



# TEP 402

## Professional Experience in the Secondary School II

S2 Day 2018

*Department of Educational Studies*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff Unit convenor Michael Cavanagh <a href="mailto:michael.cavanagh@mq.edu.au">michael.cavanagh@mq.edu.au</a>
Credit points 3
Prerequisites TEP401(S)
Corequisites 3cp from TEP422-TEP434 or EDTE433 or EDTE434
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 secondary 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 thorough knowledge of the relevant teaching subject(s) (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- Gain 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);
- Understand 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).
- Identify and gather evidence of practice aligned to AITSL graduate teacher standards (6.1, 6.2)
- Understand the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).

## General Assessment Information

All students must pass the Literacy & Numeracy Test (LANTITE) before commencing TEP402

- You do not need to notify your results to the University
- If you have not yet passed both Literacy and Numeracy components of the test you should register to do the test as soon as possible
- For more details see the message sent to students in February or visit <https://teacheredtest.ace.r.edu.au/>

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Formal observation</a>	0%	No	week 13
<a href="#">Reports</a>	100%	No	week 13
<a href="#">Assett Survey</a>	0%	Yes	Varies

### Formal observation

Due: **week 13**

Weighting: **0%**

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:

- Demonstrate thorough knowledge of the relevant teaching subject(s) (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- Gain 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);
- Understand 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).
- - Identify and gather evidence of practice aligned to AITSL graduate teacher standards (6.1, 6.2)
- Understand 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: **100%**

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:

- Demonstrate thorough knowledge of the relevant teaching subject(s) (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- Understand 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).

## Assett Survey

Due: **Varies**

Weighting: **0%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Completing the Annual Student Survey of Education for Teaching (ASSET) forms part of the assessment for this unit. The ASSET will provide the Department of Educational Studies with a detailed understanding of our students and their experiences; including, who they are, their attitudes and beliefs about education, and how prepared they feel to work as teachers. In addition, as part of the registration of the Department of Educational Studies teacher preparation programs with the NSW Education Standards Authority, we are specifically required to collect impact data on programs. The proposed annual survey will serve the purpose of providing part of these mandatory data. Further, it will provide the Department of Educational Studies with valuable information to revise and improve the programs offered to students. Finally, you may elect to make your de-identified data available to researchers in the Department if you choose.

Please note that identifying data will only be held by the Department of Educational Studies Research Administrator, Mridul Sood, and will not be released to the unit convenor or any academic staff in the Department. Full information is available when you open the survey.

**The survey is in 5 parts and is a hurdle task for this unit. Make sure that you complete each part before the due date.** An automated emailed confirmation of completion will be sent to the email address you nominate. Please make sure you ensure this is received and retained as it is the only evidence of completion that will be accepted in case of dispute. If you have any difficulties accessing the survey or questions regarding participation marks, please contact the Department of Educational Studies Research Administrator, Mridul Sood, at [des.research@mq.edu.au](mailto:des.research@mq.edu.au).

You may complete the surveys any time before the final date for completion. Final dates for completion of each part are provided below and links to the surveys will be available on the iLearn sites:

Part 1: 1 September

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_d5qX9S1egyDecEI](https://mqedu.qualtrics.com/jfe/form/SV_d5qX9S1egyDecEI)

Part 2: 15 September

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_86a7m7fEtCmfKLP](https://mqedu.qualtrics.com/jfe/form/SV_86a7m7fEtCmfKLP)

Part 3: 1 October

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_72RaWQ5kzZeaFTf](https://mqedu.qualtrics.com/jfe/form/SV_72RaWQ5kzZeaFTf)

Part 4: 15 October

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_dbrGl5svQ8yFOrb](https://mqedu.qualtrics.com/jfe/form/SV_dbrGl5svQ8yFOrb)

Part 5: 1 November

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_9GqW4aW3fn60JWR](https://mqedu.qualtrics.com/jfe/form/SV_9GqW4aW3fn60JWR)

On successful completion you will be able to:

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

## Delivery and Resources

There are no university classes for this unit. It is a professional experience unit.

Please refer to the [Professional Experience webpage](#) for more information about the requirements of the unit.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the

key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

- Gain 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 outcomes

- - Identify and gather evidence of practice aligned to AITSL graduate teacher standards (6.1, 6.2)
- Understand the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).

### Assessment tasks

- Formal observation
- Reports

### 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 outcome

- - Identify and gather evidence of practice aligned to AITSL graduate teacher standards (6.1, 6.2)

## 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 thorough knowledge of the relevant teaching subject(s) (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- Gain 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);
- Understand 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

- Gain 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);
- Understand 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**

- Understand 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**

- Demonstrate thorough knowledge of the relevant teaching subject(s) (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- Understand the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).

## **Assessment task**

- Reports

## **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:

## **Assessment task**

- Assett Survey