



EDTE403

Professional Experience in the Primary School 2

S1 Day 2015

Dept of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	4
<u>Policies and Procedures</u>	4
<u>Graduate Capabilities</u>	5

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General Information

Unit convenor and teaching staff Neil Harrison neil.harrison@mq.edu.au
Credit points 3
Prerequisites Admission to BEd(Prim) or EDTE354 or (TEP319(P) and TEP320(P))
Corequisites EDTE455
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:

- A sound knowledge of the K-6 curriculum across six Key Learning Areas (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- an in-depth knowledge of students and how they learn (AITSL: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.4, 5.1, 5.2);
- a deep understanding of the processes of learning, teaching and assessing (AITSL: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2).
- a comprehensive grasp of the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).

General Assessment Information

Please note that this unit is assessed on a Pass or Fail basis

Assessment Tasks

Name	Weighting	Due
<u>Reports</u>	0%	week 13
<u>Formal observation</u>	100%	week 13
<u>Reports</u>	0%	week 13

Reports

Due: **week 13**

Weighting: **0%**

1. Reports and feedback from the pre-service teacher's Supervising Teacher, and

On successful completion you will be able to:

- an in-depth knowledge of students and how they learn (AITSL: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.4, 5.1, 5.2);
- a comprehensive grasp of the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).

Formal observation

Due: **week 13**

Weighting: **100%**

1. Formal observation(s) from a University Supervisor

Please note that this unit is assessed on a Pass or Fail basis

On successful completion you will be able to:

- A sound knowledge of the K-6 curriculum across six Key Learning Areas (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- an in-depth knowledge of students and how they learn (AITSL: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.4, 5.1, 5.2);
- a deep understanding of the processes of learning, teaching and assessing (AITSL: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2).
- a comprehensive grasp of the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).

Reports

Due: **week 13**

Weighting: **0%**

The return of all following reports and papers to the Professional Experience Office at Macquarie University, including your Supervising Teacher's Report, student self-evaluations and register of visits. You will not receive a final grade until these papers are submitted to the Professional Experience office.

On successful completion you will be able to:

- A sound knowledge of the K-6 curriculum across six Key Learning Areas (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- a deep understanding of the processes of learning, teaching and assessing (AITSL: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2).

Delivery and Resources

no required readings

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 outcome

- an in-depth knowledge of students and how they learn (AITSL: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.4, 5.1, 5.2);

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 outcome

- a comprehensive grasp of the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).

Assessment tasks

- Reports
- Formal observation
- Reports

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 sound knowledge of the K-6 curriculum across six Key Learning Areas (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- an in-depth knowledge of students and how they learn (AITSL: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.4, 5.1, 5.2);
- a deep understanding of the processes of learning, teaching and assessing (AITSL: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2).

Assessment tasks

- Formal observation
- Reports

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

- an in-depth knowledge of students and how they learn (AITSL: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.4, 5.1, 5.2);
- a comprehensive grasp of the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).

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 outcome

- a deep understanding of the processes of learning, teaching and assessing (AITSL: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2).

Assessment task

- Formal observation

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

- A sound knowledge of the K-6 curriculum across six Key Learning Areas (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- a comprehensive grasp of the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).

Assessment tasks

- Reports
- Reports