

## EDUC4147: Early Childhood/Primary Professional Experience

Callaghan and Ourimbah  
Semester 2 - 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.

### Academic Progress Requirements

This course is a compulsory program requirement and is monitored for academic progress purposes. The course must be completed to progress in the program or meet other program requirements.

Failure or withdrawal from this course will result in students being considered under the Student Academic Progress Procedure.

### Requisites

Program Enrolment Rule:

Available to students in the following program(s):

Bachelor of Education (Early Childhood and Primary) [40105]

Bachelor of Education (Early Childhood and Primary)(Honours) [40109]

Course Pre-Requisite:

Must have successfully completed the following course(s):

EDUC2066

EDUC2186

Enrolment in this course is dependent on meeting the Teacher Education Admission Milestone which requires meeting at least one of the following criteria:

- Three HSC Band 5s (including one in English), or
- Successful completion of 80 units of courses at the University of Newcastle, or
- Regulatory authority approved comparable pathways, or
- Commencement in the program prior to 2016.

LANTITE Milestone:

To enrol in this course, Students must have successfully completed LANTITE.

# COURSE OUTLINE

[www.newcastle.edu.au](http://www.newcastle.edu.au)

CRICOS Provider 00109J

**Assumed Knowledge** To enrol in this course students must have successfully completed 270 units.

**Contact Hours**

**Callaghan**

**Lecture**

Online

2 hour(s) per week(s) for 6 week(s) starting Week 1

Students must attend 6 one-hour lectures (or 3 two-hour lectures) that contain information directly pertinent to their placement. Check the course Canvas site for days and times of these must-attend lectures.

**Practical**

Face to Face Off Campus

5 days per week for 5 week(s) starting Week 1

Orientation session 2 hours in a K-6 setting. 2 hours in a birth to 5yrs setting.

**Practicum**

Face to Face Off Campus

5 days per week for 5 week(s) starting Week 3

50 day full time 5 weeks in a K-6 setting 5 weeks in a birth to 5yrs setting

**Practicum**

Face to Face Off Campus

5 days per week for 5 week(s) starting Week 8

**Ourimbah**

**Lecture**

Online

2 hour(s) per week(s) for 6 week(s) starting Week 1

Students must attend 6 one-hour lectures (or 3 two-hour lectures) that contain information directly pertinent to their placement. Check the course Canvas site for days and times of these must-attend lectures.

**Practical**

Face to Face Off Campus

5 days per week for 5 week(s) starting Week 1

Orientation session 2 hours in a K-6 setting. 2 hours in a birth to 5yrs setting.

**Practicum**

Face to Face Off Campus

5 days per week for 5 week(s) starting Week 8

**Practicum**

Face to Face Off Campus

5 days per week for 5 week(s) starting Week 3

50 day full time 5 weeks in a K-6 setting 5 weeks in a birth to 5yrs setting

**Unit Weighting  
Workload**

30

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 and Ourimbah**

Dr Nicole Leggett

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(02) 43484041

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Consultation:

**Teaching Staff** Other teaching staff will be advised on the course Canvas site.

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## 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**

# COMPULSORY REQUIREMENTS

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

## Contact Hour Requirements:

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## Course Assessment Requirements:

- Assessment 1 - Professional Experience Report: Pass requirement - Must pass this assessment item to pass the course.
- Assessment 2 - Newcastle Teaching Performance Assessment (NTPA): Pass requirement - Must pass this assessment item to pass the course.

## Compulsory Placement and WHS 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	22 Jul	Primary placement commences and concludes 23 August	NTPA modules online Primary lectures 1 & 2	
2	29 Jul		Primary lectures 3 & 4 (zoom TBA)	
3	5 Aug		Primary lectures 5 & 6	
4	12 Aug		EC lectures 1 & 2	
5	19 Aug		EC lectures 3 & 4 (Zoom TBA)	
<b>Recess</b>				
6	2 Sep		EC lectures 5 & 6	
7	9 Sep	Early Childhood placement commences and concludes 11 October		
8	16 Sep			
9	23 Sep			
<b>Recess</b>				
10	7 Oct			
11	14 Oct			
12	21 Oct			
13	28 Oct		NTPA task due 25/10	
<b>Exams</b>				
<b>Exams</b>				

# 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*	1. On completion of 25 days in the K-6 primary placement. 2. On completion of 25 days in the birth to 5 yr old placement	Individual	50%	1, 2, 3, 4, 5, 6
2	Newcastle Teaching Performance Assessment (NTPA)*	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

<b>Assessment Type</b>	Report
<b>Purpose</b>	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 yr old setting (i.e. achievement of the Australian Professional Standards for Teachers).
<b>Description</b>	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.
<b>Weighting</b>	50%
<b>Compulsory Requirements</b>	Pass requirement - Must pass this assessment item to pass the course..
<b>Due Date</b>	1. On completion of 25 days in the K-6 primary placement. 2. On completion of 25 days in the birth to 5 yr old placement
<b>Submission Method</b>	Online Online via SONIA system - the School/Centre will send the electronic report to the University's Professional Experience Unit
<b>Assessment Criteria</b>	
<b>Return Method</b>	
<b>Feedback Provided</b>	
<b>Opportunity to Reattempt</b>	Students WILL be given the opportunity to reattempt this assessment.

## Assessment 2 - Newcastle Teaching Performance Assessment (NTPA)

<b>Assessment Type</b>	Report
<b>Purpose</b>	The purpose of a final assessment 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.
<b>Description</b>	The final task should consist of the following: Teacher Performance Assessment K-6 focusing on English and a 2-page leadership report 0-5 setting * 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

<b>Weighting</b>	(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. * A 2-page report on the leadership task/s in your 0-5 setting is to be included in your NTPA 50%
<b>Compulsory Requirements</b>	Pass requirement - Must pass this assessment item to pass the course.
<b>Due Date</b>	Two weeks after completion of your second placement
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	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.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - .
<b>Opportunity to Reattempt</b>	Students WILL be given the opportunity to reattempt this assessment.

## 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:

### 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

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:

1. the assessment item is a major assessment item; or
2. 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; or
4. the course has a compulsory attendance requirement.

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>

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**Important Policy  
Information**

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/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

*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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