

Course Outline (Higher Education)

School:	School of Education
Course Title:	TEACHING EXPERIENCE 1
Course ID:	EEDDE2401
Credit Points:	15.00
Prerequisite(s):	EDDDE1001, EDDDE1002, EDDDE2103 or equivalent
Co-requisite(s):	Nil
Exclusion(s):	(TX621)
ASCED Code:	070105

Description of the Course :

This course is the first of a sequence of four courses of professional experience designed to develop students' competencies as professional teachers. This first course comprises a supervised teaching experience of 15 days in a secondary school during which they will connect and extend the coursework undertaken at university by engaging in practical and constructive experiences in learning settings. They will continue to develop the skills of teaching in their method areas necessary to allow them to assume the full role of the teacher in a secondary school. University based seminars will augment students' exploration of their professional learning.

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 joint degree programs in order to provide a strong basis for ongoing professional learning;
- K2.** Gain an understanding of the depth, complexity and constraints of secondary school environments through researching in a school setting, through teaching and reflecting on learning;
- K3.** Know and begin to understand learning theory and practice applicable to the particular teaching disciplines.

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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 use 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 University of Ballarat 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, teachers and other professionals, colleagues and parents;

Course Content:

Topics may include:

- Preparing to teach analysis and development of qualities needed for effective teaching.
- Developing communication skills and positive relationships in teaching.
- Personal agency and personal needs analysis - to form basis of personal goal setting for unit.
- Developing and trialling PST management strategies.
- Developing professional organisational and information management approaches.
- Recognising and studying occupational health and safety issues in school settings.

Values:

- V1.** Become autonomous, self-directed educators who inquire into professional practice;
- V2.** Appreciate pertaining to ethics and accountability applicable to professional practice;
- V3.** Recognise the importance of leadership and collaboration in education 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 their teaching areas and of schools and other learning organisations.	High

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Attribute	Brief Description	Focus
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 and with education professionals, 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	Select and document evidence of the completion of seven learning tasks developed from the Australian Professional Standards for Teachers (Graduate level)	Portfolio	10-20%
K1, K2, K3, S1, S2, S3, S4, A1, A3, A4, A5	Participate in 15 days (approx.) teaching experience in a learning setting.	Mentor report on PST's performance in field experience	80-90%
K1, K2, S1, S2, A2	Participate in pre- and post- professional placement seminar workshops	Attendance and participation	S/N

Adopted Reference Style:

APA