

## **CSU GRADUATE ATTRIBUTES**

Graduates of Charles Sturt University are expected to have a comprehensive understanding of relevant disciplines, professional knowledge and skills appropriate to their award, complemented by the ability to:

1. apply this knowledge in the workplace
2. learn and work both independently and collaboratively
3. write and speak effectively
4. exercise reflective and critical judgement
5. use appropriate information and communication technologies effectively, and
6. demonstrate a national and international perspective

Charles Sturt University graduates will also demonstrate:

1. a willingness to contribute to their community and wider society
2. an understanding of, and commitment to, open inquiry, ethical practice, social justice, tolerance and cultural diversity
3. a capacity for, and commitment to, continuing personal and professional development, and
4. an appreciation of the need for balance between economic development and environmental sustainability

## **SCHOOL OF EDUCATION ASPIRATIONS**

1. **We expect our students to be autonomous and responsible adult learners who are able to work both independently and collaboratively with others.** We want them to be:
  - role model learners for their students;
  - innovative and creative thinkers who accept risk and challenge as an integral part of their roles;
  - adaptable, and able to transfer and to seek knowledge and skills in a wide range of contexts;
  - people who have the capacity to think laterally and creatively; and
  - people who have a passion for learning and for teaching
2. **We want our graduates to have a dynamic understanding of discipline knowledge and an ability to practise effectively as teachers of this knowledge.** We want them to be:
  - educators with a passion for their subject/discipline, pedagogy and their students' learning; and
  - people with a passion and commitment to the knowledge and technical skills of their discipline(s) and to their own ongoing learning
3. **We want our graduates to be sensitive to the rights and needs of learners.** We want them:
  - to have a commitment to the holistic development of all learners, and value the integration of the academic and pastoral elements of teaching; and
  - to be pedagogically flexible and innovative over time, across students and across social and ethnic contexts
4. **We want our graduates to take responsibility for personal and professional development and to be critically reflective professionals.** We want them to:
  - demonstrate a professional approach to their work
  - be critically reflective professionals
  - be well informed, skilled and self-reflexive practitioners and researchers
  - be sensitive to the rights and needs of colleagues, community members and others and have the ability to work in concert with these stakeholders
  - be collectively engaged and have positive relationships with the profession and other stakeholders; and
  - be actively engaged with teaching as a field which has multiple links/networks through praxis

5. **We want our graduates to be committed to education as a process of critical transformation of individuals, schools and society.** They should:

- have a socially and politically responsive view of education within a broader world view – including the role of advocate
- hold a commitment to social justice, linked with recognition and respect for culture and individual differences
- have a consciousness of power structures and the socially transformative role of education
- have a social conscience and commitment to improving their community
- development empowerment through an understanding of global and local contexts
- have a critical understanding of schooling as socially and historically constructed; and
- use and apply language in multi-literate contexts

### **HOW WE WILL ACHIEVE THESE ASPIRATIONS**

Through our curriculum, pedagogy and assessment and evaluation practices. We will develop our subjects and courses, and evaluate our work using these three questions as guides:

1. How does what we teach lead to and guarantee achievement of the outcomes implied in each of our aspirations?
  - Use the statement of aspirations for our graduates as a filter against the intended outcomes of our courses, the content of our assessment items, and the content of our lectures, workshops, etc.
2. How does the way we teach lead to and guarantee achievement of the outcomes implied in each of our aspirations?
  - Use the statement of aspirations for our graduates as a filter to test the learning processes we use to engage our students.
3. How do our processes and procedures for assessment and evaluation ensure that we are assessing our students against these aspirations, and that we are not assessing them against less important or irrelevant criteria?
  - Use the statement of aspirations for our graduates as a filter to test the assessment processes we use to discover what our students have learned.

In addition, we will aim to ensure that our students' professional experience is

- based on a developmental framework and developmental structure across time, relating to student experience and nature of program
- negotiated with students
- a powerful, authentic personal experience, with coactive and passionate role models, and reflective.

And we will aim to work in partnership with industry, professional institutions (eg, Institute of Teachers) and students, basing our partnerships on

- negotiation
- mutual accountability
- involvement and benefit for all stakeholders – win-win-win
- realistic expectations about costs, possible tensions about partners' roles, and the future of the profession.