

EDUC6109: Integrated Fieldwork Studies

Online

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

EDUC6109 Integrated Fieldwork Studies provides participants with an opportunity to explore and/or expand their specialisation in school, early childhood, or special education settings. Participants are required to complete a practicum experience relevant to their specialisation and critically reflect on their professional experience in the school context, giving consideration to their professional (in most cases, teaching) philosophy.

For course participants in the Masters of Education (Teacher Retraining Stream), and the Masters of Special and Inclusive Education, depending on the relevant regulatory authorities' accreditation requirements, the length of the practicum will vary:

- For most students, the practicum will be 15 days.
- Victorian DET Scholarship students enrolled in the Master of Special and Inclusive Education are required to complete 30 days of practicum. This will be broken into two 15 day phases, with one placement in a special education setting and one phase in an inclusive (mainstream) setting (* see note below on the definition of an 'inclusive setting' for the purposes of this course).

For course participants in the Master of Applied Linguistics:

- The NSW Department of Education will recognise graduates of the Master of Applied Linguistics as an English as a Second Language Teacher, where they have also completed an accredited teaching degree and have been registered as teachers with the NSW Education Standards Authority (NESA).
- Qualified teachers who wish to gain accreditation as an English as a Second Language Teacher must: complete EDUC6109 Integrated Fieldwork Studies and 40 units of Directed courses in their program of study.
- EDUC6109 must be taken in the final term of study.
- For recognition in other states and territories, graduates should contact the Department of Education in the relevant jurisdiction to determine the specific requirements for recognition as an English as a Second Language Teacher.

Contact Hours

Online
Integrated Learning Session *
Online
2 hour(s) per Week for Full Term
* This contact type has a compulsory requirement.

Unit Weighting

10

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator	Online Dr Carl Leonard Carl.Leonard@newcastle.edu.au (02) 4921 7795 Consultation: phone, email, zoom, or in person
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	<ul style="list-style-type: none">• Working within relevant professional standards frameworks• Ethics, ethical behaviour, and codes of conduct• Theories of teaching and learning such as the Quality Teaching Model, Response to Intervention and Universal Design for Learning• Curriculum planning and design• Interpret and critique colleague and supervisor feedback• Philosophy of education, professional philosophy and professional identity• Praxis, reflection and critical reflecting on educative practice
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Demonstrate an understanding of their ethical behaviour contextualised in their professional standards and articulate a professional philosophy relevant to their specialisation2. Apply concepts and methods related to models of teaching and learning such as the Quality Teaching Model, Response to Intervention or Universal Design for Learning3. Depending on specialisation, deliver a series of lessons, activities or interventions within a mainstream (and/or inclusive) school, early childhood or special setting that meets the needs of a variety of students4. Critically reflect on professional practice with consideration given to models of learning and professional standards frameworks
Course Materials	<p>Weekly Content: will be available via the course CANVAS site with weekly integrated learning sessions delivered via a mix of synchronous and asynchronous learning.</p> <p>Required Reading: Please find access to all course materials on CANVAS. Course Readings are accessed via the tab on our course page.</p> <p>All other course materials: Including, the placement handbook and exemplars, assignment support materials and exemplars, discussion board triggers and stimulus questions will be available via the course CANVAS site.</p>

COMPULSORY REQUIREMENTS

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

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.

Placement Requirements:

- Successfully complete the placement requirements (ungraded pass) relevant to the student's specialisation.

Course Assessments:

- Successfully complete ALL assessment requirements (detailed below).

