

Course Outline (Higher Education)

Faculty: Faculty of Education and Arts

Course Title: PROFESSIONAL EXPERIENCE 3: SECONDARY

Course ID: EEBED3115

Credit Points: 15.00

Prerequisite(s): (EEBED2115)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 070301

Grade Scheme:

S

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.** 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 school environments through observation and participation in learning activities in a school setting and 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 schools;

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- 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 across the school community;
- 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 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, 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;
- Implementing effective structures for fostering student engagement in clear, challenging and achievable learning activities;
- Developing professional organisational and information management approaches;
- Planning assessment procedures and monitoring student progress in specific curriculum areas;
- Recognising and studying occupational health and safety issues in school settings.

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.

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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
A2	Knowledge Assessment Quiz Multiple choice questions to determine readiness for Professional experience	Quiz	S/U
K1, K2, K3 S1, S2, S3, S4 A1, A3, A4, A5	Plan, teach and evaluate as per Professional Experience 3 Assessment Report Form A in collaboration with Mentor Teacher.	Assessment Report Form A	S/U
K1, K3 S1, S2 A2, A5	Attend scheduled pre and post-placement sessions Complete pre placement section of Professional Experience 2 Pre Service Teacher Performance Assessment Form B	Attendance and participation Completion of pre placement section of Form B	S/U
A2	Complete Professional Experience Student Pulse Report	Pulse report	S/U

Adopted Reference Style:

APA