

School of Education

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST6765 Professional Experience 2/Internship (12 units of credit)
Term 3 2021

2. STAFF CONTACT DETAILS

Course Convenor: A/Prof Andy Gao
Location: Ground Floor, Morven Brown Building
Email: xuesong.gao@unsw.edu.au
Availability: Email to arrange an appointment

Contact: Professional Experience Team / Workplace Integrated Learning
Location: Morven Brown Building, Lower Ground
Email: professionalexperience@unsw.edu.au
Availability: Email to arrange an appointment

3. COURSE DETAILS

| | |
|------------------------|---|
| Course Name | Professional Experience 2/Internship |
| Credit Points | 12 units of credit (12 uoc) |
| Workload | Includes 300 hours of fieldwork, class preparation, assessment, follow up activities, etc. |
| Pre-requisites: | 72 uoc, including the completion of EDST6760 |
| Schedule | http://classutil.unsw.edu.au/EDST_T3.html#EDST6765T3B |

SUMMARY OF COURSE

In this course you will complete your final 9-week (45 days) professional experience block in an NSW school which you have not been involved with previously. During your placement you will be provided with increasing opportunities for autonomy, responsibility, and accountability through a gradual shift from direct in-class supervision to program supervision by the Supervising Teacher(s) as you move into the internship phase of the course.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

A new cultural competence task was added to the hurdle requirements for this course.

| | | |
|-----|---|-----------------------|
| 3.6 | Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning | 1,3,4,5 |
| 3.7 | Describe a broad range of strategies for involving parents/carers in the educative process | 1,3,4,5 |
| 4.1 | Identify strategies to support inclusive student participation and engagement in classroom activities | 1,3,4,5 |
| 4.2 | Demonstrate the capacity to organise classroom activities and provide clear directions | 1,3,4,5 |
| 4.3 | Demonstrate knowledge of practical approaches to manage challenging behaviour | 1,3,4,5 |
| 4.4 | Describe strategies that support students' well-being and safety working within school and/or system, curriculum, and legislative requirements | 1,3,4,5 |
| 4.5 | Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible, and ethical use of ICT in learning and teaching | 1,3,4,5 |
| 5.1 | Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning | 1,3,4,5 |
| 5.2 | Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning | 1,3,4,5 |
| 5.3 | Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning | 1,3,4,5 |
| 5.4 | Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice | 1,3,4,5 |
| 5.5 | Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement | 1,3,4,5 |
| 6.1 | Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs | 1,3,4,5 |
| 6.2 | Understand the relevant and appropriate sources of professional learning for teachers | 1,3,4,5 |
| 6.3 | Seek and apply constructive feedback from supervisor | 4 26.46 reW*ces of pr |

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Professional Experience gives teacher education students the opportunity to integrate theory and practice, and develop the skills, knowledge, attitudes, and values essential for teaching in schools in NSW. Professional Experience placements are developmental and sequential.

5. TEACHING STRATEGIES

Professional experience consists of structured observations, including specific observation tasks, informal discussion and feedback, critical reflection, maintenance of a record book, supervised teaching and other duties in a school setting that allow teacher education students to engage with school age students, teachers, and other paraprofessionals.

6. COURSE CONTENT AND STRUCTURE

| Orientation Session | Preliminary visit of school | Professional experience 25 days, followed by Internship 20 days |
|---------------------|--|---|
| Online video | Arranged individually and only when feasible. Not compulsory. | Benchmarked by university liaison, Week 5 |

The course begins with an online orientation session designed to support this final placement by providing key input and presenting and clarifying expectations, assessments, and arrangements re liaison visits and benchmarking. The placement then begins with 25 days of supervised teaching, education students are required to be classroom ready teacher as measured by the criteria in the interim report. The teacher education student then continues with program supervision, called a professional experience internship, in the same school with the same supervising teacher, now operating more like a mentor, for a further 20 days.

During the internship phase the student teacher takes responsibility for several classes, including preparation of lessons and associated teaching materials, completes administration and record keeping as required by the school, including school reports, participates fully in the professional obligations of the school such as sporting and co-curricular activities, staff meetings, professional development days and community consultations.

Any student teacher who does NOT demonstrate competency as measured by the interim report by the end of the 25 days of initial closely supervised teaching will continue undertaking supervised teaching and not progress to the internship phase of Professional Experience 2 until he or she has demonstrated that the requirements have been met.

Note: To arrange timely professional experience placements, i online placement system (InPlace) must be kept current. Student teachers will be prompted by email to log-in to InPlace to verify and update personal information, including mode of transport and current address. This should be completed by student teachers immediately they are prompted to do so by email from the Professional Experience Office.

7. RESOURCES

See Moodle

8. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | Australian Professional Standards Assessed | Due Date |
|---|-------------------------------|--------------------|------------------------------------|--|--|
| 1. Profession Readiness Test. Situational Judgement Test with motivation and adaptability measures and self-assessment using the Interim Report | Online | Hurdle Requirement | 1, 4 | All | October 8 th 2021 by 5pm |
| 2. Cultural Competence | Online | Hurdle Requirement | All | 1.4.1, 2.4.1 | See Moodle |
| 3. Interim Report | Interim report | Hurdle requirement | All | All | November 15 th , 2021 (end of Week 5) |
| 4. Evidence Set | Include all evidence required | Hurdle Requirement | 1, 3, 4 | All | December 17 th 2021 (end of Week 11) |
| 5. Successful completion of 45 days of supervised professional experience, including engagement with wider school community. | Final report | 100% | All | All | December 12 th 2021 (end of Week 10) |

Submission of assessments

Students are required to follow

Assessment Details

4. Evidence Set: Graduate Teacher Performance Assessment

The GTPA is the culminating summative assessment completed during a final-year professional experience placement. Pre-service teachers who have successfully completed a final-year teaching performance assessment prior to graduation that is shown to be a reflection of teaching practice including the elements of planning, teaching, assessing

The GTPA provides opportunity for you to demonstrate impact of your teaching on student learning.

During PE2 you will compile a report in which you analyse and justify your planning, teaching and assessing cycle for one class over a sustained learning sequence that you teach across the duration of your placement and in which you take responsibility for the whole class.