EDTE301

Professional Experience in the Primary School 1

S2 Day 2014

Education

Contents

General Information

Unit convenor and teaching staff Wayne Leahy wayne.leahy@mq.edu.au
Credit points 3
Prerequisites Admission to BEd(Prim) or 39cp including (EDUC258 and EDUC260 and EDUC267)
Corequisites EDTE353 or EDTE354 or admission to BEd(Prim)
Co-badged status
Unit description The initial Professional Experience unit for intending primary school teachers. Students are required to work in a school for at least 20 days under the guidance of a Supervising Teacher implementing the strategies and techniques being developed concurrently in the 300-level primary methodology units.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

a developing knowledge of content, the structural organisation and scope and sequence of content, as prescribed by syllabus documents for teaching across the KLAs

the ability to design and implement lessons across the KLAs that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes

a developing understanding of a variety of behavioural management strategies

a developing understanding of the strategies needed to cater for the diversity of learners, including students of different abilities, Aboriginal and Torres Strait Island students, students from diverse linguistic, cultural, religious or socioeconomic backgrounds, students with a disability and students with specific learning needs

Assessment Tasks

Name	Weighting	Due
Professional Experience Report	100%	19 September 2014

Professional Experience Report

Due: **19 September 2014**
Weighting: **100%**

Students complete a 20-day professional experience in a primary school. Students submit a supervising teachers evaluation, a self-evaluation and a register of school visits. This unit is graded as satisfactory or unsatisfactory.

On successful completion you will be able to:

- a developing knowledge of content, the structural organisation and scope and sequence of content, as prescribed by syllabus documents for teaching across the KLAs
- the ability to design and implement lessons across the KLAs that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes
- a developing understanding of a variety of behavioural management strategies
- a developing understanding of the strategies needed to cater for the diversity of learners, including students of different abilities, Aboriginal and Torres Strait Island students, students from diverse linguistic, cultural, religious or socioeconomic backgrounds, students with a disability and students with specific learning needs

Delivery and Resources

Students will complete a 20 day school based professional experience. They will teach a minimum of 25 lessons. There are no lectures or tutorials attached to this unit. The supervising teacher will evaluate the student and complete an Evaluation of their experience and the students will complete a self-evaluation.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Assessment task

- Professional Experience Report

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- a developing knowledge of content, the structural organisation and scope and sequence of content, as prescribed by syllabus documents for teaching across the KLAs
- the ability to design and implement lessons across the KLAs that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes
- a developing understanding of a variety of behavioural management strategies
- a developing understanding of the strategies needed to cater for the diversity of learners, including students of different abilities, Aboriginal and Torres Strait Island students, students from diverse linguistic, cultural, religious or socioeconomic backgrounds, students with a disability and students with specific learning needs

Assessment task

- Professional Experience Report

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to

critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcome

- a developing understanding of the strategies needed to cater for the diversity of learners, including students of different abilities, Aboriginal and Torres Strait Island students, students from diverse linguistic, cultural, religious or socioeconomic backgrounds, students with a disability and students with specific learning needs

Assessment task

- Professional Experience Report

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- the ability to design and implement lessons across the KLAs that are engaging and motivating for K-6 students and are linked to appropriate learning outcomes
- a developing understanding of the strategies needed to cater for the diversity of learners, including students of different abilities, Aboriginal and Torres Strait Island students, students from diverse linguistic, cultural, religious or socioeconomic backgrounds, students with a disability and students with specific learning needs

Assessment task

- Professional Experience Report

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- a developing understanding of a variety of behavioural management strategies

Assessment task

- Professional Experience Report

Changes since First Published

Date	Description
15/01/2014	The Corequisites was updated.