EDTE4040

Professional Experience in the Primary School 3

Session 2, Infrequent attendance, North Ryde 2020

Macquarie School of Education

Contents

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to timetable viewer. To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff
Unit Convenor
Dr Iain Hay
iain.hay@mq.edu.au
Contact via via email - please do not leave a phone message, best to email directly
29 Wally's Walk, Room 386
by appointment, via phone, email and in person/Zoom

Credit points
10

Prerequisites
(EDTE403 or EDTE4030(S)) and (EDTE455 or EDTE4550)

Corequisites
EDTE456 or EDTE4560

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:

ULO1: Demonstrate knowledge of subject content across all KLAs in planning and practice.

ULO2: Demonstrate an understanding of the processes of learning, teaching and assessing.

ULO3: Develop pedagogical skills for effective use of ICT integration.

ULO4: Use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies.

ULO5: Develop further skills in reflective practice and show an understanding of the

professional role of the teacher and the ethics of teaching.

ULO6: Apply their understanding of developments in the National Curriculum to the classroom.

ULO7: Demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners.

ULO8: Develop ways of teaching higher order thinking skills to students.

ULO9: Demonstrate strategies for teaching students how to work collaboratively.

General Assessment Information

*Please note: The MQTPA submission dates vary according to when the block placement occurs. **Group A** will be completing placement at the beginning of semester 2 and **Group B** will be completing placement at the end of semester 2. Thus the due dates for the MQTPA are aligned ro when placement occurs.

**There also a **Viva Voce presentation (on one of the case study students) component of the MQTPA these will be conducted via Zoom the dates for this sessions are as follows:

- **Group A:** Week of 17 August, 2020 (Zoom invites to these sessions will be sent out to students, there will be approximately 12 students in each session)

- **Group B:** Week of 2 November, 2020 (Zoom invites to these sessions will be sent out to students, there will be approximately 12 students in each session)

*Important information about LANTITE requirements for this unit: The Teacher Education Student (TES) needs to have met the standard in both literacy and numeracy (LANTITE) prior to enrolling in EDTE4040. This is a practicum unit. Students will be teaching in primary classrooms for 25 days. A delegate from the university will have contact with the student after 10-15 days.

The **key source of information** about the MQ TPA requirements is located at EDSTCOMMS iLearn site under the tab TPA. The required templates, resources and information are located on this site.

An overview of the MQTPA

In consultation with the Supervising Teacher (ST) the Teacher Education Student (TES) chooses five (5) students as case studies, but you will submit evidence for only 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 peers and academic 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/mystudy-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.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria.** Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

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
PE Evaluation Report	0%	No	7 days after completion of the PE placement total days
Teaching Performance Assessment	100%	No	Group A: 29/8/20 at 11:55pm & Group B: 14/11/20 at 11:55pm

PE Evaluation Report

Assessment Type [1]: Field work task
Indicative Time on Task [2]: 0 hours
Due: **7 days after completion of the PE placement total days**
Weighting: **0%**

Professional Experience - 30 days (includes completing assessment - TPA) Report completed by

the Supervising Teacher on placements (no word limit) meets the Graduate Teaching Standards. This task is a hurdle and implementation of the at risk procedure will take the place of a 2nd attempt

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.

Teaching Performance Assessment

Assessment Type [1]: Essay
Indicative Time on Task [2]: 30 hours
Due: **Group A: 29/8/20 at 11:55pm & Group B: 14/11/20 at 11:55pm**
Weighting: **100%**

pass/fail completed on placement (no word limit) Teaching Performance Assessment (NESA requirement) Includes: Choosing 5 focus students and planning, teaching and assessing through a process of reflexive practice.

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.

[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment

- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Teaching Performance Assessment Zoom drop in sessions and information sessions

There are a number of MQTPA Zoom drop in sessions (recorded) advertised on the unit iLearn site over the semester as a way to guide the development of your MQTPA submission.

There are three timetabled lecture/seminar sessions via Zoom designed to help you prepare for your MQTPA, the PowerPoint slides are available on the unit iLearn site. There are also a number of TPA hot topic, resources and pod casts located on the EDSTCOMMS iLearn site under the TPA tab.

Unit Schedule

This is a school based unit, please note the following information:

• the three-week block is compulsory and it is a requirement by the department for the final placement

• If the TES is placed in an Independent school that has a profession experience week at the beginning of term, then the block will commence a week later.

• All final year TES should have met the standard for the LANTITE before enrolling in EDTE4040.

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 - you may use day books for the majority of the placement. Detailed lesson plans should be developed/used for the introduction of new teaching of content/concept areas or for the lesson/s being observed by the the supervising teacher and/or tertiary supervisor**

3. Maintain a Professional Experience Folder

4. Attend all relevant meetings at the school

5. Arrive at school a**t 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.

6. Gather evidence of student learning and teacher impact/reflection for the Teaching Performance Assessment

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

*Please note: that the number of required days **varies according to your course and if you have received official RPL for days**, with the three week block period as compulsory. The following information has been provided by the professional experience office:

Graduate Entry students: **20 day placement -** This includes a compulsory three-week block (in July and August) plus 5 additional days **after** block period. (you can negotiate these days with your supervising teacher).

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**. This comprises of the compulsory three-week block (July and August) plus 10 additional days after the block period (you can negotiate these days with your supervising teacher).

If this is your 3rd prac you are expected to complete a **30 day placement.** This comprises of the three-week block (July and August) plus 15 additional days **after** the block period (you can negotiate these days with your supervising teacher).

*if your require clarification on the number of days you need to complete please contact the professional experience office directly.

NOTE: For those students doing their placement later in the semester (October) you can do your single days prior to the block placement.

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.)*

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 (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

Macquarie School of Education Procedures

In addition, the following policies and procedures of the Macquarie School of Education are applicable in this unit.

Attendance for undergraduate units

All Internal Lecture/seminar/tutorials begin in Week 2 of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit

assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

External Students

1. The on-campus sessions on (insert dates) are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

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 book work 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.

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-gover nance/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 help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise

- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

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.

Changes from Previous Offering

Some components of the MQ Teaching Performance Assessment have been changed due to expert panel feedback and student feedback. Please refer to the EDSTCOMMs iLearn site under the TPA tab for the latest requirements for the MQTPA. Please be aware that the MQTPA is amended each semester due to feedback it is important to refer to the latest version for the semester you are in.