



TEP 402

Professional Experience in the Secondary School II

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 Michael Cavanagh michael.cavanagh@mq.edu.au
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

IMPORTANT

If you fail this unit the fail grade will be on your transcript irrespective of the timing of when the placement takes place.

LANTITE

- 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 visit <https://teacheredtest.acer.edu.au/>

TPA

You must register for one of the TPA classes on Tuesday May 28 for TEP402(s1). It is compulsory to attend one of these classes in order to pass your TPA.

There are Information Sessions designed to help you prepare for your Teaching Performance Assessment (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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Reports	50%	No	week 13
TPA	50%	No	week 13

Reports

Due: **week 13**

Weighting: **50%**

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:

- 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).

TPA

Due: **week 13**

Weighting: **50%**

The TPA (Teaching Performance Assessment) is a NESAs requirement. You will receive information about the task requirements in an Information Session (date, time, location tba)

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).

Delivery and Resources

There is an Information Session for this unit:

Tuesday March 5 (Week 2) 1-2pm in E7B T5

The purpose of the session is to provide important information about professional experience in TEP401 and TEP402. You will also hear about the program of activities which the university has developed with Killara High School.

The session will be recorded and available via Echo360 on iLearn but you are strongly encouraged to attend in person.

You can also refer to the following for more information about the requirements of the unit.

<https://ilearn.mq.edu.au/course/view.php?id=34496>

[Professional Experience webpage](#)

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 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, 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) 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

- 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

- 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 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

- 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

- 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).

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 tasks

- Reports
- TPA