



EDTE302

Introduction to Professional Experience in the Secondary School

S1 Day 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Unit convenor

Kim Wilson

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Contact via Email

X5B 354

Appointment via email

Credit points

3

Prerequisites

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

Corequisites

TEP387

Co-badged status

Unit description

The initial Professional Experience unit for intending secondary school teachers. Students are required to work in a school for at least 20 days under the guidance of a Supervising Teacher implementing the strategies and techniques being developed concurrently in the 300-level introductory secondary teaching units (TEP387 and TEP388).

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- Demonstrate knowledge of the relevant teaching subject(s) (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- Gain knowledge of students and how they learn (AITSL: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.4, 5.1, 5.2);
- 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

Please note that this unit is assessed on a Pass or Fail basis

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Formal observation</u>	0%	No	Week 13
<u>Reports</u>	100%	No	Week 13

Formal observation

Due: **Week 13**

Weighting: **0%**

1. Formal observation(s) from a University Supervisor

Please note that this unit is assessed on a Pass or Fail basis

On successful completion you will be able to:

- Demonstrate knowledge of the relevant teaching subject(s) (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- Gain knowledge of students and how they learn (AITSL: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.4, 5.1, 5.2);
- 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).

Reports

Due: **Week 13**

Weighting: **100%**

Grading: Pass/Fail

The return of all following reports and papers to the Professional Experience Office at Macquarie University, including your Supervising Teacher's Report, student self-evaluations 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 knowledge of the relevant teaching subject(s) (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- 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).
- 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 on **Tuesday 13 March (Week 3), 1-2pm in the Price Theatre**

Please also refer to the [Professional Experience webpage](#) for more information about the requirements of the unit.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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](#)

[s://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 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](#).

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

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 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);

Assessment task

- Formal observation

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

- Formal observation
- Reports

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)

Assessment task

- Formal observation

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 the relevant teaching subject(s) (AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6);
- • Gain knowledge of students and how they learn (AITSL: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.4, 5.1, 5.2);
- • Understand the processes of learning, teaching and assessing (AITSL: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2).

Assessment tasks

- Formal observation
- Reports

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 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).

Assessment tasks

- Formal observation

- Reports

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).

Assessment tasks

- Formal observation
- Reports

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 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

- Formal observation
- Reports