



EDTE403

Professional Experience in the Primary School 2

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

Dr Iain Hay

iain.hay@mq.edu.au

Contact via via email

29 Wally's Walk, Room 386

by appointment, via phone, email and in person

Credit points

3

Prerequisites

EDTE354 or (TEP319 and TEP320) or (admission to BEd(Prim) and EDTE301(S))

Corequisites

EDTE455

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:

Develop a sound knowledge of the K-6 curriculum across six Key Learning Areas

Demonstrate an in-depth knowledge of students and how they learn

Demonstrate a deep understanding of the processes of learning, teaching and assessing

Develop a comprehensive grasp of the professional role of the teacher

General Assessment Information

The Professional Experience Folder

Much of the Teacher Education Student's development during Professional Experience will be

readily observable. As the Teacher Education Student makes curriculum decisions, acts upon and adapts them, he/she should be able to justify and critique their decision making and practice. The Teacher Education Student's actions, records and critiques become the major indicator for evaluating progress. It is expected, therefore, that observation followed by the discussion will be a significant component of the evaluation of Professional Experience.

It is essential, however, that the Teacher Education Student maintains written records to document evidence of development. Relevant documentation should be kept in their portfolio collection. This documentation can also be used by the Supervising Teacher when evaluating the student's progress against the PE Evaluation Report.

The portfolio collection will include the following sections based on the Professional Experience expectations:

- Standard 1: Know students and how they learn
- Standard 2: Know the content and how to teach it
- Standard 3: Plan for and implement effective teaching and learning
- Standard 4: Create and maintain supportive and safe learning environments
- Standard 5: Assess, provide feedback and report on student learning
- Standard 6: Engage in professional learning
- Standard 7: Engage professionally with colleagues, parents/carers and the community.

Professional Experience Unit Placement Expectations

The student will also include the following documents in their portfolio collection:

- 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 book-work prior to submission.
- If a Student is identified being **in need of additional support** for Professional Practice and/or Book-work, 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.

This unit is the second PE unit for students in the BABEd, BA-PsychBEd and graduate entry BEd programs. This unit is normally completed in the first semester of the final year of study. By this time students have completed curriculum/methodology in English, Mathematics, History, Geography, Science & Technology, PDHPE and Creative Arts. Expectations for students are that they:

- *Undergraduate*: Complete 30 days of PE (15 day block + 15 individual days)
- *Graduate Entry*: Complete 20 days of PE (15 day block + 5 individual days)
- Work towards teaching for the whole day by the final days of PE
- Produce detailed lesson plan for each lesson across all KLAs
- Maintain a PE Portfolio collection

The expected pattern will normally be:

Days	Activity
1-2	Observation > small group teaching > assisting the ST with lessons
3-15	1 lesson per day > 2/3 lessons per day by day 15
15-30	Teaching load from ½ day to full day teaching by the last 2-3 days

Important information - TPA preparation activities

EDTE403 placement is a good opportunity to prepare for the Teaching Performance Assessment (TPA) in your last placement. There are a number of tasks designed to support your development for the TPA in semester 2, please refer to the Professional Experience Requirements of EDTE403 and related information on the unit iLearn site.

Detailed Expectations

1. Lesson Plans

- 1.1. Use the DoES lesson plan template
- 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. T&L activities 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Formal observation(s)</u>	100%	No	Friday 14 June

Formal observation(s)

Due: **Friday 14 June**

Weighting: **100%**

Assessment for EDTE403 is based on:

1. Reports and feedback from the pre-service teacher's Supervising Teacher, and
2. Formal observation(s) from a University Supervisor,
3. 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.

