



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST6765

Professional Experience 2 / Internship

Term 1, 2020

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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 and Social Sciences
School of Education
EDST 6765 Professional Experience 2/Internship (12 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course Convenor: Dr Tony Loughland
Email: tony.loughland@unsw.edu.au
Availability: Please email to arrange an appointment

Course Coordinator: Ms Anna Hole
Email: professionalexperience@unsw.edu.au
Availability: Please 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 EDST 6760
Schedule	http://classutil.unsw.edu.au/EDST_T1.html

SUMMARY OF COURSE

In this course you will complete your final 9-week (45 days) professional experience block in a 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 TPA rubric and template was piloted in T3 2019. These documents have been refined as a result of student feedback.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Meet or exceed all <i>AITSL Graduate Teaching Standards</i> across a range of teaching contexts and classes	1, 2
2	Successfully participate in and contribute to activities and interactions with the wider school community	1
3	Continually reflect on and seek out opportunities to improve teaching practice through lesson observation, reflection and inquiry	1
4	Demonstrate a strong commitment, enthusiasm and respect for the teaching profession.	1

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1,2
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
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
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
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	1,2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1,2
2.2	Organise content into an effective learning and teaching sequence	1,2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1,2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	1,2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1,2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1,2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1,2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1,2
3.3	Include a range of teaching strategies	1,2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1,2
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1,2

3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1,2
3.7	Describe a broad range of strategies for involving parents/carers in the educative process	1,2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1,2
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	1,2
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	1,2
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements	1,2
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
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1,2
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1,2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	1,2
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	1,2
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
6.1	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs	1,2
6.2	Understand the relevant and appropriate sources of professional learning for teachers	1,2
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1,2
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	1,2
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	1,2
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	1,2
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1,2
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	1,2

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 Day 24.01.20	Preliminary visit of school	Professional experience 25 days, followed by Internship 20 days
Coordinated by Dr Tony Loughland, supported by Professional Experience Office and university liaison staff	Arranged individually as per instructions via OPS where feasible	Benchmarked by university liaison, Week 5

The course begins with an initial 2-hour 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, equivalent to one half of a teacher's normal load. By the end of this period teacher education students are required to be classroom ready teacher as measured by the teacher performance assessment. 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 teacher performance assessment 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.

7. RESOURCES

See Moodle

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	AITSL Standards Assessed	Due Date
1. Profession Readiness Test. Situational Judgement Test with motivation and adaptability measures and self-assessment using the TPA rubric	Online	Hurdle Requirement	1,3	all	Friday 24/01/2020 By 5.00pm
2. Teacher performance assessment	Interim report	Hurdle requirement	1, 3	all	End of Week 5
4. Evidence Set	Include all evidence required	Hurdle Requirement	1,3	all	End of week 6
3. Successful completion of 45 days of supervised professional experience, including engagement with wider school community.	Final report	100%	1, 2, 3, 4	all	End of Week 9

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

You will compile an evidence set from a sequence of three lessons over their 25-day supervised professional experience. The evidence set required **for each lesson** must include a lesson plan, a supervisor lesson feedback form and three student work samples from the same three students for each lesson. A 200-word critical reflection needs to be included after each lesson in the sequence that explains what you learned from the analysis of the student work samples and how this informed the planning of the next lesson in the sequence. Upload your TPA rubric completed and signed by you, your supervisor and academic liaison at the end of week 5 or as soon as possible after that date if your university liaison is unable to visit you in week 5. Please submit the final version of the evidence set to Moodle by the end of week 6.

Ongoing formative assessment is provided by both the Supervising Teacher and the University Liaison in the form of notes within the lesson feedback form and feedback given on the evidence set produced by the teacher education students at the end of week 5, using the TPA rubric. The evidence set needs to be made available to the University Liaison during or before their visit and to the Supervising Teacher who should discuss it regularly with the student teacher and consult it in writing their interim and final reports.

The interim and final reports (see Professional Experience Handbook) are the responsibility of the Supervising teacher(s) but they will benchmark their judgments with the University Liaison and with their fellow supervisors to ensure consistent interpretation of the AITSL standards, and regularly share samples for moderation. An interim assessment report is normally completed by the end of week 5 of the 9-week placement based on the TPA rubric that measures the classroom readiness of the teacher education student in the areas of planning, teaching, assessing and reflecting. The final report is completed at the end of the placement. The reports are written collaboratively when there are two supervising teachers. The reports need to be discussed with the teacher education student prior to being signed. The reports should be consistent with strengths/areas for concern discussed throughout the placement and with the feedback given to the teacher education students on the evidence set they share in Week 5.

For each standard descriptor the final report, the level of achievement is assessed as

ND – Not Demonstrated,

D – Demonstrated, **or**

E – Exceeds Expectations.

The final grade awarded for Professional Experience 2/Internship is either Satisfactory or Unsatisfactory based on whether students **do** or **do not** meet all the standard descriptors.