

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	PROFESSIONAL EXPERIENCE 5
<b>Course ID:</b>	EDFGC5075
<b>Credit Points:</b>	0.00
<b>Prerequisite(s):</b>	EDFGC5074
<b>Co-requisite(s):</b>	(EDFGC5703, EDFGC5811 or EDFGC5812 on-campus, EDFGC5810 off-campus or equivalent)
<b>Exclusion(s):</b>	Nil
<b>ASCED Code:</b>	070103

## Description of the Course :

This course provides the means for managing the professional experience placements within the Master of Teaching (Primary) course. This is the last of five professional experience courses. Students are required to complete 20 days of placement and to engage in activities specified in the placement booklet for this unit.

During this placement students teach group and whole class learning sessions daily. This professional placement experience allows the placement student to complete four weeks of full day planning and teaching. The placement student uses negotiated weekly planning documents to outline learning intentions, relevant links with curriculum documents, activities and assessment details in conjunction with their mentor teacher. This Professional Experience unit builds on learning from the previous practicum experience and allows the placement students to gain the knowledge, skills and values as stipulated in all aspects of the graduate attributes. The associated Moodle site will provide a range of support material to augment students' exploration of their professional learning.

**Grade Scheme:** S

## Work Experience:

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

## Program Level:

AQF Level of Program						
	5	6	7	8	9	10
<b>Level</b>						
Introductory						
Intermediate						
Advanced					✓	

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## Learning Outcomes:

### Knowledge:

- K1.** Contextualise and extend knowledge and skills considered within the Masters of Teaching programs in order to provide a strong basis for ongoing professional learning
- K2.** Develop insights into the depth, complexity and constraints of primary school environments through observation and participation in learning activities in a school setting, through teaching and reflecting on learning
- K3.** Analyse learning theory and practice applicable to the particular teaching disciplines.
- K4.** Explore the role of a post graduate student when planning and working with primary school student in the classroom.
- K5.** Gain knowledge in all areas of the relevant graduate attributes as articulated by the Victorian Institute of teaching.

### Skills:

- S1.** Consider, observe and critically reflect upon learning at University and in schools and upon teaching practice
- S2.** Articulate and explore questions that arise from observations in the learning setting, reading, research and practice
- S3.** Engage sensitively and ethically with all stakeholders across the school community to a high degree
- S4.** Effectively utilise a broad range of communication modes and technologies in their roles as professional teachers that will allow them to meet all aspects of the relevant graduate teaching attributed.
- S5.** Plan teaching sessions with guidance from mentor teacher using a range of appropriate curriculum documents.

### Application of knowledge and skills:

- A1.** Set personal learning goals and document evidence of professional practice, professional knowledge and professional engagement as articulated in the Australian Professional Standards for Teachers (Graduate Level)
- A2.** Bring insights from school-based experiences to Federation University studies and share these in professional conversations with peers and lecturers
- A3.** Put into practice feedback provided regarding personal teaching performance
- A4.** Plan, deliver and evaluate lessons so that student learning is effectively and clearly conceptualised and organised at a post graduate level.
- A5.** Work collaboratively within the staff team, and communicate effectively with students, UMs, MTs and other professionals, colleagues and parents.

## Course Content:

- Observing and participating in teaching practice – analysis and development of qualities needed for effective teaching;
- Reflecting on learning and teaching and applying developing communication skills and positive relationships in teaching;
- Understanding and developing personal learning goals for the full 20 days of placement;
- Developing and trialling classroom management strategies to a high level;
- Developing professional organisational and information management approaches;

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- Develop specific teaching sessions as part of relevant units of work being implemented;
- Develop a range of assessment approaches that reflect the needs of the students in order to plan further sessions and to record the development of the students in their care.

### Values:

- V1.** Become autonomous, self-directed educators who inquire into professional practice; appreciate ethics and accountability applicable to professional practice at a post graduate level;
- V2.** Leadership and collaboration in education settings are important;
- V3.** Recognise the legal and ethical requirements of the teaching profession.

### 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	PSTs gain increased understanding of themselves, of learners, of the teaching and learning process, of teaching areas and of schools and other learning organisations.	High
Critical, creative and enquiring learners	PSTs set personal learning goals, and reflect on learning, monitor their own progress as a teacher and critically examine teaching practice. They plan learning experiences and make judgements about learning.	High
Capable, flexible and work ready	PSTs are actively involved in the school community and act collegially as members of a staff team within the learning setting. They collaborate and engage in collegial discussions with their peers, education professionals and parents/carers.	High
Responsible, ethical and engaged citizens	PSTs behave ethically and professionally as teachers in the placement setting.	High

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5. S1, S2, S3, S4, S5, A1, A3, A4, A5	Plan, teach and evaluate as per Professional Experience 4 Assessment Report Form A in collaboration with Mentor Teacher.	School Mentor Assessment Report Form A on PST's performance in professional experience placement Satisfactory completion of 20 days of supervised professional placement is required.	Pass grade only (PGO). Satisfactory completion of

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3 S1, S2 A2, A5	Attend scheduled pre-placement sessions Complete the pre placement section of Professional Experience 4 Graduate Teacher Performance Assessment form B Submit required legal documents	Attendance and participation and completion of pre-placement document	S/N
K1, K2, K3, K4 S1, S2 A1, A2, A5	Attend post placement to reflect on placement experience and to confirm the students knowledge and skills in all aspects of the graduate teacher attributes.	Attendance and participation by completing Reflective Self Evaluation Report Form C	S/N

## Adopted Reference Style:

APA