



# EDTE301

## Professional Experience in the Primary School 1

S2 Day 2019

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff John De Nobile <a href="mailto:john.denobile@mq.edu.au">john.denobile@mq.edu.au</a>
Credit points 3
Prerequisites (Admission to the graduate entry BEd(Prim) and EDUC258 and EDUC260) OR Admission to the undergraduate BA BED (Prim) and 39cp including EDTE353)
Corequisites EDTE252 or EDTE354
Co-badged status
Unit description The initial Professional Experience unit for intending primary 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 primary methodology units.

## 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:

- (301 1) Demonstrate knowledge of students and how they learn
- (301 2) Demonstrate sound knowledge of the K-6 curriculum and how to teach it
- (301 3) Plan and implement effective teaching strategies
- (301 4) Create and maintain a safe learning environment

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">AT1</a>	100%	No	Exam Period

# AT1

Due: **Exam Period**

Weighting: **100%**

PE Reports

1. Reports and feedback from the pre-service teacher's Supervising Teacher, and 2. Formal observation(s) from a Tertiary Supervisor, 3. The return of all following reports and papers to the Professional Experience Office at Macquarie University, including your Supervising Teacher's Report 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:

- (301 1) Demonstrate knowledge of students and how they learn
- (301 2) Demonstrate sound knowledge of the K-6 curriculum and how to teach it
- (301 3) Plan and implement effective teaching strategies
- (301 4) Create and maintain a safe learning environment

## Delivery and Resources

### *Classes*

There are no formal university based classes for this unit. There will be a supporting website for the unit providing additional readings, links and materials. Resources, such as lesson plan formats, will also be available through iLearn from the following website link: <http://www.mq.edu.au/iLearn>

### *Expectations*

**Prior to the start of PE, students must ensure that they have all the required certificates and checks including:**

- **Working With Children Check**
- **Child protection training**
- **Anaphalaxis training**
- **Student Declaration and**
- **Any other documentation as required in the PE Guidelines**

**Students are expected to wear appropriate professional attire and to arrive at school on time on all days. Early dismissals or half days are not permitted. Sports carnivals and other non-classroom activities may count as PE days, but please refer to the PE Guidelines for details on this.**

## Activities

The expected pattern will normally be:

Days	Activity
1-2	Observation > assisting the ST with lessons
3-5	Small group teaching > assisting the ST with lessons
5-15	1 lessons per day > across the KLAs
15-20	Teaching ½ days > across the KLAs

It is worth mentioning at this point that the pattern above represents a minimum satisfactory standard, and that if the Supervising Teacher and Teacher Education Student agree, and the Teacher Education Student shows the capability, faster progression can take place (1 lesson per day can happen earlier, etc.) and teaching load can be expanded (to beyond ½ a day during the last few days, for example).

## Detailed Expectations

### 1. Lesson Plans

- 1.1. TES must use the DoES lesson plan template, and;
- 1.2. Consult ST and the teaching program before planning lessons
- 1.3. Present lesson plans to ST the day before lessons are to be taught
- 1.4. Lesson plans must be based upon learning outcomes from the syllabus used to design the teaching program
- 1.5. Teaching & learning activities (TLAs) should indicate differentiations (according to need or circumstance where appropriate) and TLAs that are assessment tasks should also be flagged as such
- 1.6. Every taught lesson should be evaluated.

### Lesson plans

**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. The required lesson plan format is located in iLearn.

### ***Evaluations and feedback***

Student teachers should evaluate every lesson taught. These lessons plans, including your written evaluations should be kept in your folder. We would expect that students receive written feedback from your Supervising Teacher on many, but not all, of their lessons. Written feedback provides students with the opportunity to take comments home and reflect more carefully on lessons presented. This feedback can also be kept in a folder.

There are no prescribed texts for this unit. However, students are strongly encouraged to obtain **one** of the following texts as a resource:

**Cavanagh, M. & Prescott, A. (2015). *Your Professional Experience Handbook*. Frenchs Forest: Pearson.**

**Marsh, C., Clarke, M., & Pittaway, S. (2014). *Marsh's Becoming a Teacher (6e)*. Frenchs Forest: Pearson.**

**Whitton, D., Barker, K., Nosworthy, M., Humphries, J., & Sinclair, C. (2016). *Learning for Teaching, Teaching for Learning (3e)*. South Melbourne: Cengage.**

Students are strongly advised to become familiar with the AITSL graduate teaching standards available for download at:

<http://www.teacherstandards.aitsl.edu.au/>

## **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>). 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](#) (<http://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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Professional Experience Unit Placement Expectations

- Students must be able to present evidence of completion of the following prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience:
  - A Working with Children Check or State/ Territory equivalent
  - Anaphylaxis training (practical and online training) (school placements only). Please note

that Anaphylaxis training is only current for 2 years so students will need to update this, most probably at the start of their final year

- Child Protection online training (school placements only)

Students are responsible for ensuring that their evidence is current. Please be aware that you may need to update your training or credential during your program of study.

- A Working with Children Check or State/Territory equivalent is required by the end of Week 3 to be eligible for a placement. Students may need to withdraw from this unit if this has not been obtained in time.
- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convenor about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of any assessments or bookwork prior to submission.
- If a Student is identified being **in need of additional support** for Professional Practice and/or Bookwork, the [Department's 'Additional Support' procedure](#) will be activated and they will not be able to withdraw themselves from this Unit.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

### **Fitness to practice requirements:**

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should

not do so. For more information <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>

## Other important policies

### Twice Fail Rule for Professional Experience Units

General Coursework Rule 10(7) stipulates that if a student fails a required unit twice in an undergraduate professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BEd) are advised to seek academic advice.

## 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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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

### 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

- (301 1) Demonstrate knowledge of students and how they learn
- (301 3) Plan and implement effective teaching strategies
- (301 4) Create and maintain a safe learning environment

#### Assessment task

- AT1

### 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

- (301 1) Demonstrate knowledge of students and how they learn
- (301 2) Demonstrate sound knowledge of the K-6 curriculum and how to teach it
- (301 3) Plan and implement effective teaching strategies

## Assessment task

- AT1

## 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

- (301 3) Plan and implement effective teaching strategies
- (301 4) Create and maintain a safe learning environment

## Assessment task

- AT1