



# EDTE403

## Professional Experience in the Primary School 2

S1 Day 2016

*Dept of Education*

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#### Disclaimer

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## General Information

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Credit points

3

Prerequisites

EDTE354(P) or (TEP319(P) and TEP320(P)) or (admission to BEd(Prim) and EDTE301(S))

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
- an in-depth knowledge of students and how they learn
- a deep understanding of the processes of learning, teaching and assessing
- a comprehensive grasp of the professional role of the teacher

## Assessment Tasks

Name	Weighting	Due
<u>Formal observation(s)</u>	100%	week 13

### Formal observation(s)

Due: **week 13**

Weighting: **100%**

Assessment for EDTE403 is based on:

1. Reports and feedback from the pre-service teacher's Supervising Teacher, and
2. Formal observation(s) from a University Supervisor,
3. 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.

A grade of Satisfactory or Fail is awarded at the end of semester. There are no additional assignments for this unit

On successful completion you will be able to:

- A sound knowledge of the K-6 curriculum across six Key Learning Areas
- an in-depth knowledge of students and how they learn
- a deep understanding of the processes of learning, teaching and assessing
- a comprehensive grasp of the professional role of the teacher

## Delivery and Resources

### PRACTICUM REQUIREMENTS

Students are required to teach 20 days between March and June, 2016 including:

- 9-day block period from 26 April to 6 May, 2016, and
- 11 additional days, starting March (not before, unless permission has been granted)
- Specific days for the 11 individual days are flexible, and are to be scheduled in consultation with the Supervising Teacher, but it is expected that two days per week will be completed before the block teaching period.
- Note that the block period must be undertaken

**Day 1:** Orientation, observation, planning, and small group assistance,

**Days 2-20:** Whole lessons. Plan, teach and evaluate **whole lessons** across the 6 KLAs. The focus should be on literacy and mathematics.

### **LESSON PLANS (see sample at back of unit guide)**

A lesson plan must be written prior to the presentation of each and every lesson taught over the 20 days. The plan must be written well before delivery so that your supervising teacher has sufficient time to review it and provide appropriate feedback. Please DO NOT present a lesson plan to your teacher just prior to teaching your lesson.

### **EXPECTATIONS: FACE-TO-FACE TEACHING TIME**

There is no specified number of lessons to be taught. Supervising teachers are encouraged to use their professional judgement in making decisions about the number and frequency of whole-class lessons taught by the Teacher Education Students.

**As a guide, by the fourth or fifth day of the placement, Teacher Education students should be teaching for about one-third of the day, gradually increasing the number of lessons so that they are teaching up to half the typical daily teaching load by the end of the 20 days period.**

## **Learning and Teaching Activities**

### **Delivery of multiple lessons over 20 days**

student should be teaching 50% of the day at conclusion of 20 days

## **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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](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/](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](http://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](http://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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**

- a deep understanding of the processes of learning, teaching and assessing

### **Assessment task**

- Formal observation(s)

## **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**

- A sound knowledge of the K-6 curriculum across six Key Learning Areas
- a comprehensive grasp of the professional role of the teacher

## **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
- an in-depth knowledge of students and how they learn
- a comprehensive grasp of the professional role of the teacher

### **Assessment task**

- Formal observation(s)

## **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 deep understanding of the processes of learning, teaching and assessing

## **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
- an in-depth knowledge of students and how they learn
- a deep understanding of the processes of learning, teaching and assessing
- a comprehensive grasp of the professional role of the teacher

### **Assessment task**

- Formal observation(s)