

Course Outline (Higher Education)

School:	School of Education
Course Title:	TEACHING EXPERIENCE 4
Course ID:	EEDDE4104
Credit Points:	30.00
Prerequisite(s):	(EEDDE3103)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Course :

This course is the final in the sequence of practice teaching courses designed to develop students' competencies as professional teachers. This course comprises a supervised teaching experience of 35 days in a secondary school which follows a series of non-assessed days designed to familiarize the Pre-Service Teacher (PST) with the school's pedagogies, philosophy and culture. During this period of block teaching practice, students will continue developing their understanding and practice the skills of teaching in both their method areas.

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. As the year progresses, PSTs take on the role similar to that expected of beginning teachers.

University based pre placement seminars will augment students' exploration of their professional learning and a post placement session (Round Table Conference) 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) and the GTPA.

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

Program Level:

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

Course Outline (Higher Education)

EEDDE4104 TEACHING EXPERIENCE 4

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 understand learning theory and practice applicable to the particular teaching disciplines.

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 (Form A Assessment Report) and document evidence of professional practice, professional knowledge and professional engagement as articulated in the Australian Professional Standards for Teachers (Graduate Level) through completion of Form B (Learning Log) and via the Mahara e-portfolio;
- A2.** Bring insights from school-based experiences to Federation University and share these as part of the Round Table Conference in professional conversations with peers and colleagues;
- A3.** Practise reflection and feedback regarding personal teaching performance through completion of the Form C (Self-Reflective Report);
- A4.** Design, deliver and evaluate lessons and sequential units of curriculum so that student learning is effectively and clearly conceptualised and organised;
- A5.** Demonstrate innovation and informed professional judgement in the design, adaption, implementation and assessment of effective learning in personal specialist teaching areas.
- A6.** 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;
- Reflecting on learning and teaching and applying feedback and reflection to practice;
- Developing communication skills and positive relationships in teaching;
- Personal agency and personal professional needs analysis – to form basis of personal goal setting for Unit;

Course Outline (Higher Education)

EEDDE4104 TEACHING EXPERIENCE 4

- Developing and trialling PST management strategies;
- Developing professional organisational and information management approaches;

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
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, A5,	Preparation of a professional e-portfolio, in the Mahara template, developed from the Australian Professional Standards for Teachers (Graduate level) and the GTPA Practices as per Form B	Portfolio	S/N

Course Outline (Higher Education)

EEDDE4104 TEACHING EXPERIENCE 4

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, S4, A3, A4, A5, A6	Successfully complete an assessed block teaching experience in a School setting including a critical reflection of progress conducted at the mid point of the block and completion of Form B (GTPA practice tasks) reflected in the Mahara e-folio	Mentor report (Form A) on PST's performance in the Professional experience assessed block; GTPA Practice tasks (Form B); Self-reflection Report (Form C)	100%
K1, K2, S1, S2, A2,	Participate in pre- and post- professional placement classes including the Round Table Conference held at the completion of the assessed block	Attendance and participation	S/N

Adopted Reference Style:

APA