

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	PROFESSIONAL EXPERIENCE 4
<b>Course ID:</b>	EEBED4114
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070301

## 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 school (P-6) or either a primary or a secondary school (p-10).

During the 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 have not previously been experienced and often include a specialty area.

PSTs explore more deeply the complexities of teaching and learning through their own and the supervisors 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.

It is expected that by the final 3 weeks of this placement, PSTs will be assuming a role similar to that of fully qualified beginning teachers, including taking full responsibility for the planning and teaching of a full days program to the whole class.

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:** S

## Program Level:

AQF Level of Program						
	5	6	7	8	9	10
<b>Level</b>						
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 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)
- K5.** Gaining knowledge in all the relevant graduate attributes as articulated by the Victorian Institute of Teaching

## 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 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 within the staff team, and communicate effectively with students, UMs, 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;
- 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:

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- 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, K4 S1, S2, S3, S4 A1, A3, A4, A5	Plan, teach and evaluate as per Professional Experience 4 Assessment Report Form A in collaboration with Mentor Teacher.	Form A: Assessment Report - Online submission Mentor Teacher's assessment report on PST's performance in professional experience placement	S/U
K1, K3, K4 S1, S2 A2, A5	Pre Placement: Attend scheduled pre-placement sessions & Submit required legal documents	Attendance and participation Scanned Legal Documents: online submission	S/U
K1, K2, K3, K4; K5 S1, S2 A1, A2, A5	Post placement: Attend post placement to reflect on placement experience	Attendance and participation	S/U
A2	Complete Professional Experience Student Pulse Report	Pulse report	S/U

## Adopted Reference Style:

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