

Course Outline (Higher Education)

School:	School of Education
Course Title:	PROFESSIONAL EXPERIENCE: LEARNING AND TEACHING
Course ID:	EEZED1711
Credit Points:	0.00
Prerequisite(s):	Nil
Co-requisite(s):	(EDBED1016)
Exclusion(s):	Nil
ASCED:	070199

Description of the Course:

This course 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 (Primary and Secondary P-10): **Primary**
- Bachelor of Education (Early Childhood Education) **Early Childhood**
- Bachelor of Arts/Bachelor of Education, Bachelor of Mathematical Sciences/Bachelor of Education, Bachelor of Science/Bachelor of Education, Bachelor of Community and Human Services/Bachelor of Education (Joint Degrees): **Secondary**
- Bachelor of Health and Physical Education **Secondary**

- Bachelor of Secondary Education: **Secondary**
- Bachelor of Secondary Education (Health and Physical Education Teaching): **Secondary**

Grade Scheme: Ungraded (S, UN)

Program Level:

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

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.

Course Content:

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

Values:

- V1.** Appreciate the diverse nature of learners and that all students can learn.
- V2.** Recognise the legal and ethical requirements of the teaching profession.
- V3.** Value the role of the teacher as an autonomous, self-directed educator who enquires into and reflects on professional practice.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate](#)

[Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1; A2	AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1; S2; S3	AT1; AT2; AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1; S1	AT1; AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1; K2; K3; S1; S4; A1	AT2; AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1; K2; K3; S1; S2; A1	AT1; AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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

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