

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	TEACHING EXPERIENCE 3
<b>Course ID:</b>	EEDDE3103
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(EEDDE2401 and EEDDE3102)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070105

## Description of the Course :

This course is one in the sequence of professional experience designed to develop students' competencies as professional teachers. It comprises a supervised teaching experience of 15 days in a Secondary location

By this Professional Experience placement, Pre-Service Teachers (PSTs) are in the final year of their teaching degree, and have up to 30 days experience in planning, teaching and assessing in their major and minor discipline areas. They have completed their teaching methodology studies and have started to identify as professional teachers.

PSTs, following discussions with their School Mentor Teacher, negotiate teaching and learning tasks; receive and reflect on critical and meaningful feedback; and systematically inquire into their own and others' teaching practice so as to learn more about the complexities of learning about teaching, through teaching. An essential aspect of their learning is the development of a professional relationship with the Mentor Teacher/s (MT). It is anticipated that the MT/s will share their experience with PSTs and through feedback, provide ongoing guidance.

University based pre placement seminars will augment students' exploration of their professional learning and post placement session will be undertaken to reflect on the professional experience and assist in developing future learning goals.

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

## Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■

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AQF Level of Program						
	5	6	7	8	9	10
Level						
Advanced						

## Learning Outcomes:

### Knowledge:

- K1.** 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 diverse learning environments through observation and participation in learning activities  
K3 Broaden knowledge of teaching in diverse locations by reflecting on comparisons with previous teaching experiences  
K4 Know and further understand learning theory and practice applicable to the particular teaching disciplines.

### Skills:

- S1.** S1 Reflect upon learning at University and in diverse learning contexts 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 learning community  
S4 Effectively utilise a broad range of communication modes and technologies in their roles as professional teachers.

### Application of knowledge and skills:

- A1.** 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 teaching and learning-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;

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- planning assessment procedures and monitoring student progress in specific curriculum areas
- identifying and studying occupational health and safety issues in diverse settings.

## Values:

- V1.** Become autonomous, self-directed educators who inquire into professional practice; appreciate ethics and accountability applicable to professional practice; recognise the importance of leadership and collaboration in education settings; recognise the legal and ethical requirements of the teaching profession gain an understanding of the diverse contexts in which teaching and learning occurs

## 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 A3, A4, A5 APST 1, 2, 3, 4, 5, 6, 7	Plan, teach and evaluate as outlined in Assessment Report Form A	Activity Diary or report as negotiated Form A: Assessment Report - Mentor report on professional experience placement	100%
K3, A1	Attend and participate in the third year pre-placement session	Pre placement session Attendance and participation Scanned Legal Documents: online submission Scanned Legal Documents: online submission	S/U

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K3, S1, A2	Attend post placement session to reflect on placement experience and develop future learning goals	Post placement session Attendance and participation	S/U

## Adopted Reference Style:

APA