

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	EXTENDED PRACTICUM
<b>Course ID:</b>	EEBED4104
<b>Credit Points:</b>	30.00
<b>Prerequisite(s):</b>	(EEBED3102 and EEBED3103) OR (EEBED3105 and EEBED3106)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070103

## Description of the Course :

This course is the fourth in a sequence of four courses of professional experience designed to develop students' competencies as professional teachers. It comprises an extended supervised teaching experience block of 30 days in a primary/Special Education school (P-6) or either a primary or a secondary school (p-10). It occurs after a series of non-assessed days designed to introduce the Pre Service Teachers (PSTs) to the School's pedagogies, philosophy and culture.

During the placement PSTs will connect and extend the coursework undertaken at university by engaging in practical and constructive experiences.

PSTs explore more deeply the complexities of teaching and learning through their own and the supervisor's practice; plan and teach lessons, develop learning activities and assessment tasks and systematically reflect on how past teaching experiences compare with teaching in the school setting. As the year progresses, PSTs take on the role similar to that expected of beginning teachers.

By the end of this placement, the PSTs should apply knowledge and skills as set out below and in consideration of the Professional Teaching Standards and in line with the Graduate Teacher Performance Assessment (GTPA). All evidence will support the Round Table Conference which occurs in Term 4 and is the opportunity for PSTs to present their growth and learning.

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 finalise the documented evidence of professional practice, professional knowledge and professional engagement as articulated in the Australian Professional Standards for Teachers (Graduate Level).

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

**Program Level:**

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AQF Level of Program						
	5	6	7	8	9	10
<b>Level</b>						
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 or secondary school environments through observation and participation in learning activities in a school setting, through teaching and reflecting on learning
- K3.** Know and understand learning theory and practice applicable to the particular teaching disciplines
- K4.** Demonstrate understanding of professional practice, professional knowledge and professional engagement as articulated in the Australian Professional Standards for Teachers (Graduate Level)

### Skills:

- S1.** 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
- 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 (Form A) and document evidence of professional practice, professional knowledge and professional engagement as articulated in the Australian Professional Standards for Teachers (Graduate Level) in the GTPA e-portfolio
- A2.** Bring insights from school-based experiences to Federation University at the end of the assessed block and share these in professional conversations with peers and lecturers via a Round Table conference
- A3.** Critically reflect upon practice and feedback regarding personal teaching performance through Form C (Self Reflective Log)
- A4.** Plan, teach and evaluate so that student learning is effectively and clearly conceptualised and organised throughout the assessed block
- 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

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- 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.

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:

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4 S1, S2, S3, S4 A1, A3, A4, A5	Observe and evaluate learning activities or lessons on a daily basis and complete EDBED4104 Assessment Report in collaboration with Mentor Teacher.	Form A: Assessment Report -Online submission Mentor report on PST's performance in professional experience placement	100%
K1, K3, K4 S1, S2 A2, A5	Pre Placement: Attend scheduled pre-placement sessions Complete Form B: EBED4104 Learning Log to reflect GTPA Practice tasks Submit required legal documents	Attendance and participation Form B: Learning log GTPA Practice tasks Scanned Legal Documents: online submission	S/N
K1, K2, K3, K4 S1, S2 A1, A2, A5	Post placement: Attend post placement Round Table conference to present evidence as per GTPA tasks	Attendance and participation Form B: Learning Log GTPA Practice Tasks Form C: Reflective Report completion	S/N
K1, K2, K3 S1, S3 A1, A3, A4, A5	Student at Risk Program (STAR)  UMs and MTs play a vital role in early identification of PST difficulties with the placement.  Students considered at risk of failure will be placed on the STAR program to identify problems and implement restorative actions in collaboration with the Program Coordinator MT, UM and the PST.	Completed STAR report Notification to Professional Experience office An unsatisfactory result for professional experience may result in the PST being suspended from the Program.	S/N

## Adopted Reference Style:

APA