EDSE4043
Professional Experience B

Unit of Study Outline

Session 1, 2014

Last revised: Mon, 04 Nov 2013 13:52:24 +1100
Unit of Study Details

Credits: 2
Prerequisites: 48 credit points including EDSE3073 and two of the following: EDSE3056, EDSE3057, EDSE3058, EDSE3059, EDSE3060, EDSE3061, EDSE3062, EDSE3063, EDSE3064, EDSE3065, EDSE3071, EDSE3066, EDSE3067, EDSE3068.

Preparation:

Teaching Staff Details

Unit of study coordinator: Dr. Anthony Loughland
Room and building: 609 A35
Phone number: 9351 6287
Email: tony.loughland@sydney.edu.au
Arrangements for student consultation:
Appointments may be made by telephone or e-mail or by contacting the Division of Professional Experience (02) 9351 4134

What is the unit about

Rationale

Students undertake their second Professional Experience placement of 25 days in a secondary school in the first semester of the fourth year of the program.

During the placement students are assigned to one or more Supervising Teachers. For secondary student teachers, teaching will commonly be in a single curriculum area with responsibility for teaching one or more classes for a total of between 12 and 16 lesson periods per week (based on a 40 minute period and after an initial period of orientation with classes).

The Supervising Teachers will closely supervise the work of the student teacher in the school and in discussion with the University Mentor will be responsible for writing the Professional Experience Report: Graduating Preservice Teacher that will form the basis of the assessment in the enrolled unit of study.

Australian Teaching Standards

1. Know students and how they learn
By appropriate interactions with students during professional experience placement including direct teaching, team-teaching, classroom observations, assisting the classroom teacher and working with children in out of class activities (1.1.1, 1.2.1, 1.3.1, 1.4.1, 1.5.1, 1.6.1).

2. Know the content and how to teach it
By designing and implementing lesson plans outlining learning sequences in a range of key learning areas including teaching strategies for use of ICT (2.1.1, 2.2.1, 2.3.1, 2.6.1).

3. Plan for and implement effective teaching and learning
By planning, implementing and evaluating lesson plans with appropriate learning goals through clear lesson sequences using a range of teaching strategies and resources (including ICT) (3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 3.6.1).

4. Create and maintain supportive and safe learning environments
By demonstrating knowledge and skills in the use of appropriate strategies for: giving instructions; student organization, dealing with challenging behaviors; engaging student participation; supporting safety and well-being (4.1.1, 4.2.1, 4.3.1, 4.4.1, 4.5.1).

5. Assess, provide feedback and report on student learning
Using a wide range of appropriate methods to get feedback on student progress towards learning outcomes and intervene successfully. Understand the relationship between classroom, school and system based assessment practices (5.1.1, 5.2.1, 5.3.1, 5.4.1, 5.5.1).

6. Engage in professional learning
By reflective evaluation of their teaching practices, responding to feedback including suggestions for improvement from supervising teacher(s) and university mentor and engaging in professional learning activities offered at the placement school (6.1.1, 6.2.1, 6.3.1, 6.4.1).

7. Engage professionally with colleagues, parents/carers and the community
By acting in a professional manner in all interaction with school colleagues, parents/carers and community members during the professional experience period (7.1.1, 7.2.1, 7.3.1, 7.4.1).

**Desired outcomes**

As a result of successfully completing this unit of study students should be able to:

1. Achieve at the graduate level for all of the national professional standards for teachers.
2. Fulfil the university’s requirements for the professional experience, including adequately documenting their planning for teaching using either written lesson plans or a day book, as prescribed by the Faculty and attending all the prescribed days for the Internship placement, for the full school day (unless Faculty approval has been obtained for any other variation).

**Topics**

Not applicable

**Timetable and Teaching Mode**

*The Faculty of Education and Social Work requires attendance of at least 90 per cent of all seminars, workshops or lectures. Where a student is unable to attend at the required rate evidence of illness or misadventure may be required and the student may be required to undertake extra work. Students should discuss the circumstances of their absence(s) with the co-ordinator of the unit of study.*

This unit requires attendance at a designated school placement site for 25 full teaching days (excluding public holidays).

**Assessment**

**Assessment policies**

All assessment in this Unit of Study occurs in conformity with the policies of the Faculty of Education and Social Work as outlined on the Faculty web-site. Please refer to this on such matters as:

- Marking and grading
- Questioning a mark
• Submitting an assignment
• Exams
• Seeking an extension
• Penalties for late submission of work
• Plagiarism and academic honesty
• Seeking special consideration
• Seeking leave of absence
• Student appeals process

All students enrolled in this Unit of Study are expected, without exception, to familiarise themselves with these policies. They are available at the following web-site:

http://sydney.edu.au/education_social_work/current_students/assistance_forms/policies.shtml

All assignments must be submitted with the Faculty cover-sheet attached and completed. This is available from the Faculty of Education and Social Work web-site (http://sydney.edu.au/education_social_work/current_students/assistance_forms/resources/assignment_coversheet.pdf).

The University of Sydney has adopted severe but fair procedures for dealing with plagiarism. It is imperative that students understand what constitutes plagiarism. The threat of being accused of plagiarism is generally relieved by expert referencing of your assignments. If you are not sure how to reference well, please refer to the publications of the Faculty mentioned above, and in particular the following web-site:


Assessment tasks in this unit of study

<table>
<thead>
<tr>
<th>Task</th>
<th>Weight</th>
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<th>Outcomes</th>
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<td>N/A</td>
<td>6/6/14</td>
<td>1-2</td>
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</table>

1. Professional Experience

Due date for completion: 6/6/14

Submission instructions:

The Professional Experience Report: Graduating Preservice Teacher is completed by the designated Cooperating Teacher with the support of the Tertiary Mentor and Director of Professional Experience when required. It is signed by the student teacher and then submitted to the Division of Professional Experience.

Detail:

Successful completion of the 25 day Professional Experience placement.

Assessment is in terms of all the Graduate Teaching Standards as presented within the Professional Experience Report: Graduating Pre-service Teacher and its associated Evidence Guide.

Assessment criteria:
Demonstrated achievement of the National Professional Standards for Teachers at the Graduate level as assessed within the Professional Experience Report: Graduating Preservice Teacher and further described within the linked Evidence Guide. Assessment and reporting is primarily carried out by the designated Cooperating Teacher and where necessary assisted by the Tertiary Mentor and the Director of Professional Experience. Grading is “Satisfies Requirements” (R) or “Fail” (F).

**Student evaluation**

*We welcome feedback on this Unit of Study. Please take the time to offer constructive written feedback at the end of the semester. The teaching team is committed to the participation of learners in the process of planning and evaluation of courses.*