



# EDTE404

## Professional Experience in the Primary School 3

S1 Day 2019

*Department of Educational Studies*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	9
<u>Policies and Procedures</u>	9
<u>Graduate Capabilities</u>	12
<u>Changes from Previous Offering</u>	17

#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convener

Dr Iain Hay

[iain.hay@mq.edu.au](mailto:iain.hay@mq.edu.au)

Contact via email

29 WW Room 386

appointments via email

Credit points

3

Prerequisites

(TEP403(S) or EDTE403(S)) and (EDTE455 or TEP418 or TEP419)

Corequisites

EDTE456

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:

demonstrate knowledge of subject content across all KLAs in planning and practice

demonstrate an understanding of the processes of learning, teaching and assessing

develop pedagogical skills for effective use of ICT integration

use their research-based knowledge of curriculum and pedagogies to assess and

evaluate a variety of teaching strategies

develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching

apply their understanding of developments in the National Curriculum to the classroom

demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners

develop ways of teaching higher order thinking skills to students

demonstrate strategies for teaching students how to work collaboratively

## General Assessment Information

**\*Please note that:**

- Viva-Voce presentation will occur in a set tutorial time (to be advised) on 29th May 2019
- The Teaching Performance Assessment submission is 9:00am 3rd June, 2019 (via Turnitin on the iLearn site)

### An overview of the TPA

In consultation with the Supervising Teacher (ST) the Teacher Education Student (TES) chooses five (5) students as case studies and will submit evidence for three (3) of these students. The TES is to provide evidence of:

1) **Planning** - including use of student data:

Knowing the case study students in the classroom. This will include learning goals for each case study student, an overall formative profile of each case study student.

(Australian Professional Standards for Teachers (APST) - Standards 1.1.1; 1.2.1; 3.1.1; 3.2.1 & 3.3.1)

2) **Teaching** - knowing the content and the students:

Selecting a sequence of (three-five) lessons (max 1 page for each lesson) for the class identifying how as the TES they are differentiating for the case study students.

Each lesson plan will also be evaluated against the outcomes for the class, as well as for the case study students (max 1 page for each evaluation).

The TES will also submit a video/sound recording (Teacher TV) of no more than ten (10) minutes that captures different aspects of practice, to a maximum of two (2) recordings. The video recording will be annotated with the TES comments and preferably the ST comments as well.

(APST – Standards 2.1.1; 2.2.1; 3.5.1 & 4.1.1)

3) **Assessing** - gathering data on students and making professional judgments about their learning.

After each lesson (and before the next lesson in the sequence is implemented) the TES collects documentation of the case study students' learning (eg, work sample and/or observation) and annotate/interpret these including relevant academic language of the discipline/curriculum.

The TES should explain how the data collected (the work samples and/or observations) has been used to revise the next planned lesson for the case study students, including evidence of feedback.

(3-5 pieces of evidence per case study student)

(APST - Standard 5.1.1; 5.2.1; 5.3.1; & 5.4.1)

4) **Reflexivity** - reflection in action.

The TES will provide a synthesised situational analysis (SA) of the educational setting, including information on: the community; the students and their families; the setting; the program; and relevant connections of the setting to Australia's Indigenous peoples. Documenting strategies that school employs to engage with parents/carers and the community will be included in the SA.

The TES will complete a 200-300 word reflection each week. The reflection includes goals the TES has set that are linked to the APST – Graduate level relevant for their educational setting, the case study students and includes an analysis of what the TES learned about themselves as a Teacher, drawing on the Teacher TV recordings and/or professional discussions and feedback with the ST and/or TES. This reflection may also include referring to key literature that is evidence-based.

Viva Voce presentation of the TES learning to a panel of Academics after the completion of the placement. The presentation will use one piece of evidence to demonstrate their learning and understanding of one of the case study students, so as demonstrate an ability to communicate their professional judgments and practices to others.

(APST -Standard - 6.1.1; 6.3.1; 6.4.1, 7.3 & 7.4)

Note: All the standards are also assessed separately via the final Professional Experience Evaluation Report that is completed by the ST when the TES has completed their placement.

