



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST6761
Professional Experience/Internship 2

Semester 2

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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 and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6761 Professional Experience (6 units of credit)
Semester 2, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Simone Pilosio
Office Location: John Goodsell 136
Email: professionalexperience@unsw.edu.au
Phone: 9385 9116
Availability: Please email to make an appointment.

3. COURSE DETAILS

Course Name	Professional Experience 2
Credit Points	6 units of credit (6 uoc)
Workload	Includes fieldwork, class preparation, assessment, follow up activities, etc.

Summary of Course

Professional Experience is the central component of all pre-service programs. It is where theory and practice are integrated and interrelated. For Professional Experience 2, student teachers engage in a 9-week (45 days) professional experience block in Term 4 in a NSW school. During their placement they are provided with increased opportunities for autonomy, responsibility and accountability through the subsequent relaxation of direct in-class supervision by the Supervising Teacher.

The placement begins with 3 days of structured observation followed by 22 days of supervised teaching, equivalent to one half of a teacher's normal load. By the end of this period pre-service teachers are required to demonstrate achievement of all the AITSL standards for a graduate teacher. The preservice teacher 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 of Professional Experience 2 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 achievement of all the AITSL standards for a graduate teacher 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 AITSL requirements have been met.

Note: In order to arrange timely professional experience placements, information in the School of Education's online placement system (OPS) must be kept current. Student teachers will be prompted by email to log-in to OPS 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.

Aims of the Course

In Professional Experience 2 the School of Education and schools work collaboratively to ensure teacher education students can demonstrate achievement of the AITSL Graduate Standards, and then consolidate and extend their knowledge and skills so they are well prepared for independent teaching.

Student Learning Outcomes

Outcome		Assessment/s
1	Refine a range of teaching skills and understandings essential to plan for and manage successful classrooms.	all
2	Be actively involved in a range of activities outside the classroom to fully appreciate a teacher's role.	all
3	Continually observe lessons to see various teaching styles and strategies and to get to know the school and the students he/she will teach.	all
4	Develop a strong commitment, enthusiasm and respect for the teaching profession.	all
5	Appreciate and understand the range of activities that occurs both inside and outside the classroom, and the roles of the teaching and non-teaching staff within the school.	all
6	Develop a strong commitment, enthusiasm and respect for the teaching profession.	all
7	Engage with the broader community.	all

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1,2,3,4
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1,2,3,4
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1,2,3,4
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	1,2,3,4
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1,2,3,4
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	1,2,3,4
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1,2,3,4
2.2	Organise content into an effective learning and teaching sequence	1,2,4
2.3	Use curriculum, assessment and reporting knowledge to design learning	1,2,4

	sequences and lesson plans	
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures and languages	1,2,3,4
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1,2,3,4
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1,2,4
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1,2,4
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1,2,4
3.3	Include a range of teaching strategies	1,2,4
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1,2,4
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1,2,4
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1,2,3,4
3.7	Describe a broad range of strategies for involving parents/carers in the educative process	1,2,3,4
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1,2,3,4
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	1,2,4
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	1,2,3,4
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements	1,2,4
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	1,2,3,4
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1,2,4
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1,2,4
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	1,2,4
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	1,2,4
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	1,2,3,4
6.1	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs	1,2,4
6.2	Understand the relevant and appropriate sources of professional learning for teachers	1,2,4
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1,2,4
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	1,2,4

7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	1,2,4
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	1,2,3,4
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1,2,3,4
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	1,2,3,4

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 secondary 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 pre-service teachers to engage with school age students, teachers and other para-professionals. The initial information session is designed to support this experience by presenting and clarifying the key expectations, assessments, and arrangements re liaison visits and benchmarking.

6. COURSE CONTENT AND STRUCTURE

Friday 9 September, 2016 12:00 – 14:00 Room: Ritchie Theatre	12 – 23 September, 2016	Monday 10 October – Friday 9 December, 2016 (excluding make up days for absence)
Information Session: Coordinated by Dr Neville Ellis, supported by university liaison staff	Preliminary visit of school Arranged individually as per instructions via OPS	Professional experience weeks 1-5, followed by Internship weeks 6-9 Benchmarked by university liaison, Week 4-6

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Demonstrated professionalism including observation tasks and record book		Hurdle requirement	all	all	At time of liaison visit/end of placement
Interim and final reports		100%	all	all	Week 5/ Week 9

Assessment Details

The final grade awarded for Professional Experience 2 is either Satisfactory or Unsatisfactory based on the following:

1. Interim and final Reports: The interim and final reports (see professional experience handbook) are the responsibility of the Supervising teacher(s) who may consult with the University Liaison. The reports are written collaboratively where there are 2 supervising teachers. The reports need to be discussed with the pre-service teacher prior to being signed. The reports should be consistent with strengths/areas for concern discussed throughout the placement.
2. Demonstrated professionalism, including lesson plans and observations to be prepared and kept by the trainee teacher in a Portfolio of Evidence along with all other artefacts evidencing achievement of the AITSL standards for Graduate Teachers. Specific tasks relating to particular standards are also to be completed during the placement. The Portfolio of Evidence should contain a complete record of evidence organised in a logical and neat fashion which is easily accessible by anyone assessing the material. The Portfolio of Evidence will be assessed as satisfactory or unsatisfactory by the University Liaison during or after their visit and by the Supervising Teacher who should discuss it regularly with the student teacher and consult it in writing their report on the last day of the placement..

Supervising teachers and the university liaison assess each pre-service teacher against the graduate teacher standards. For each standard, their level of achievement is assessed as:

NA – Not Applicable

D – Demonstrated

E – Exceeds Expectations

They are expected to demonstrate achievement of all standards by the end of the first five weeks of Professional Experience 2.

Ongoing formative assessment is provided by both the Supervising Teacher and the University Liaison in the form of notes within the lesson feedback form. An interim report is normally completed by the end of week 5 of the 9 week placement, and a final report at the end of the placement – see the Professional Experience Handbook for details. Students are also required to keep all drafts, original data and other evidence of the authenticity of their work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy.

8. RESOURCES

Required Readings

Churchill, R. 2013 Teaching Making a Difference 2nd edition John Wiley & Sons
<http://www.teacherstandards.aitsl.edu.au/Standards/Overview>