

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: PROFESSIONAL EXPERIENCE 2A

Unit ID: EEZED2711

Credit Points: 0.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070199

Description of the Unit:

This unit supports the second year professional experience in the Bachelor of Education in which students complete 15 days in the education setting specified below for their particular course. Students are required to complete the activities outlined in Professional Experience Assessment Report (Form A). This will take place in collaboration with their school-based Mentor Teacher in the education setting in which the placement occurs (as indicated below). The students will also document their professional learning in Professional Experience Pre Service Teacher Learning Log (Form B) supported by their assigned University Mentor.

Education Setting

Bachelor of Education (Early Childhood and Primary): Foundation to Year 2

Grade Scheme: Ungraded (S, UN)

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.

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	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

On successful completion of the unit the students are expected to be able to:

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 lesson planning

Application of knowledge and skills:

- A1.** Nominate, complete and document personal learning tasks that are relevant to the placement setting
- A2.** Reflect-on-action related to personal learning in an on-line journal
- A3.** Continue to develop an online 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.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2 S1, S2 A1, A2 APST 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0.	Complete Professional Experience Assessment Report (Form A) in collaboration with mentor teacher	Hurdle	S/U
K1, K2, K3 S1, S2, S3, S4 A1, A2, A3 APST 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0.	Establish, reflect and evaluate learning goals and professional learning against the Australian Professional Standards for Teachers in the Pre Service Teacher Learning Log (Form B)	Hurdle	S/U
	Completion of 15 days placement in the education setting specified for their particular course	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 No

Date:

Adopted Reference Style:

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		
1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Yes	Intermediate
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Intermediate
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Yes	Intermediate
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Yes	Intermediate
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Intermediate
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	Yes	Intermediate
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Intermediate
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Intermediate

<p>2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p>	<p>Yes</p>	<p>Intermediate</p>

Professional Practice

3. Plan for and implement effective teaching and learning

<p>3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>3.3 Use teaching strategies Include a range of teaching strategies.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.</p>	<p>Yes</p>	<p>Intermediate</p>

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	Intermediate
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Intermediate
4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	Yes	Intermediate
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Intermediate
4.5 Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Yes	Intermediate
5. Assess, provide feedback and report on student learning		
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Intermediate
5.2 Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Yes	Intermediate
5.3 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Yes	Intermediate
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Yes	Intermediate
5.5 Report on student achievement Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Yes	Intermediate
Professional Engagement		
6. Engage in professional learning		
6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Yes	Intermediate

<p>6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.</p>	Yes	Intermediate
<p>6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p>	Yes	Intermediate
<p>6.4 Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</p>	Yes	Intermediate
<p>7. Engage professionally with colleagues, parents/carers and the community</p>		
<p>7.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</p>	Yes	Intermediate
<p>7.2 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</p>	No	Intermediate
<p>7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.</p>	Yes	Intermediate
<p>7.4 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p>	Yes	Intermediate