



Course Outline (Higher Education)

School:	School of Education
Course Title:	PROFESSIONAL EXPERIENCE 2
Course ID:	EEZED2723
Credit Points:	15.00
Prerequisite(s):	(EEZED1711)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	00199

Description of the Course :

This course 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: S

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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 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

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.** Become autonomous, self-directed educators who inquire into professional practice; appreciate ethics and accountability applicable to professional practice;
- V2.** Recognise the importance of leadership and collaboration in education settings;
- V3.** Recognise the legal and ethical requirements of the teaching profession.

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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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	A	AT2	B
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	A	AT2	B

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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	A	AT2	B
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	A	AT2	A
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	A	AT1, AT2	A

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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	Report	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 Teacher Performance Assessment (Form B)	Document professional learning	S/U
	Completion of 20 days placement in an early childhood setting with 3 - 5 year olds	Hurdle	S/U

Adopted Reference Style:

APA