

EDUC4146: Early Childhood/Primary Professional Experience

Callaghan and Ourimbah
Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

In this course, teacher education students will prepare a professional portfolio based on their placement that demonstrates their applied knowledge and skills of teaching and learning and pedagogical leadership. They will refine their personal philosophy as an early childhood and primary school educator; explore the legal, social and ethical responsibilities associated with being a member of the teaching profession across both sectors; and consider their responsibility as participants in local, national and global teaching communities. The course requires students to undertake 20 hours orientation and a 50-day full time placement divided between one birth - 5-year-old setting and one primary school setting. The teacher education student will be responsible for up to 2/3 of the colleague educator's teaching load in each setting during this placement. In addition, teacher education students will be expected to interact and contribute to the setting and its community.

Review of Progress Requirements

This course is a compulsory program requirement for students in the following program(s):

- Bachelor of Teaching (Early Childhood and Primary) (Honours)

In addition to meeting the University's overall requirements for academic progression, students enrolled in these program(s) must satisfactorily complete this course in order to progress in their program.

Requisites

For students who commenced in the program in 2016 onwards, enrolment in this course is dependent on successful completion of the teacher education admission milestone:

- Three HSC band 5s (including one in English) or
- 80 units of UON courses or
- Regulatory authority approved comparable

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Assumed Knowledge

To enrol in this course students must have successfully completed 270 units and have successfully completed LANTITE.

COURSE OUTLINE

Contact Hours	<p>Lecture *</p> <p>-12 hour(s) per Term Full Term (or 3 two-hour lectures) 6 hours relating to birth to 5 years setting and 6 hours relating to K-6 setting These contain information directly pertinent to their placements.</p> <p>Practical</p> <p>Face to Face Off Campus 20 hour(s) per Term Full Term orientation session 10 hours in a K-6 setting. 10 hours in a birth to 5yrs setting.</p> <p>Practicum *</p> <p>Face to Face Off Campus 5 day(s) per Week for 10 Weeks 50-day full time 5 weeks in a K-6 setting 5 weeks in a birth to 5yrs setting</p> <p>* This contact type has a compulsory requirement.</p>
Unit Weighting	20
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10-unit course.

CONTACTS

Course Coordinator	<p>Callaghan and Ourimbah Dr Nicole Leggett Nicole.Leggett@newcastle.edu.au (02) 43484041 Consultation: by appointment</p>
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	<p>School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428</p> <p>School of Education HO1.43 Humanities Building Ourimbah Education@newcastle.edu.au +61 2 4349 4962 / 4934</p>

SYLLABUS

Course Content

1. The nature, purpose and features of the placement and the roles and responsibilities of participants and stakeholders.
2. Advanced methods of designing, implementing and evaluating and assessing meaningful and appropriate learning experiences in early childhood and primary education sites.
3. The application of Action learning/Action research as a foundation for becoming a reflexive practitioner.
4. Professional and ethical responsibilities as a colleague, member of a team and in the wider educational community including parents and other stakeholders.
5. The application of leadership tasks in education sites.
6. Planning and documenting leadership responsibilities

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Advanced knowledge of early childhood and primary educational settings, including aspects of organisation, administration and management.
2. Deep understandings of the roles and tasks of early childhood and primary teacher professionals within an ethical framework.
3. Applied knowledge to design, develop and implement appropriate learning experiences based on sector specific curriculum documents and the needs and interests of children.
4. Cognitive skills to review and analyse the teaching/learning nexus drawing on contemporary education theories, based on action research methodologies.
5. A range of leadership tasks appropriate to the educational site.
6. Positive and constructive interpersonal relationships with children, families and educational personnel based on equity, mutual trust and respect.

Course Materials

Recommended Reading:

- Arthur, L. Beecher, B Dockett, S. Farmer, s. & Death, E. (2014) *Programming and Planning in Early Childhood Settings* (6th Ed). Sydney: Harcourt Brace.
- Hinde McLeod, J. & Reynolds, R. (2007) *Quality Teaching for Quality Learning: Planning through Reflection*. Melbourne: Thomson Social Science Press.

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Contact Hour Requirements:

- Lecture: There is a compulsory attendance requirement in this course. Students must attend 6 hours of lectures as scheduled by the Course Coordinator.

Course Assessment Requirements:

- Assessment 1 - Report: Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 2 - Portfolio: Pass Requirement - Students must pass this assessment item to pass the course.

Pre-Placement Requirements:

- Anaphylaxis Training - Students must complete approved anaphylaxis training.
- Child Protection Awareness Training - Students must complete approved child protection awareness training.
- Working with Children - A national criminal history check and review of findings of misconduct involving children, required for any child-related work.

