

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	PROFESSIONAL EXPERIENCE: LEARNING AND TEACHING
Unit ID:	EEZED1711
Credit Points:	0.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070199

Description of the Unit:

This unit is to be completed with EDBED1016 as the associated first year professional experience in an educational setting such as a school or an early childhood or learning centre. Students will focus on active observations, small group work, interactions with students and staff, and classroom planning, allowing them to begin applying knowledge and skills gained from their university courses under the guidance of a Mentor Teacher/Educator. They will complete five days of professional experience in the education setting specified below for their particular program. Students are required to complete the activities outlined in the Professional Experience Assessment Report (Form A). This will take place in collaboration with their school-based Mentor Teacher/Educator in the placement setting (as indicated below). The students will also document their professional learning in Professional Experience Preservice Teacher Learning Log (Form B) supported by their assigned University Mentor. The requirement to complete Forms A and B will enable students to reflect on their learning and successful completion of the Professional Experience placement.

Education Settings

- Bachelor of Education Studies: **Primary or Secondary**
- Bachelor of Education (Early Childhood and Primary): **Primary**
- Bachelor of Education (Primary): **Primary**
- Bachelor of Education (Early Childhood Education) **Early Childhood**
- Bachelor of Secondary Education: **Secondary**
- Bachelor of Secondary Education (Health and Physical Education Teaching): **Secondary**

Grade Scheme:	Ungraded (S, UN)
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Work Experience:

Wholly by work experience with Charge: Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider.

Does Recognition of Prior Learning apply to this Unit? No

Placement Component: Yes

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this Unit.

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:
Knowledge:

- K1.** Connect theoretical learning with the practice of teaching in an authentic education environment.
- K2.** Receive and reflect on critical and meaningful feedback.
- K3.** Inquire into their own and others teaching practice appropriate to the professional experience setting.

Skills:

- S1.** Negotiate professional duties and teaching and learning tasks with the supervising mentor.
- S2.** Set personal goals for future learning and research.
- S3.** Reflect on strengths and future needs as a learner and as a teacher.
- S4.** Document observations and learning experiences.

Application of knowledge and skills:

- A1.** Nominate, complete and document personal learning tasks that are relevant to the placement setting.
- A2.** Reflect on actions related to personal learning in an on-line journal.
- A3.** Develop an online professional experience resource folder that includes tasks based on the Professional Standards, as well other learning.

Unit Content:

This is a professional experience placement in an education setting in which all learning and assessment takes place in that setting.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to

prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are to be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K2, K3, S1, A2	AT1
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	K2, K3, S1, S2, S3, A4	AT1, AT2, AT3
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	K1, K3, K4, A4	AT1, AT3
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	S1, S4, A2, A3	AT1, AT2, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	K3, A1, S3	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2; K3; S1; S2; S3	Complete Professional Experience Assessment Report (Form A) in collaboration with mentor teacher	Hurdle	S/U
K2; K3; S2; S3; S4; A2, A3	Establish, reflect and evaluate learning goals and professional learning against the Australian Professional Standards for Teachers in Pre-Service Teacher Learning Log (Form B).	Hurdle	S/U
K1; S1; A1	Completion of 5 days placement in the education setting specified for their particular program.	Hurdle	S/U

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit

Yes

Date:

2023

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:
Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Introductory
2. Know the content and how to teach it		
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Introductory
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Introductory
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Introductory
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Introductory
4. Create and maintain supportive and safe learning environments		
4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Introductory
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Introductory
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Introductory
Professional Engagement		
6. Engage in professional learning		

6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Yes	Introductory
7. Engage professionally with colleagues, parents/carers and the community		
7.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Yes	Introductory