

Course Outline (Higher Education)

School:	School of Education
Course Title:	PROFESSIONAL EXPERIENCE IN EDUCATION
Course ID:	EDBPE3004
Credit Points:	15.00
Prerequisite(s):	(Current Working with Children Check (WWCC)) (EDBPE2000)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	70301

Description of the Course :

Students will explore and apply the principles of learning and teaching, and numeracy and literacy, to develop curriculum that integrates learning areas. They will critically observe and analyse education organisational structures and policy frameworks that impact on teaching and learning. Contemporary behaviour management models and strategies will be explored and implemented during a five week block School Experience (SE). Students will critically analyse their professional learning needs in terms of professional teacher standards, and will develop strategies to meet these needs while on SE.

Grade Scheme: Graded (HD, D, C, etc.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Evaluate a range of behaviour management models and strategies
- K2.** Understand and interpret current curriculum frameworks
- K3.** Demonstrate deep content knowledge relevant to teaching disciplines

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- K4.** Describe and apply desirable principles of learning and teaching (PoLT)
- K5.** Critically analyse professional learning needs
- K6.** Reflect on professional identity

Skills:

- S1.** Design a sequential integrated unit plan that develops numeracy and literacy
- S2.** Design engaging student-centred curriculum that incorporates appropriate use of ICT, and caters for a range of learners

Application of knowledge and skills:

- A1.** Explore and develop a professional learning contract based on PoLT and professional teacher standards
- A2.** Participate in a 25 day professional experience in a learning setting
- A3.** Implement learning and teaching principles and management strategies to build a supportive, safe and inclusive learning environment
- A4.** Deliver and assess a sequential integrated unit plan that develops numeracy and literacy
- A5.** Deliver engaging student-centred curriculum that incorporates appropriate use of ICT, and caters for a range of learners
- A6.** Critically reflect on all teaching experiences
- A7.** Detect sources of `the hidden curriculum` in a school environment which impact on teaching and learning
- A8.** Maintain an accurate record of school experience
- A9.** Display an acceptable level on professional teacher standards for an intermediate stage student teaching experience
- A10.** Accept and respond to mentor feedback

Course Content:

Curriculum

- The principles of learning and teaching across the curriculum
- Applying numeracy and literacy teaching strategies across the curriculum
- Detecting sources of *the hidden curriculum* in a school environment which impact on teaching and learning
- Designing integrated curriculum

Teaching

- Behaviour management models and strategies

Me as a HPE teacher

- Professional teacher standards in the whole school setting
- Development of professional learning contract
- Reflect on professional identity

Values:

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- V1.** Adopt a responsible and professional attitude to teacher role
- V2.** Appreciate differences in learners, including learning styles, and the need to use a range of teaching approaches to cater for difference

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Students will analyse their professional knowledge, practice and engagement against professional teacher standards. They will determine areas and construct learning strategies to develop in areas of need.	High
Critical, creative and enquiring learners	Students will face an array of challenges within the university coursework and an extended professional school setting. They will develop self reliance and through working independently and collaboratively with their school mentor. They will develop greater reliance on their own reflections and self assessment, and less on mentor feedback throughout the professional experience.	High
Capable, flexible and work ready	Students will engage with a school community during their extended professional school experiences. Students will explore and develop understanding of the social and cultural diversity of their pupils, and its impact on learning and teaching. They will adjust their teaching practices to meet the needs and expectations of school the community.	High
Responsible, ethical and engaged citizens	Students will further develop awareness and exhibition of socially responsible attitudes and behaviours described in the Victorian Institute of Teaching (VIT) professional code of ethics and code of behaviour. They will critique and modify their own practices to meet social responsibilities expected of a teacher, and will be assessed on their adherence to such responsibilities by their school mentor.	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, S1, S2, A1, A2, A3, A4, A5, A6, A7, A8, A9, A10	In preparation for SE, attendance and participation in class is expected	90% Attendance	H
K5, K6, A1	Explore professional learning needs and develop a professional learning contract	Personal Learning Contract	30-40%
A2	Participate in a 25 day school experience block	Successful SE Participation	H
K1, K2, K3, K4, K5, K6, S1, S2, A3, A4, A5, A6, A7, A8, A9	Complete preparation, observation, planning, delivery, assessment and reflective tasks.	SE Folio	60-70%

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Adopted Reference Style:

APA