

Course Outline (Higher Education)

School:	School of Education
Course Title:	PRACTICUM:PRIMARY CLASSROOM
Course ID:	EEBED2101
Credit Points:	15.00
Prerequisite(s):	(EDBED1003 or EDBED1008)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070103

Description of the Course :

This course is the first in a sequence of four courses of professional experience designed to develop students` competencies as professional teachers. It comprises a paired, supervised and University Mentor (UM) supported, teaching experience of 15 days in a primary school. During this placement Pre Service Teachers (PSTs) will connect and extend the coursework undertaken at university by engaging in practical and constructive experiences in a variety of learning settings that can include rural, regional and urban localities. They will continue to develop the necessary skills and knowledge to teach in a primary school. University based pre placement seminars will augment students` exploration of their professional learning and post placement sessions will be undertaken to reflect on the professional experience and assist in developing future learning goals. Professional Pairs teaching is an integral and vital component of Federation University education programs. It is a practice whereby PSTs form teaching partnerships and systematically inquire into their own and others teaching practice so as to learn more about the complexities of learning about teaching, through teaching. PSTs, following discussions with their Mentor Teacher (MT), negotiate teaching and learning tasks; provide each other with critical and meaningful feedback; share workloads and explore teaching through an inquiry lens.

Grade Scheme: Graded (HD, D, C, etc.)

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory						
Intermediate			✓			
Advanced						

Learning Outcomes:

Knowledge:

Course Outline (Higher Education)

EEBED2101 PRACTICUM:PRIMARY CLASSROOM

- K1.** Contextualise and extend knowledge and skills considered within the Bachelor of Education programs in order to provide a strong basis for ongoing professional learning
- K2.** Gain an understanding of the depth, complexity and constraints of primary school environments through observation and participation in learning activities in a school setting, through teaching and reflecting on learning
- K3.** Know and begin to understand learning theory and practice applicable to the particular teaching disciplines.

Skills:

- S1.** Reflect upon learning at University and in schools and upon teaching practice
- S2.** Articulate and explore questions that arise from observations in the learning setting, reading, research and practice
- S3.** Engage sensitively and ethically with all stakeholders across the school community
- S4.** Effectively utilise a broad range of communication modes and technologies in their roles as professional teachers.

Application of knowledge and skills:

- A1.** Set personal learning goals and document evidence of professional practice, professional knowledge and professional engagement as articulated in the Australian Professional Standards for Teachers (Graduate Level)
- A2.** Bring insights from school-based experiences to Federation University studies and share these in professional conversations with peers and lecturers
- A3.** Practise teaching and put into practice feedback regarding personal teaching performance
- A4.** Plan, deliver and evaluate lessons so that student learning is effectively and clearly conceptualised and organised
- A5.** Work collaboratively within the staff team, and communicate effectively with students, UMs, MTs and other professionals, colleagues and parents.

Course Content:

Topics may include:

- Observing and participating in teaching practice – analysis and development of qualities needed for effective teaching;
- reflecting on learning and teaching and applying developing communication skills and positive relationships in teaching;
- understanding and developing personal learning goals
- developing and trialing classroom management strategies;
- developing professional organisational and information management approaches;
- recognising and studying occupational health and safety issues in school settings.

Course Outline (Higher Education)

EEBED2101 PRACTICUM:PRIMARY CLASSROOM

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:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	PSTs gain increased understanding of themselves, of learners, of the teaching and learning process, of teaching areas and of schools and other learning organisations.	High
Critical, creative and enquiring learners	PSTs set personal learning goals, and reflect on learning, monitor their own progress as a teacher and critically examine teaching practice. They plan learning experiences and make judgements about learning.	High
Capable, flexible and work ready	PTs are actively involved in the school community and act collegially as members of a staff team within the learning setting. They collaborate and engage in collegial discussions with their peers, education professionals and parents/carers.	High
Responsible, ethical and engaged citizens	PSTs behave ethically and professionally as teachers in the placement setting	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
Assessment Report	Observe and evaluate learning activities or lessons on a daily basis and complete Assessment Report in collaboration with Mentor Teacher.	Form A: Assessment Report	100
Pre Placement	Attend scheduled pre-placement sessions Complete Pre placement section of Form B: EBED2101 Learning Log Submit required legal documents	Form B; Learning Log	H
Post Placement	Attend post placement learning circle sessions to reflect on placement experience and develop future learning goals	Form B: Learning Log Form C: Reflective Report	H

Course Outline (Higher Education)

EEBED2101 PRACTICUM:PRIMARY CLASSROOM

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
STAR Report	Student at Risk Program (STAR) UMs and MTs play a vital role in early identification of PST difficulties with the placement. Students considered at risk of failure will be placed on the STAR program to identify problems and implement restorative actions in collaboration with the Program Coordinator MT, UM and the PST.	Complte STAR Report	H

Adopted Reference Style:

APA