EDTE302

Introduction to Professional Experience in the Secondary School

S2 Day 2017

Department of Educational Studies

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General Information

Unit convenor and teaching staff Lecturer Michael Cavanagh michael.cavanagh@mq.edu.au Contact via 9850-8239 X5B267 Arrange by email
Credit points 3
Prerequisites Admission to BEd(Sec) or ((39cp at 100 level or above) including EDUC105 and EDUC106 and EDUC267)
Corequisites TEP388
Co-badged status
Unit description The initial Professional Experience unit for intending secondary 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 introductory secondary teaching unit (TEP388).

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:

1. a developing knowledge of content, the structural organisation and scope and sequence of content, as prescribed by syllabus documents for teaching across the KLAs
2. 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
3. a developing understanding of a variety of behavioural management strategies
4. 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

General Assessment Information

Teacher Education Students placed in EDTE302 complete a 20-day block (17 July - 11 August).

There are two compulsory orientation sessions for EDTE302 which students must attend:

Tuesday 30 May, 1-2pm in W5AT2

Tuesday 6 June, 1-2pm in W5AT2

Please email michael.cavanagh@mq.edu.au if you have any concerns

Assessment Tasks

Name	Weighting	Hurdle	Due
Professional Experience Report	100%	No	18/08/17

Professional Experience Report

Due: **18/08/17**
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:

- 1. a developing knowledge of content, the structural organisation and scope and sequence of content, as prescribed by syllabus documents for teaching across the KLAs
- 2. 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
- 3. a developing understanding of a variety of behavioural management strategies
- 4. 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

Delivery and Resources

Information about the secondary professional experience program can be found at

http://www.educ.mq.edu.au/professional_experience/secondary_professional_experience/

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

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_2016.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

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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://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

- 2. 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

Assessment task

- Professional Experience Report

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

- 3. a developing understanding of a variety of behavioural management strategies
- 4. 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

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:

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

- 1. a developing knowledge of content, the structural organisation and scope and sequence of content, as prescribed by syllabus documents for teaching across the KLAs
- 2. 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
- 3. a developing understanding of a variety of behavioural management strategies
- 4. 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 outcomes

- 1. a developing knowledge of content, the structural organisation and scope and sequence of content, as prescribed by syllabus documents for teaching across the KLAs
- 2. 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

Assessment task

- Professional Experience Report

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

- 2. 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

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 outcomes

- 1. a developing knowledge of content, the structural organisation and scope and sequence of content, as prescribed by syllabus documents for teaching across the KLAs
- 2. 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

Assessment task

- Professional Experience Report

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

- 4. 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

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- 4. 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