

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: PROFESSIONAL EXPERIENCE 2

Unit ID: EEZED2722

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 program. 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 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 (Primary): **Primary**
- Bachelor of Education (Primary and Secondary P-10): **Primary**
- Bachelor of Education (Joint Degrees): **Secondary - Major**
- Bachelor of Health and Physical Education: **Secondary - Major**
- Bachelor of Secondary Education: **Secondary - Major**
- Bachelor of Secondary Education (Health and Physical Education Teaching): **Secondary - Major**

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.

Course Level:

| 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 course 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.** 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 Pre-Service Learning Log (Form B) | Hurdle | S/U |

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|----------------------------|---|-----------------|-----------|
| | Completion of 15 days placement in the education setting specified for their particular program | Hurdle | S/U |

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 |

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| <p>2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p> | Yes | Intermediate |
| <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> | Yes | Intermediate |
| <p>2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> | Yes | Intermediate |
| <p>2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> | Yes | Intermediate |

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> | Yes | Intermediate |
| <p>3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> | Yes | Intermediate |
| <p>3.3 Use teaching strategies Include a range of teaching strategies.</p> | Yes | Intermediate |
| <p>3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> | Yes | Intermediate |
| <p>3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p> | Yes | Intermediate |
| <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> | Yes | Intermediate |
| <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> | Yes | Intermediate |

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> | Yes | 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 |