### **Assessment Presentation and Submission Guidelines**

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

### **Draft Submissions & Turnitin Originality Reports**

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.

- Generally, one Originality Report is generated every 24 hours up to the due date.

**Please note:**

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

**Assignment extensions and late penalties**

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.

- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Practicum Reports</u></a>	50%	No	Day 25 of placement

Name	Weighting	Hurdle	Due
TPA	50%	No	Viva Voce 28 May & TPA 11 June

## Practicum Reports

Due: **Day 25 of placement**

Weighting: **50%**

Students are required to complete the following in order to satisfy the requirements of this unit:

1. Complete 25 days of teaching (As described earlier in this guide)
2. Receive satisfactory reports from Tertiary Supervisor and Supervising Teacher
3. Maintenance of Professional Experience Folder (see below)
3. After completion of the 25 days (20 days for Graduate entry students), the following reports are to be handed in to the **Professional Experience Office**

- Supervising Teacher Report
- Student Self-Evaluation Report
- Register of School visits

These documents are available at:

<https://www.mq.edu.au/about/about-the-university/faculties-and-departments/faculty-of-human-sciences/departments-and-centres/department-of-educational-studies/professional-experience>

On successful completion you will be able to:

- demonstrate knowledge of subject content across all KLAs in planning and practice
- demonstrate an understanding of the processes of learning, teaching and assessing
- develop pedagogical skills for effective use of ICT integration
- use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- apply their understanding of developments in the National Curriculum to the classroom

- demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- develop ways of teaching higher order thinking skills to students
- demonstrate strategies for teaching students how to work collaboratively

## TPA

Due: **Viva Voce 28 May & TPA 11 June**

Weighting: **50%**

### Teaching Performance Assessment (TPA)

From 2019, in order to be accredited as a Teacher in Australian schools, it is compulsory for Teacher Education Students (TES) to undertake and meet the minimum standard of a Teaching Performance Assessment (TPA) (an AITSL requirement). The TPA is completed in the TES final professional experience unit. Each University approaches the TPA from their own context and therefore the TPA that our TES complete may look different to other institutions. Depending on their course and the year of their course rules, TES will complete a final Professional Experience of 20 or 30 days. In completing the TPA, TES must provide evidence of their proficiency in lesson planning, classroom teaching, assessment of student learning and critical reflection on their classroom practice. TES are given information about the specific requirements of the TPA prior to commencing their final professional experience placement.

On successful completion you will be able to:

- demonstrate knowledge of subject content across all KLAs in planning and practice
- demonstrate an understanding of the processes of learning, teaching and assessing
- develop pedagogical skills for effective use of ICT integration
- use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- apply their understanding of developments in the National Curriculum to the classroom
- demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- develop ways of teaching higher order thinking skills to students
- demonstrate strategies for teaching students how to work collaboratively

## Delivery and Resources

This is a practicum unit. Students will be teaching in primary classrooms for 25 days. A delegate from the university will evaluate the student after 10-15 days.

### Teaching Performance Assessment information sessions

There are Information Sessions designed to help you prepare for your TPA. These will be held as follows:

Tuesday 9:00-10:00 on March 5, March 19 and April 2 at 14SCO (Mason Theatre). The Sessions will be recorded but you are strongly encouraged to attend all three sessions in person.

### **Information about the unit *iLearn* site**

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

### **Lectures**

Three lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

### **Access and technical assistance**

Information for students about access to the online component of this unit is available at [ilearn.mq.edu.au/login/MQ/](https://ilearn.mq.edu.au/login/MQ/). You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](https://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

### **This unit requires students to use several ICT and software skills:**

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.



## Unit Schedule

### UNIT SCHEDULE

This is a school based unit.

This is the last professional experience practicum in your degree. As such, you will be expected to be working like any professional teacher in the classroom to:

1. Plan and teach at least 50% **of your supervising teacher's load over the 25 days.**  
(Note: You do not need to begin on 50% but the total period of time spend teaching across the 25 days must constitute 50% of the supervising teacher's load)
2. Plan and teach across the **SIX Key Learning Areas**
3. Maintain a Professional Experience Folder
4. Attend all relevant meetings at the school
5. Arrive at school **at least 30 minutes prior to school commencing (or as required by school policy)** and leave not before your supervising teacher or until you are dismissed by them.

