



EDTE404

Professional Experience in the Primary School 3

S2 Day 2015

Dept of Education

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General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

(TEP403(S) or EDTE403(S)) and (EDTE455 or TEP418(P) or TEP419(P))

Corequisites

EDTE456

Co-badged status

Unit description

Students are required to work in a school for at least 20 days under the guidance of a supervising teacher implementing strategies and techniques being studied concurrently in the 400-level professional units in which they are enrolled.

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:

demonstrate knowledge of subject content across all KLAs in planning and practice

demonstrate an understanding of the processes of learning, teaching and assessing

develop pedagogical skills for effective use of ICT integration

use their research-based knowledge of curriculum and pedagogies to assess and

evaluate a variety of teaching strategies

develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching

apply their understanding of developments in the National Curriculum to the classroom

demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners

develop ways of teaching higher order thinking skills to students

demonstrate strategies for teaching students how to work collaboratively

Assessment Tasks

Name	Weighting	Due
Report 1	25%	12 days
Report 1	25%	12 days
Report 2	25%	23 days
Report 2	25%	23 days

Report 1

Due: **12 days**

Weighting: **25%**

Student self- evaluation

On successful completion you will be able to:

- demonstrate knowledge of subject content across all KLAs in planning and practice
- demonstrate an understanding of the processes of learning, teaching and assessing
- develop pedagogical skills for effective use of ICT integration
- use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- apply their understanding of developments in the National Curriculum to the classroom
- demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- develop ways of teaching higher order thinking skills to students
- demonstrate strategies for teaching students how to work collaboratively

Report 1

Due: **12 days**

Weighting: **25%**

Supervising teacher report 1

On successful completion you will be able to:

- demonstrate knowledge of subject content across all KLAs in planning and practice
- demonstrate an understanding of the processes of learning, teaching and assessing
- develop pedagogical skills for effective use of ICT integration
- use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- apply their understanding of developments in the National Curriculum to the classroom
- demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- develop ways of teaching higher order thinking skills to students
- demonstrate strategies for teaching students how to work collaboratively

Report 2

Due: **23 days**

Weighting: **25%**

Supervising teacher report 2

On successful completion you will be able to:

- demonstrate knowledge of subject content across all KLAs in planning and practice
- demonstrate an understanding of the processes of learning, teaching and assessing
- develop pedagogical skills for effective use of ICT integration
- use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- apply their understanding of developments in the National Curriculum to the classroom
- demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- develop ways of teaching higher order thinking skills to students
- demonstrate strategies for teaching students how to work collaboratively

Report 2

Due: **23 days**

Weighting: **25%**

Student self evaluation

On successful completion you will be able to:

- demonstrate knowledge of subject content across all KLAs in planning and practice
- demonstrate an understanding of the processes of learning, teaching and assessing
- develop pedagogical skills for effective use of ICT integration
- use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- apply their understanding of developments in the National Curriculum to the classroom
- demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- develop ways of teaching higher order thinking skills to students
- demonstrate strategies for teaching students how to work collaboratively

Delivery and Resources

This is a practicum unit. Students will be teaching in primary classrooms for 25 days. A delegate from the university will evaluate the student after 10-15 days.

Unit Schedule

UNIT SCHEDULE

This is a school based unit.

This is the last professional experience practicum in your degree. As such, you will be expected to be working like any professional teacher in the classroom to:

1. Plan and teach at least 50% FTE **of teacher on a full teaching load over the 25 days**
2. Plan and teach across the **SIX Key Learning Areas**
3. Maintain a Professional Experience Folder (see page 11)
4. Attend all relevant meetings at the school
5. Arrive at school **at least 30 minutes prior to school commencing (or as required by school policy)** and leave not before your supervising teacher.

Total days to be completed: 25; minimum of 50% FTE teaching load

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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

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

- demonstrate knowledge of subject content across all KLAs in planning and practice
- demonstrate an understanding of the processes of learning, teaching and assessing
- develop pedagogical skills for effective use of ICT integration
- use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners

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:

Learning outcomes

- demonstrate knowledge of subject content across all KLAs in planning and practice
- demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- demonstrate knowledge of subject content across all KLAs in planning and practice
- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- apply their understanding of developments in the National Curriculum to the classroom

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

- demonstrate knowledge of subject content across all KLAs in planning and practice
- demonstrate an understanding of the processes of learning, teaching and assessing
- develop pedagogical skills for effective use of ICT integration
- use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- apply their understanding of developments in the National Curriculum to the classroom
- demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- develop ways of teaching higher order thinking skills to students
- demonstrate strategies for teaching students how to work collaboratively

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 outcomes

- demonstrate an understanding of the processes of learning, teaching and assessing
- use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- apply their understanding of developments in the National Curriculum to the classroom
- demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- develop ways of teaching higher order thinking skills to students
- demonstrate strategies for teaching students how to work collaboratively

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- demonstrate an understanding of the processes of learning, teaching and assessing
- develop ways of teaching higher order thinking skills to students

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 outcomes

- develop pedagogical skills for effective use of ICT integration
- demonstrate strategies for teaching students how to work collaboratively

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching