteria for their award consistent with University equity issues. • Exploit international | <ul style="list-style-type: none"> • Dean's Advisory Committee and Awards Committee • Associate Deans Undergraduate & Postgraduate • Associate Dean (Undergraduate) Associate Dean (Graduate Studies) • Heads of School • Heads of School • Associate Deans (Undergraduate and Postgraduate) • Associate Dean (Postgraduate) • Dean's Advisory committee |

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| | | | Alumni more to recruit more high calibre RHD candidates. | <ul style="list-style-type: none"> • Associate Dean (International) |
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| | <ul style="list-style-type: none"> • Develop specific strategies to support students at risk. • Development of Faculty strategies to monitor progress and improve completion rates. | <ul style="list-style-type: none"> • TIF grant to support programs for NESB students • New students at risk policy developed for professional experience. • Professional development for practicum supervisors. • Review of professional experience supervision • Reintroduce examiners boards • Development of units for international students • Two research projects investigating motivations of students when choosing teaching. | <ul style="list-style-type: none"> • Appointment of lecturer to continue support for NESB students • Extend programs for students at risk in professional experience units. • Induction programs for international students to be developed and staff awareness raised about needs of international students | <ul style="list-style-type: none"> • DPEPD Division • Assoc Dean (Undergraduate) & Assoc Dean (International) |

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| <p>Provide curricula that are:</p> <p>a) informed by current research, scholarship, creative works and professional practice,</p> | <ul style="list-style-type: none"> • Faculty to create opportunities for staff to engage in research, scholarship, creative works and professional practice that informs their teaching and learning. This includes supporting regular study leave, staff exchange and annual opportunities to reflect on course unit structure. | <ul style="list-style-type: none"> • Curriculum development for years 5 of joint degrees with B.A., B.Sc and 2-4 of B.Ed (Design & Technology). • Review and restructure of B.Ed primary and HMHE degrees. • MTeach review completed in 20023 • TQAP applications ongoing • Development of B.Ed joint degree with Psychology for School Counsellors. • Cluster research initiatives funded. • Scholarship in Teaching Incentive Grants and Teaching Development Grants to continue • Conference | <ul style="list-style-type: none"> • Implement new Education II, and III units of study. • Increase primary year 4 special course units of study. • Review of the Honours program. • MTeach Review recommendations finalized and implemented. • Tand L sub-committee to review and provide feedback on the relationships of outcomes to assessment strategies in all units of study from three programs • Continue to ensure all curriculum units of study require student familiarity with, and demonstrated | <ul style="list-style-type: none"> • Education II and III Co-ordinator • Primary Program coordinator • Associate Dean (Graduate & MTeach Coordinators) (undergraduate) & Honours Coordinators. • Teaching and Learning Committee • External Advisory Committee/Heads of Schools/Associate Deans (Undergraduate/Post- |

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| | | presentations on enhancing teaching and learning eg. Waikato symposium. | competence in current syllabus requirements and familiarity with generic attributes of graduates. <ul style="list-style-type: none"> • Continue to develop teaching and research partnerships with Waikato School of Ed | graduate) and Course Co-ordinators. Associate Dean (T&L and International) |
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| and b) responsive to the many communities served by the University, employing bodies, educational institutions, industry. | <ul style="list-style-type: none"> • Undertake program and course reviews utilising external consultants and benchmarking with University of Melbourne and QUT with particular attention to 3 areas in University of Sydney Student Course Experience Questionnaire and National CEQ data, (namely Clear Goals and Standards Scale, Appropriate Assessment | <ul style="list-style-type: none"> • Benchmarking with Uni of Melbourne. • Professional Experiences, Partnerships and PD Division consolidated. • Continuation of PD courses provided for teachers during Internship. • Unit of study regularly monitored by committees (Undergraduate and Postgraduate). | <ul style="list-style-type: none"> • Continued benchmarking with Uni of Melbourne, Waikato. • Continued development of DPEPD Division. • Expansion of PD courses and articulation with MEd programs. | <ul style="list-style-type: none"> • Dean • Director, PEPPD • Associate Deans and PEPPD Director, MEd coordinator. |

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| | Scale and Appropriate Workload Scale). | | | |
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| | <ul style="list-style-type: none"> • Involve industry partners and professional organisations in course development and evaluation. • Response to Interim Committee Institute of Teachers re accreditation. • Review of Faculty Centres. | <ul style="list-style-type: none"> • Establish Advisory Committee. • External Review Committees continued • MTeach English Primary Initiative with primary schools. • Further exploration of integrated course units in some programs • N.T. internship for M.Teach cont. • Establishment of Graduate Diploma (Education Studies Coach Education). • Continued development of Oatley links. • North Curl Curl Primary and Holroyd High links continued. • North Sydney Demonstration School links. | <ul style="list-style-type: none"> • Pursue further dialogue with professional associations. • Establishment of rural program for Visual Arts program. • Further exploration of integrated units in some courses. • Technology internship for double degree in 15 partnership schools. • Develop links with elite sports • Renegotiate contract with Oatley | <ul style="list-style-type: none"> • Associate Deans and Course Coordinators • Visual Arts Secondary Coordinator. • Coach Ed Coordinator. • Partnership Coordinator • PEPPD Division |