**Total days to be completed:** 25; minimum of 50% FTE teaching load

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*\*Please note: that the number of required days varies according to your course, the following information has been provided by the professional experience office for your information:*

**Graduate Entry** students complete the **three-week block** plus 5 additional days prior to block period (29/4/19-17/5/19), any outstanding days need to be completed before 7 June, 2019 - a total of **20 days** for EDTE404.

**Under Graduate students:** If this is your 4th prac and you completed a 10-day placement in second year, you only need to complete a 25 day placement for EDTE404. This comprises of the **three-week block, 29 April to 17 May**. The additional **10 additional days** completed from 11/3/18 until 7/6/19 these can be negotiated with your supervising teacher and completed any time before 7 June.

If this is your third prac you are expected to complete a 30 day placement the **three-week block, 29 April to 17 May**. The additional **15 days** can be completed from 11/3/18 until 7/6/19 these can be negotiated with your supervising teacher and completed any time before 7 June.

## 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](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](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, 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>

#### **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

### 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

- demonstrate knowledge of subject content across all KLAs in planning and practice
- demonstrate an understanding of the processes of learning, teaching and assessing
- develop pedagogical skills for effective use of ICT integration
- use their research-based knowledge of curriculum and pedagogies to assess and

- evaluate a variety of teaching strategies
- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- apply their understanding of developments in the National Curriculum to the classroom
- demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- develop ways of teaching higher order thinking skills to students

## **Assessment tasks**

- Practicum Reports
- TPA

## **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**

- demonstrate knowledge of subject content across all KLAs in planning and practice
- demonstrate an understanding of the processes of learning, teaching and assessing
- develop pedagogical skills for effective use of ICT integration
- use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- apply their understanding of developments in the National Curriculum to the classroom
- demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- develop ways of teaching higher order thinking skills to students
- demonstrate strategies for teaching students how to work collaboratively

## **Assessment tasks**

- Practicum Reports
- TPA

## 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

- demonstrate knowledge of subject content across all KLAs in planning and practice
- use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- apply their understanding of developments in the National Curriculum to the classroom
- demonstrate strategies for teaching students how to work collaboratively

### Assessment tasks

- Practicum Reports
- TPA

## 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 knowledge of subject content across all KLAs in planning and practice
- demonstrate an understanding of the processes of learning, teaching and assessing
- develop pedagogical skills for effective use of ICT integration
- use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching

- apply their understanding of developments in the National Curriculum to the classroom
- demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- develop ways of teaching higher order thinking skills to students
- demonstrate strategies for teaching students how to work collaboratively

## **Assessment tasks**

- Practicum Reports
- TPA

## **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**

- demonstrate an understanding of the processes of learning, teaching and assessing
- use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- apply their understanding of developments in the National Curriculum to the classroom
- demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- develop ways of teaching higher order thinking skills to students
- demonstrate strategies for teaching students how to work collaboratively

## **Assessment tasks**

- Practicum Reports
- TPA

## **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**

- demonstrate an understanding of the processes of learning, teaching and assessing
- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- develop ways of teaching higher order thinking skills to students
- demonstrate strategies for teaching students how to work collaboratively

## **Assessment tasks**

- Practicum Reports
- TPA

## **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 an understanding of the processes of learning, teaching and assessing
- develop pedagogical skills for effective use of ICT integration
- demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- develop ways of teaching higher order thinking skills to students
- demonstrate strategies for teaching students how to work collaboratively

## **Assessment tasks**

- Practicum Reports
- TPA

## **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 outcomes**

- develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners

### **Assessment tasks**

- Practicum Reports
- TPA

## **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**

- demonstrate an understanding of the processes of learning, teaching and assessing

### **Assessment tasks**

- Practicum Reports
- TPA

## **Changes from Previous Offering**

Incorporation of the Teaching Performance Assessment (TPA)