

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: FIELD BASED INTERNSHIP

Unit ID: EEZED3723

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): (EDECE1020 or EDECE3029)

Exclusion(s): (EEZED2712)

ASCED: 070101

Description of the Unit:

This unit supports the professional experience in the Bachelor of Education (Early Childhood Education) in which the Pre-Service Teachers (PSTs) complete a 15-day field based early childhood internship with children under three years. The PSTs are introduced to the individual and collective understandings of the education professional. Learning is framed within the context of developing practices and knowledge associated with becoming an active and engaged professional early childhood teacher. PSTs will examine verbal and non-verbal communication strategies to support the learning and engagement of young children. Effective communication strategies to work with the professional learning community and parents/carers are considered.

Drawing on the relevant legislative policies, PSTs consider their ethical responsibility to young children and describe strategies that support the wellbeing and safety of young children in early childhood settings. PSTs 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 early childhood setting in which the placement occurs. The PSTs 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			✓			
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
- K4.** Investigate a range of current communication theories for teaching
- K5.** Identify verbal and non-verbal communication strategies that support the engagement of young children
- K6.** List the mandatory reporting requirements associated with teaching
- K7.** Explore the APST and the purpose of these in the profession to identify professional learning needs.

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 and utilise constructive feedback principles to improve teaching practice
- S4.** Document observations and learning experiences
- S5.** Examine a range of verbal and non-verbal communication strategies to enhance teaching and learning
- S6.** Explain mandatory reporting requirements associated with teaching

Application of knowledge and skills:

- A1.** Nominate, complete and document personal learning tasks that are relevant to the setting in which the internship is conducted
- A2.** Reflect-on-action 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

Unit Content:

Topics may include:

- Professional experience placement requirements
- 15 day field-based early childhood internship working with children under three years
- Legislative policies that underpin ethical responsibility

- Strategies to maintain the wellbeing and safety of young children in educational contexts
- Verbal and non-verbal communication strategies to support learning and engagement
- Communication strategies to involve parents/carers in the educative process
- Introduction to using a range of data to inform teaching and learning
- Introduction to legislative requirements, ethics, codes of conduct and mandatory reporting
- Constructive feedback principles using the transactional process model
- APST and their role in the profession.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, S2, A1, A2. APST 1.1, 1.3, 3.3, 3.4, 3.5, 3.7, 4.4, 7.1, 7.2, 7.3	Complete Professional Experience Assessment Report (Form A) in collaboration with mentor teacher	Hurdle	S/U
K1, K2, K3, K7, S1, S2, S3, S4, A1, A2, A3. APST 1.1, 1.3, 3.3, 3.4, 3.5, 3.7, 4.4, 7.1, 7.2, 7.3	Establish, reflect and evaluate learning goals and professional learning against the Australian Professional Standards for Teachers in Pre Service Teaching Learning Log (Form B)	Hurdle	S/U
K1, K2, K3, K4, K5, K6, K7, S1, S2, S3, S4, S5, S6, A1, A2, A3. APST 1.1, 1.3, 3.3, 3.4, 3.5, 3.7, 4.4, 7.1, 7.2, 7.3	Completion of 15 day internship in an early childhood setting	Hurdle	S/U

Adopted Reference Style:

APA

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