A grade of Satisfactory or Fail is awarded at the end of semester. There are no additional assignments for this unit

On successful completion you will be able to:

- Develop a sound knowledge of the K-6 curriculum across six Key Learning Areas
- Demonstrate an in-depth knowledge of students and how they learn
- Demonstrate a deep understanding of the processes of learning, teaching and assessing
- Develop a comprehensive grasp of the professional role of the teacher

Delivery and Resources

EXPECTATIONS:

Lectures (5/3/19; 19/3/19 & 2/4/19) at 14 Sir Christopher Ondaatje Ave - Mason Theatre

- There are three lectures (recorded) in weeks 2, 4, & 6: Tuesdays 9:00am-10:00am at (14SCO Mason) - the focus of these lectures are on the requirements for the Teaching Performance Assessment (TPA) for EDTE403 and EDTE404
- Other cohorts of education students will also access the three lectures, these include secondary education students and EDTE404 students.

PRACTICUM REQUIREMENTS

30 day placement:

15 day **block** (29 April – 17 May)

plus 15 **additional days** between (March – June)

FACE-TO-FACE TEACHING TIME

Students are required to teach 30 days between April and June, 2019 including:

- 15-day block period from 29 April to 17 May, 2019 and
- 15 additional days, starting 12 March - 8 June (not before, unless permission has been granted)
- Specific days for the 15 individual days are flexible, and are to be scheduled in consultation with the Supervising Teacher, but it is expected that two days per week will be completed before the block teaching period.
- Note that the block period must be undertaken

Day 1: Orientation, observation, planning, and small group assistance,

Days 2-30: Whole lessons. Plan, teach and evaluate **whole lessons** across the 6 KLAs. The focus should be on literacy and mathematics.

LESSON PLANS (see sample at back of unit guide)

A lesson plan must be written prior to the presentation of each and every lesson taught over the 30 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. Ensure your teachers has adequate time to review and provide feedback or advice.

- Supervising teachers are encouraged to use their professional judgement in making

decisions about the number and frequency of whole-class lessons taught by the Teacher Education Students.

As a guide, by the fourth or fifth day of the placement, Teacher Education students should be teaching for about one-third of the day, gradually increasing the number of lessons so that they are teaching up to half the typical daily teaching load by the end of the 30 days period.

Unit Schedule

Lectures (5/3/19; 19/3/19 & 2/4/19) at 14 Sir Christopher Ondaatje Ave - Mason Theatre

- **There are three lectures (recorded) in weeks 2, 4, & 6; Tuesdays 9:00am-10:00am at (14SCO Mason)** - the focus of these lectures are on the requirements for the Teaching Performance Assessment (TPA) for EDTE403 and EDTE404
- Other cohorts of education students will also access the three lectures, these include secondary education students and EDTE404 students.

Learning and Teaching Activities

Delivery of multiple lessons over 29 days

student should be teaching 50% of the day at conclusion of 30 days

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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

For this Unit, students must also be aware of the following specific requirements: -

Students must meet the mandatory requirements to undertake placements as specified in this/ the Unit Guide. These may include both University requirements and mandatory requirements specified by the accrediting authority such as the Working with Children check.

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>

- 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.

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 outcome

- Demonstrate a deep understanding of the processes of learning, teaching and assessing

Assessment task

- Formal observation(s)

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

- Develop a sound knowledge of the K-6 curriculum across six Key Learning Areas
- Develop a comprehensive grasp of the professional role of the teacher

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

- Develop a sound knowledge of the K-6 curriculum across six Key Learning Areas
- Demonstrate an in-depth knowledge of students and how they learn
- Develop a comprehensive grasp of the professional role of the teacher

Assessment task

- Formal observation(s)

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 outcome

- Demonstrate a deep understanding of the processes of learning, teaching and assessing

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

- Develop a sound knowledge of the K-6 curriculum across six Key Learning Areas
- Demonstrate an in-depth knowledge of students and how they learn
- Demonstrate a deep understanding of the processes of learning, teaching and assessing
- Develop a comprehensive grasp of the professional role of the teacher

Assessment task

- Formal observation(s)

Changes from Previous Offering

Introduction of three lectures in weeks 2, 4 & 6. There is a greater emphasis on preparing for the Teaching Performance Assessment (TPA)