SCHEDULE

Lectures	Date	Topic	Learning Activity
1	26 April	Early Childhood/Primary * Similarities and differences between 0-5 and K-12 contexts. * University expectations of each placement, placement structure. * Advanced methods of designing, implementing and evaluating and assessing meaningful and appropriate learning experiences in primary education sites • Professional and ethical responsibilities	Primary Preparation: Module 2
2	3 May	Early Childhood Professional Development Plan • Goal setting • Being a reflective teacher • How to plan – programming including lesson sequencing and providing timely feedback to students/children about their learning	Primary Preparation: Module 3
3	10 May	Early Childhood/Primary *Placement Guide • Working portfolio (aka program) • Professional E-Portfolio how to link with the Standards & NTPA – Teacher Education students are to give evidence from their placements that link to the standards	Primary Preparation: Module 4
4	16 May Callaghan ES305 face to face 17 May Ourimbah LT101 Face to face	Primary Primary preparation Lecture Q&A session Group discussions	Primary: Sue
5	31 May	Early Childhood •Focus is on 0-5 only • Programming & Planning 0-5 similarities & differences between K-6 & 0-5	Early Childhood
6	Ourimbah 29 Aug Face to face Callaghan 30 Aug Face to face	Early Childhood Early Childhood preparation Lecture Q&A session Group discussions	Early Childhood: Nicole
7	20 hrs Orientations	Ourimbah 28 June 30 June 23 Aug 25 Aug Callaghan 29 June 30 June 24 Aug 25 Aug	Orientations: 10hrs Primary setting 10 hrs Early Childhood setting
Primary Placement	17 July – 18 August	5 weeks	Primary
Early Childhood Placement	4 September – 6 October	5 weeks	Early Childhood

11	9 Oct		
12	16 Oct		
13	23 Oct		

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Professional Experience Report 50%*	1. On completion of 25 days in the K-6 primary placement. 2. On completion of 25 days in the birth to 5-year-old placement	Individual	50%	1, 2, 3, 4, 5, 6
2	Newcastle Teaching Performance Assessment (NTPA) 50%*	Two weeks after completion of your second placement	Individual	50%	1, 2, 3, 4, 5, 6

* This assessment has a compulsory requirement.

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Professional Experience Report 50%

Assessment Type	Report
Purpose	1. Professional Experience report that provides evidence of successful completion of 25 days of full-time professional experience as a teacher education student in a K-6 Primary school setting (i.e., achievement of the Australian Professional Standards for Teachers). 2. Professional Experience report that provides evidence of successful completion of 25 days of full-time professional experience as a teacher education student in a birth - 5-year-old setting (i.e., achievement of the Australian Professional Standards for Teachers).
Description	This assessment item measures the student's performance against the Australian Professional Standards for Teachers, required for professional accreditation. An original, signed final report indicating that the student has met the necessary requirements will be prepared by teaching staff at the end of each placement.
Weighting	50%
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course.
Length	N/A
Due Date	1. On completion of 25 days in the K-6 primary placement. 2. On completion of 25 days in the birth to 5-year-old placement
Submission Method	Online via SONIA system - the School/Centre will send the electronic report to the University's Professional Experience Unit
Assessment Criteria	Student's performance is assessed against the Australian Teacher Education Standards (ATES)
Return Method	
Feedback Provided	

Assessment 2 - Newcastle Teaching Performance Assessment (NTPA) 50%

Assessment Type	Portfolio
Purpose	The purpose of a final portfolio is for Teacher Education Students to demonstrate they have met the Australian Teacher Education standards and Teaching Performance Assessment (TPA) for both K-6 Primary setting and 0-5 Early Childhood setting.
Description	<p>The final e-portfolio should consist of the following:</p> <p>Teacher Performance Assessment K-6 focusing on English</p> <p>Leadership report 0-5 setting</p> <p>* The Newcastle Teaching Performance Assessment (NTPA), as per the information provided by your course coordinator on Canvas. The learning sequence that you report on for your NTPA should be focused on a literacy learning sequence. Your NTPA is a capstone task that should demonstrate that you are "classroom ready" by meeting all seven of the Australian Teacher Education Standards (ATES). Each piece of evidence you provide and analyse for the NTPA should be mapped to one or more of the Australian Teacher Education Standards (ATES). Your NTPA must be conducted in the K-6 setting.</p> <p>* A report on the leadership task/s in your 0-5 setting is to be included in your NTPA.</p>
Weighting	50%
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course.
Due Date	Two weeks after completion of your second placement
Submission Method	Online
Assessment Criteria	Evidence from K-6 placement are annotated with reference to theories about best teaching practice and linked to ATS and TPA. Further information will be provided on Canvas
Return Method	Online
Feedback Provided	Online - within 3 weeks after submission of NTPA.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Grade	Description
Ungraded Pass (UP)	There are no marks associated with this result and you have met the level requirements to pass the course.
Fail (FF)	Failure to satisfactorily achieve assessment objectives or compulsory course requirements. A fail grade may also be awarded following disciplinary action.

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35 .
Adverse Circumstances	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;3. you are requesting a change of placement; or4. the course has a compulsory attendance requirement. <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236</p>
Important Policy Information	<p>The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.</p>

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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