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| | <ul style="list-style-type: none"> • Establish triennial review cycles for all programs, starting with B.Ed and postgraduate 2001, taking into account the need for Faculty teaching of combined degrees in 2002 and the need for integrated teaching across degree programs • Develop a process to assess the quality and impact of community service activities in teaching, curriculum development and policy development. | <ul style="list-style-type: none"> • T & L Committee implemented use of ITL evaluation forms systematically in all programs over three year cycle. • Implement restructured B.Ed courses. • started | <ul style="list-style-type: none"> • Continue focus group discussions with students and other evaluation strategies tools to evaluate courses. • Implement M.Teach Review suggestions. • Develop and processes to assess the quality and impact of faculty staff community service activities. Link to review of Children’s Centre. | <ul style="list-style-type: none"> • Associate Deans (Undergraduate and Postgraduate) • Course Co-ordinators and Associate Deans • Associate Dean (Teaching & Learning) • Staff involved (eg. B.Ed Primary) • M.Teach Course Coordinators & staff • Associate Deans |

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| <p>3 Provide a rich diversity of formal and informal learning opportunities and professional experiences for all students.</p> | <p>Develop orientation for overseas students for whom student-centred/student managed learning might be new and challenging.</p> <p>Thorough review of the First Year Experience to enhance and evaluate support for teaching and learning in Year 1.</p> | <ul style="list-style-type: none"> • Expansion of induction program for international students • TIF grant enabled Faculty to develop English language Proficiency program. • O-Week activities • Library tour. • Orientation meetings with Course Coordinators. • Expansion of mentoring program for 1st Year students • Active social program organised by Education Society. • Review of Science | <ul style="list-style-type: none"> • Encourage Exchange and Study Abroad students to study within the Faculty. • Continued support for English Language proficiency program with employment for new staff position. • Encourage students to participate in international symposia with partner universities, e.g. Waikato. • Continued involvement of Learning Centre in Education Experiences. • Course Co-ordinators to continue to meet with First Year students in their program groups to monitor experiences in first year. | <ul style="list-style-type: none"> • Associate Dean (International Relations) Co-ordinator of International Programs, PESA. • TESOL staff • Course Co-ordinators. • First Year Experience Co-ordinator with Learning Centre. • Course Co-ordinators • |

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| | | <p>foundation Course to meet student needs more effectively.</p> <ul style="list-style-type: none">• Implementation of new Education I units of study | | |
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| | <p>Develop practicum and related field and clinical experiences central to preparation of professionals.</p> | <ul style="list-style-type: none"> • Professional development for tertiary supervisors • Trialling of new patterns of professional experience eg. Students placed in pairs in year 2, B.Ed (Primary). • Other pilot projects (eg. Curl Curl North and St George District projects) in progress. • Professional Development, Mentoring and Teaching | <ul style="list-style-type: none"> • Continued professional for tertiary supervisors • Renegotiate the internship contract • Continue to explore more places for secondary students • Further partnership with systems and schools to be explored and possibility of further joint appointments considered. • Professional development opportunities for beginning teachers. • Exploring innovative preservice experiences for Social Work students eg Glebe Estate • Liaise with professional associations to explore and develop other field experiences and school opportunities. • Continue to explore | <ul style="list-style-type: none"> • Director, PEPPD Division and Practicum Coordinator. • Director, PEPPD Division Partnerships Coordinator. • PEPPD Director and staff interested in developing these opportunities |

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| | | Induction course with St George Teachers. | links with new regional DET structure & CEO | |
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| | <ul style="list-style-type: none"> • Establish student mentoring practices across all programs with senior students mentoring others. | <ul style="list-style-type: none"> • Careful structuring of mentoring program. Pilot mentoring workshops in Education 1 in 2003. Professional development of student mentors • Student peer support and accountability group maintained in the social work field education program. | <ul style="list-style-type: none"> • Continued professional development of student mentors. | <ul style="list-style-type: none"> • Associate Deans/Program and Course Co-ordinators. • First year Experience Coordinator. |
| | <ul style="list-style-type: none"> • Explore ways to equip students with generic skills needed for optimal life long learning. | <ul style="list-style-type: none"> • Postgraduate induction program conducted by Postgraduate students Induction Program (PESA). | <ul style="list-style-type: none"> • Workshop at faculty T & L forum linking graduate attributes to outcomes and assessment tasks • Review of Unit of Study outlines (3 programs) | <ul style="list-style-type: none"> • Associate Dean (Teaching and Learning) • T & L subcommittee • PESA & Associate Dean (Postgraduate). |

