

Course Outline (Higher Education)

School:	School of Education
Course Title:	PROFESSIONAL PLACEMENT A
Course ID:	EEBED2005
Credit Points:	15.00
Prerequisite(s):	(EDBED1003 or EDBED1008 or EDFGC1053)
Co-requisite(s):	Nil
Exclusion(s):	(EEBED2101)
ASCED Code:	070301

Description of the Course :

This course is the first in a sequence of four courses of professional experience designed to develop students' competencies as professional teachers. It comprises a paired and supervised teaching experience of 15 days in a primary school. During this placement, Pre Service Teachers (PSTs) will connect and extend the coursework undertaken at university by engaging in practical and constructive experiences in a variety of learning settings that can include rural, regional and urban localities. University based pre-placement seminars will augment students' exploration of their professional learning and post-placement sessions will be undertaken to reflect on the professional experience and assist in developing future learning goals.

Professional Pairs teaching is a practice whereby PSTs form teaching partnerships and systematically inquire into their own and others' teaching practice to explore learning about teaching, through teaching. PSTs, following discussions with their Mentor Teacher (MT), negotiate teaching and learning tasks; provide each other with critical and meaningful feedback; share workloads and explore teaching through an inquiry lens.

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

Program Level:

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

Learning Outcomes:

Knowledge:

- K1.** Contextualise and extend knowledge and skills considered within the Bachelor of Education programs in order to provide a strong basis for ongoing professional learning;

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- K2.** Develop understanding of the depth, complexity and constraints of primary school environments through observation and participation in learning activities in a school setting, and through teaching and reflecting on learning;
- K3.** Examine learning theory and practice applicable to the particular teaching disciplines.

Skills:

- S1.** Reflect upon personal learning on learning and teaching practice in schools;
- S2.** Articulate and explore questions that arise from observations in the learning setting as well as from professional reading, research and practice;
- S3.** Engage sensitively and ethically with all stakeholders across the school community;
- S4.** Effectively utilise a broad range of communication modes and technologies as professional teachers.

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.** Practise teaching and put into practice feedback regarding personal teaching performance;
- A4.** Plan, deliver and evaluate lessons so that student learning is effectively and clearly conceptualised and organised;
- A5.** Work collaboratively and communicate effectively with students, MTs and other professionals, colleagues and parents.

Course Content:

Topics may include:

- 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;
- developing and trialling classroom management strategies;
- developing understanding of student learning styles and application of appropriate teaching strategies;
- developing professional organisational and information management approaches;
- recognising and studying occupational health and safety issues in school settings.

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Values:

- V1.** Become autonomous, self-directed educators who inquire into professional practice; appreciate ethics and accountability applicable to professional practice;
- V2.** Recognise the importance of leadership and collaboration in education settings;
- 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 S1, S2, S3, S4 A1, A3, A4, A5	Observe and evaluate learning activities or lessons on a daily basis and complete Assessment Report in collaboration with Mentor Teacher.	Assessment Report Form A	100%
K1, K3 S1, S2 A2, A5	Attend scheduled pre-placement sessions Complete Pre placement section of Form B: Learning Log	Attendance and participation Form B: Learning log	S/N
K1, K2, K3 S1, S2 A1, A2, A5	Attend post placement learning circle sessions and reflect on placement experience and develop future learning goals	Attendance and participation Form B: Learning Log Form C: Reflective Report completion	S/N

Adopted Reference Style:

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APA