



Course Outline (Higher Education)

School:	School of Education
Course Title:	FIELD BASED INTERNSHIP
Course ID:	EEZED3723
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	(EDECE1020 OR EDECE3029)
Exclusion(s):	(EEZED2712)
ASCED:	070101

Description of the Course:

This course 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)

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
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

Course 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.

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 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 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)	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.	K1; K2; K3; S2	AT1; 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.	Not applicable	Not applicable
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.	Not applicable	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.	K1; S1; S6	Not applicable
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.	Not applicable	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)