

Course Outline (Higher Education)

School:	School of Education
Course Title:	PROFESSIONAL PLACEMENT C: ALTERNATIVE AND DIVERSE
Course ID:	EEBED3106
Credit Points:	15.00
Prerequisite(s):	EEBED2005 or EEBED2101 or EDFGC1054 or EDFGC2053 or EDFGC2054
Co-requisite(s):	Nil
Exclusion(s):	EEBED3103
ASCED Code:	070103

Description of the Course :

This course is part of a sequence of four courses of professional experience designed to develop students' competencies as professional teachers. It comprises a supervised teaching experience of 15 days in an educational setting or educational program. It is designed to encourage, inspire and challenge all Pre-Service Teachers (PSTs) to choose to explore alternative learning settings in which good educational practice occurs.

The placement is underpinned by the intention to extend the PSTs' perceptions of teaching and learning outside of the traditional and familiar educational environment.

Throughout this placement, PSTs immerse themselves in the diverse possibilities and opportunities available to them. PSTs also have the opportunity to complete this placement interstate and internationally.

This 15 day placement can occur as a block placement however, there is flexibility to complete it part time over both Semester 1 and 2, for example, one/two days per week across multiple weeks, depending on the academic timetable and the structure of the placement the PST is engaging in.

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:

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- 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;
- K2.** Gain an understanding of the depth, complexity and constraints of primary learning environments through observation and participation in learning activities through teaching and reflecting on learning;
- K3.** Know and further understand learning theory and practice applicable to the particular teaching disciplines

Skills:

- S1.** Reflect upon learning at University and upon learning and teaching practice in different educational settings;
- S2.** Identify, articulate and explore questions that arise from observations in the learning setting as well as professional reading, research and practice;
- S3.** Engage sensitively and ethically with all stakeholders within the educational setting;
- S4.** Effectively utilise a broad range of communication modes and technologies in their roles as professional teachers.

Application of knowledge and skills:

- A1.** Set personal learning goals with a particular focus on diversity of learning styles and diversity within the educational setting chosen
- A2.** Bring insights from Professional Experience placement 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/activities so that student learning is effectively and clearly conceptualised and organised
- A5.** Work collaboratively and communicate effectively with students, 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 context dependent management strategies
- Implementing effective structures for fostering student engagement in clear, challenging and achievable learning activities
- Developing professional organisational and information management approaches

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- Planning assessment procedures and monitoring student progress in specific curriculum areas (where appropriate);
- Recognising and studying occupational health and safety issues in educational settings

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 EDBED3106 Assessment Report in collaboration with Mentor	Form A: Assessment Report - Mentor report on professional experience placement	100%
K1, K3 S1, S2 A2, A5	Attend scheduled pre-placement sessions Complete Pre placement section of Form B: EBED3106 Learning Log	Attendance and participation Form B: Learning log	S/N

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3 S1, S2 A1, A2, A5	Attend post placement learning circle sessions to 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:

APA