

EDUC4147: Early Childhood/Primary Professional Experience

Callaghan

Semester 1 - 2024



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 Education (Early Childhood and Primary)
- Bachelor of Education (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

Successful completion of:

[EDUC2066](#) Teaching, Learning and Play in Early Childhood
[EDUC2186](#) Quality Teaching and Student Learning K-6
[LANTITE](#)

Assumed Knowledge

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

COURSE OUTLINE

Contact Hours	Lecture * 12 hour(s) per Term Full Term Students must attend/view 6 one-hour lectures (or 3 two-hour lectures) that contain information directly pertinent to their placement. Practical Face to Face Off Campus Orientation session 2 hours in a K-6 setting. 2 hours in a birth to 5yrs setting. Practicum * 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 * This contact type has a compulsory requirement.
Unit Weighting	30
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	Callaghan Dr Nicole Leggett Nicole.Leggett@newcastle.edu.au Consultation: by appointment
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	<ol style="list-style-type: none">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 Texts:

Arthur, L. Beecher, B Dockett, S. Farmer, s. & Death, E. (2014) *Programming and Planning in Early Childhood Settings* (6th Ed). Sydney: Harcourt Brace .

Hinde McLead, J. & Reynolds, R. (2007) *Quality Teaching for Quality Learning: Planning through Reflection*. Melbourne: Thomson Social Science Press.

Kilderry, A., & Raban, B. (Eds.). (2020). *Strong foundations: Evidence informing practice in early childhood education and care*. ACER Press. <https://doi.org/10.37517/978-1-74286-555-3>.

NSW Curriculum: <https://curriculum.nsw.edu.au/stages/primary>

COMPULSORY REQUIREMENTS

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

Contact Hour Requirements:

- There is a compulsory attendance requirement in this course.

Course Assessment Requirements:

- Assessment 1 - Report: Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 2 – e-portfolio (incorporating Teacher Performance Assessment) 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

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Focus is on 0-5 Placement The nature, purpose and features of the placement Programming & Planning 0-5 Professional and ethical responsibilities		
2	4 Mar	Goal setting Being a reflective teacher Working Portfolio 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		
3	11 Mar		0-5 Placement begins	11/3-12/4
4	18 Mar			
5	25 Mar			
6	1 Apr			
7	8 Apr			
Mid Term Break				
Mid Term Break				
8	29 Apr	Focus is on the Primary Placement Advanced methods of designing, implementing and evaluating and assessing meaningful and appropriate learning experiences in primary education sites Differences and Similarities between 0-5 and Primary settings 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	NTPA modules online	
9	6 May		Primary Placement begins	6/5-7/6
10	13 May			
11	20 May			
12	27 May			
13	3 June		NTPA task due	21 June
Examination Period				
Examination Period				

ASSESSMENTS

This course has two 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	NTPA task: e-portfolio (incorporating Teacher Performance Assessment) 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	<p>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).</p> <p>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 yr old setting (i.e. achievement of the Australian Professional Standards for Teachers).</p>
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	<p>1. On completion of 25 days in the K-6 primary placement.</p> <p>2. On completion of 25 days in the birth to 5 yr old placement</p>
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	
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment. No reattempt allowed

Assessment 2 – NTPA task: e-portfolio (incorporating Teacher Performance Assessment) 50%

Assessment Type	Report
Purpose	The purpose of a final e-portfolio is for Teacher Education Students to demonstrate they have met the Australian Teacher Education standards and Teaching Performance Assessment for both K-6 Primary setting and 0-5 Early Childhood setting.
Description	<p>The final e-portfolio should consist of the following: Teacher Performance Assessment K-6 focusing on English 2-page leadership report 0-5 setting</p> <p>* The Newcastle Teaching Performance Assessment (NTPA), as per the information provided by your Course Coordinator on Blackboard. 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 2-page 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 - within 3 weeks after submission of NTPA
Feedback Provided	Students WILL be given the opportunity to reattempt this assessment.
Opportunity to Reattempt	1 reattempt allowed

ADDITIONAL INFORMATION

Grading Scheme	This course is graded as follows:						
	<table border="1"><thead><tr><th>Grade</th><th>Description</th></tr></thead><tbody><tr><td>Ungraded Pass (UP)</td><td>There are no marks associated with this result and you have met the level requirements to pass the course.</td></tr><tr><td>Fail (FF)</td><td>Failure to satisfactorily achieve assessment objectives or compulsory course requirements. A fail grade may also be awarded following disciplinary action.</td></tr></tbody></table>	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.
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: <ul style="list-style-type: none">- 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. Please see the Student Academic Integrity Policy for more information.
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.</p>
Important Policy Information	The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

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.

© 2024 The University of Newcastle, Australia