

Trinity Institute Professional Certificate Offerings 2021



TRINITY COLLEGE

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To provide staff with more options for formal professional learning, we are offering two Professional Certificates in collaboration with the University of South Australia. The Future Oriented Learning offering will run for a second time in 2021, with an additional certificate focused on Innovative Digital Practices for STEM Education.

PROFESSIONAL CERTIFICATE IN FUTURE ORIENTED LEARNING

The Professional Certificate in Future Oriented Learning (PCFOL) is a key component of the work of the Education Futures unit at UniSA to understand how to best implement and sustain innovation in schools. More than a course, it provides a framework for partnering with you to improve education in your school, and to share what we learn along the way with the wider educational community.

The PCFOL is designed to 'hang' around a real innovation you want to explore in your school. Ideally this will be a research informed innovation, one that translates the best research into action. This might mean using a new technology, or adopting a new approach to student feedback, or exploring a new pedagogical framework. The innovation is really up to you and what is needed in your school community, because innovation is really just about evolving what we do to meet the needs our community today and into the future.

The PCFOL will help you to consider some important aspects of implementing change in real educational environments. You will be asked to develop your understanding of your own role as an educational leader in a highly complex environment and to explore what ideas of quality, accountability and equity mean for you in your context. You will also investigate how we can use the various types of data that are available in an educational environment and how they can lead to rich understandings of how that complex environment is changing.

COURSE DESIGN

The PCFOL does not have classes. It is an online course designed to support you while you work on or prepare for a real innovation in your own context. Learning will largely occur through guided reading and discussions with your peers. The University staff are your partners in this work and can be seen as consultants. The course has four assignments. They are 'assessment' tasks, but their primary role is to provide something concrete for you to 'consult' the university staff — and you peers — about. The four tasks are:

1. A review of current educational leadership literature that speaks to your current practice. We want to know how this research challenges you, and how it empowers you.
2. A proposal for quantitative and qualitative data collection around your innovation. Drawing again on state-of-the-art research, you will develop a conceptual model and operational plan for using learning analytics in your specific context.
3. A reflective essay where you will explore your understanding of yourself as a leader in education in your context. Here you will expand on the literature review you have already developed and draw on the understanding of your context you have developed while creating your data proposal.
4. A presentation in which you describe the piloting of your analytics. You will present the initial findings from your project in a form in which it can be shared with the wider educational community.

COURSE COMMITMENT

Sharing the entire University's commitment to enterprise, UniSA: Education Futures is ranked in the top 100 Schools of Education in the world and is still heading up — we'd love you to join us in this endeavour. Offered at a heavily discounted rate, we are looking to partner with teaching professionals who are committed to improvement. If you do join us, please be aware that the PCFOL is the equivalent to two courses (9 units) in the UniSA Master of Education. We are assuming you would put in the same intellectual effort and make the same time commitment that you would make if you were joining our regular Master's program as a part time student. The PCFOL can be highly rewarding, but it relies on you to be an active participant.

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PROFESSIONAL CERTIFICATE IN INNOVATIVE DIGITAL PRACTICES FOR STEM EDUCATION

The Professional Certificate in Innovative Digital Practices for STEM Education (PCIDPSE) explores how the learning design of primary school teachers can result in more effective use of technology to teach STEM subjects. Whilst learning about some of the technology used at the school, this short program provides a way of thinking which encourages the innovative use of technology to create rich and authentic learning experiences.

Like the PCFOL, PCIDPSE seeks sustained innovation. By using the digital tools currently available, teachers will be encouraged to not only think about how technology can support learning but also how they can adapt new technologies as they emerge. The initial offering of this short course focuses on mathematics with particular emphasis on the capability of spatial reasoning. This type of reasoning has recently garnered much research interest due to its clear links to achievement in STEM subjects.

COURSE DESIGN

The PCIDPSE consists of online learning, interviews about practice, after school workshops, collaboration with your peers and some videoed teaching of preplanned digitally mediated tasks with your own class in the TICS. Analysis of examples of teaching with the knowledge you have developed will lead to unit plans which will be enacted later in the year using the school's digital resources. This course emphasises reasoning about practice and hence many of the assessment items will promote reflection on and planning for your teaching. Assessment for learning will take place through the interviews, online surveys, analysis of practice, the final unit and a reflective essay on completion of the teaching unit.

COURSE COMMITMENT

Full commitment to the initial component of this PCIDPSE course will result in 2.5 units which can be coupled with other short courses to work toward your UniSA Master of Education. Time will also be recognised for Teacher Registration Board Professional Development hours. This highly practical course requires a commitment to try out new ideas and think deeply about your design choices. Whilst there will be initial introduction to certain technologies in the school it is expected that teachers will further explore their use in their own teaching time.

Discover
a world of
Opportunity