



EDTE302

Introduction to Professional Experience in the Secondary School

S1 Day 2019

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Kim Wilson

kim.wilson@mq.edu.au

Contact via 9850 9337

29WW 271

By appointment

Credit points

3

Prerequisites

Admission to BEd(Sec) or ((39cp at 100 level or above) including EDUC105 and EDUC106 and EDUC267)

Corequisites

TEP387

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 units (TEP387 and 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:

LO1 Understand the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).

LO2 Demonstrate knowledge of the relevant teaching subject(s) (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);

LO3 Gain 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);

LO4 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);

LO5 Identify and gather evidence of practice aligned to AITSL graduate teacher standards (6.1, 6.2);

General Assessment Information

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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](#).

Assessment Tasks

Name	Weighting	Hurdle	Due
Formal observation	0%	No	Week 13
Professional Experience Report	100%	No	Week 13

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:

- LO1 Understand the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).
- LO2 Demonstrate knowledge of the relevant teaching subject(s) (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);

- LO3 Gain 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);
- LO4 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);
- LO5 Identify and gather evidence of practice aligned to AITSL graduate teacher standards (6.1, 6.2);

Professional Experience Report

Due: **Week 13**

Weighting: **100%**

Grading: Pass/Fail

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:

- LO1 Understand the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).
- LO3 Gain 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);
- LO5 Identify and gather evidence of practice aligned to AITSL graduate teacher standards (6.1, 6.2);

Delivery and Resources

There is an information session for this unit on **Tuesday 12 March (Week 3), 1-2pm in 14SCO (E7B) T5**

Please also refer to the Professional Experience web page 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>). 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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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 or if you are a Global MBA student contact 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>

In order to meet the Professional Experience placement expectations of this unit, students must:

- attain a 'Satisfactory' grade for their Professional Experience Practical Work in their Evaluation Report, **AND**
- attain a 'Satisfactory' grade for their Professional Experience Folder in their Evaluation Report

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) 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

If you are a Global MBA student contact 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/.

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 outcomes

- LO1 Understand the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).
- LO4 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);
- LO5 Identify and gather evidence of practice aligned to AITSL graduate teacher standards (6.1, 6.2);

Assessment tasks

- Formal observation
- 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

- LO1 Understand the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).
- LO2 Demonstrate knowledge of the relevant teaching subject(s) (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- LO3 Gain 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);
- LO4 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);

- LO5 Identify and gather evidence of practice aligned to AITSL graduate teacher standards (6.1, 6.2);

Assessment tasks

- Formal observation
- 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:

Learning outcomes

- LO1 Understand the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).
- LO2 Demonstrate knowledge of the relevant teaching subject(s) (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- LO4 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
- 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

- LO1 Understand the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).

- LO2 Demonstrate knowledge of the relevant teaching subject(s) (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- LO3 Gain 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);
- LO4 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);
- LO5 Identify and gather evidence of practice aligned to AITSL graduate teacher standards (6.1, 6.2);

Assessment tasks

- Formal observation
- 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

- LO1 Understand the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).
- LO2 Demonstrate knowledge of the relevant teaching subject(s) (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- LO3 Gain 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);
- LO4 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);
- LO5 Identify and gather evidence of practice aligned to AITSL graduate teacher standards (6.1, 6.2);

Assessment tasks

- Formal observation
- 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 outcomes

- LO1 Understand the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).
- LO3 Gain 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);
- LO4 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);
- LO5 Identify and gather evidence of practice aligned to AITSL graduate teacher standards (6.1, 6.2);

Assessment tasks

- Formal observation
- 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

- LO1 Understand the professional role of the teacher (AITSL: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.4).
- LO3 Gain 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);
- LO4 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);
- LO5 Identify and gather evidence of practice aligned to AITSL graduate teacher

standards (6.1, 6.2);

Assessment tasks

- Formal observation
- 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

- LO1 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
- 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

- LO1 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
- Professional Experience Report