



Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	PROFESSIONAL EXPERIENCE 2
Unit ID:	EEZED2723
Credit Points:	15.00
Prerequisite(s):	(EEZED1711)
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 (Early Childhood Education) in which students complete 20 days in the education setting in an early childhood setting with children from 3 - 5 years. Students are required to complete the activities outlined in Professional Experience Assessment Report (Form A). This will take place in collaboration with their Mentor Teacher in the education setting in which the placement occurs. The students will also document their professional learning in Professional Experience Pre Service Teacher Learning Log (Form B) supported by their assigned University Mentor.

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	■	■	■	■	■	■

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
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 learning specific to diversity (learning styles and strategies)

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.

Graduate Attributes

The Federation University Federation 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 Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		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.	K3, S3	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.	K2, S2	AT2

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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.	K3, S3	AT2
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.	K2, S4	AT2
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, S1	AT1, AT2

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
	Completion of 20 days placement in an early childhood setting with 3 - 5 year olds	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		
1.1 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

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.

Yes Intermediate

2.5 Literacy and numeracy strategies
 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

Yes Intermediate

2.6 Information and Communication Technology (ICT)
 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Yes Intermediate

Professional Practice

3. Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals
 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.

Yes Intermediate

3.2 Plan, structure and sequence learning programs
 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.

Yes Intermediate

3.3 Use teaching strategies
 Include a range of teaching strategies.

Yes Intermediate

3.4 Select and use resources
 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.

Yes Intermediate

3.5 Use effective classroom communication
 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.

Yes Intermediate

3.6 Evaluate and improve teaching programs
 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.

Yes Intermediate

3.7 Engage parents/ carers in the educative process
 Describe a broad range of strategies for involving parents/carers in the educative process.

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
6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	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