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| <p>4. The provision of graduates who are well equipped as life long learners and contribute successfully to the education profession and to the global society in which they live and work.</p> | <ul style="list-style-type: none"> • Review effectiveness of career preparation through survey of recent graduates (1995-2002). • Seek input from major local, national and international stakeholders (including union and parent organisation) through advisory bodies and employer surveys. | <ul style="list-style-type: none"> • Research project commenced August 2001 to survey 1997-2002 cohorts about effectiveness of pre-service preparation. • Questionnaires and focus group discussions with graduates from last 4 cohorts completed • Trial of technology internship. • Continued benchmarking with University of Melbourne & Waikato • Symposium with Waikato staff | <ul style="list-style-type: none"> • • Linkages grant proposal re beginning teachers with DET • Ongoing research with early career graduates • Technology practicum for double degree. • Continue External Advisory meetings in all programs. • Dissemination of information from those meetings to relevant staff. | <ul style="list-style-type: none"> • ARC Linkage Project team. • Associate Dean (Teaching and Learning) • TAS Coordinator • Associate Deans and Course Coordinators |

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| | <ul style="list-style-type: none"> • Incorporate generic and Faculty specific attributes of graduates into Faculty Handbooks and website and publications. • Review and incorporate the findings of contemporary reports and inquiries relevant to the profession (e.g Ramsey & Vinson). | <ul style="list-style-type: none"> • Ongoing revision of Education II and III • Continuing use of Portfolios in final unit of study 'Integrative Studies' in the Bachelor of Social Work program. • Revision of Faculty policies eg assessment | <ul style="list-style-type: none"> • increased use of portfolios for students to demonstrate graduate attributes and Faculty outcomes have been achieved. | <ul style="list-style-type: none"> • All staff. |

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| <p>5. Attract, develop and reward well qualified staff with a strong commitment to teaching informed by research and offer opportunities for teaching development.</p> | <ul style="list-style-type: none"> • To encourage and recognise teaching which builds on scholarship and research. | <ul style="list-style-type: none"> • Revise criteria Faculty Excellence in Teaching awards • Exemplary teaching and learning practices promoted and recognized. • Excellent teachers encouraged to share their work. • Two forums on Teaching and Learning held in 2003. • Seminars on innovation in teaching and scholarship of teaching underway. • Twenty Waikato staff involved in presentations in Faculty symposium on quality teaching and learning in higher education. • Incentive funds for scholarship in teaching contributions. • CHASS T & L forum | <ul style="list-style-type: none"> • Encourage and support staff who have received a faculty teaching Excellence award to apply for University, state and national Teaching awards • Improve Scholarship in Teaching index submission. • Mapping of current use of IT in course • Staff trained in WebCT to mentor other staff. | <ul style="list-style-type: none"> • Associate Dean (Teaching & Learning) and T & L Committee. |

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| | | <ul style="list-style-type: none">• Program seminars on innovative teaching. | <ul style="list-style-type: none">• | Learning) and Teaching & Learning Committee. |
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| <p>6. Improvement of facilities and teaching infrastructure</p> | <ul style="list-style-type: none"> • Creation of specific funds from Faculty Budget to support grants for use of IT in teaching. • Establish a working party to benchmark and identify needs and opportunities for integration of IT into course units/structures. | <ul style="list-style-type: none"> • Appointment 2 IT chairs to enable development of more flexible teaching and learning process. • New Faculty Web page launched in 2003. • Assess the needs of postgraduate students in terms of IT resources | <ul style="list-style-type: none"> • IT workshops for staff • Faculty TIF grant • Sesqui teaching equipment grant – hardware • Development of wireless teaching environment • List all research/degree students and projects on web in clusters and central graduate studies. • Incorporate technological literacy into all Faculty programs. • Research students to have option of own home page. • All staff to have home page. • Clear information be provided to post-graduate student’s regarding software access/hard ware available. • Clarification on web | <ul style="list-style-type: none"> • CoCo staff • Assoc Dean (T & L) & relevant staff • Relevant staff • IT chair • Cluster convenors. • IT chairs and staff (WP) and course co-ordinator. • All staff. • IT Chair/Prof web Coordinator.. |

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| | | | <p>publishing policy</p> <ul style="list-style-type: none">• Acquisition and use of digital movie cameras.• Further improvement of course delivery.• | <ul style="list-style-type: none">• Faculty Resources Committee.• All staff/Associate Dean (Teaching & Learning). |
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