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Introduction and course outline	Stimulus material (mini lecture), associated readings and discussion board triggers	
2	4 Mar	Professional and ethical dimensions	Mini lecture, focus readings, discussion board	
3	11 Mar	Theorising reflection and praxis	Mini lecture, focus readings, discussion board	
4	18 Mar	Deepening our understanding of reflection	Mini lecture, focus readings, discussion board	
5	25 Mar	A professional philosophy – part a	Mini lecture, focus readings, discussion board	
6	1 Apr	A professional philosophy – part b	Mini lecture, focus readings, discussion board	
7	8 Apr	Why philosophy of education matters to educational professionals part 2	Mini lecture, focus readings, discussion board	
Mid Term Break				
Mid Term Break				
8	29 Apr	The value of feedback	Mini lecture, focus readings, discussion board	
9	6 May	Professional identity	Mini lecture, focus readings, discussion board	
10	13 May	Political and moral dimensions of professional identity	Mini lecture, focus readings, discussion board	
11	20 May	Performance development, goal setting, career pathways and wellbeing post retraining	Mini lecture, focus readings, discussion board	Professional Experience Report, Friday, 11:59PM, Week 11
12	27 May	Bringing it all together	Mini lecture, focus readings, discussion board	ePortfolio Part A, Friday, 11:59PM, Week 12
13	3 Jun	ePortfolio submission (no lecture this week)	Consolidation and catch-up	ePortfolio Part B, Friday, 11:59PM, Week 13
Examination Period				
Examination Period				

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%	Tuesday, Week 11, by 11:59PM	Individual	50%	1, 2, 3, 4
2	ePortfolio 50%	Part A: Tuesday Week 12, by 11:59PM Part B: Tuesday Week 13, by 11:59PM	Individual	50%	1, 2, 3, 4

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 Purpose

Report

All students must demonstrate their capacity to meet the relevant standards for their specialisation as follows:

- MEd Students:** The purpose of this assignment is to provide a school placement where students can successfully complete a 15-day block in their SPECIALISATION where they demonstrate a developing capacity to construct quality planning, teaching and assessment and the ability to communicate and develop generative relationships with students, teachers and school community.
- MTeach Students:** The purpose of this assignment is to provide a school placement where students can successfully complete a specific length block in their SPECIALISATION where they demonstrate a developing capacity to construct quality planning, teaching and assessment and the ability to communicate and develop generative relationships with students, teachers and school community.
- MAPL Students:** The purpose of this assignment is to provide a school placement where students can successfully complete a 15-day block as a Teacher of English as a Second Language (TESOL) where they demonstrate a developing capacity to construct quality planning, teaching and assessment and the ability to communicate and develop generative relationships with students, teachers and school community.
- MSIE Students (Other than VDET Scholarship Students):** The purpose of this assignment is to provide a school (or other educational context) placement where students can successfully complete a 15-day block where they demonstrate a developing skillset in their specialisation (capacity to construct quality planning, teaching and assessment for teachers, for example) and the ability to communicate and develop generative relationships with students, teachers and education communities.
Students are able to undertake their placement in either a special (e.g., School for Specific Purposes – SSP or Support Unit) or inclusive setting:

For the purposes of this course, the following guidelines are provided to assist course participants and schools to make a determination regarding the 'inclusiveness' of potential mainstream classroom practicum settings. The Nationally Consistent Collection of Data on School Students with Disability (NCCD) is an annual collection of information about Australian school students who are receiving adjustments due to disability. In the NCCD, there are four levels of adjustment: support provided within quality differentiated teaching practice, supplementary adjustments, substantial adjustments, extensive adjustments. The frequency and intensity of the adjustments increases through the levels of adjustment. For the purposes of this course, a setting is considered 'inclusive' if a score of '3' is achieved on the following scale:

- Extensive Adjustments - 3 points / student
 - Substantial Adjustments - 1 points / student
 - Supplementary Adjustments - 1 point / student
- **MSIE VDET Scholarship Students:** The purpose of this assignment is to provide a school placement where students can successfully complete a 2 x 15 day blocks (30 days total) block where they demonstrate a developing block where they demonstrate a developing skills set in their specialisation (capacity to construct quality planning, teaching and assessment for teachers, for example) and the ability to communicate and develop generative relationships with students, teachers and education communities.

The placement will be conducted over two phases:

i) One of the phases of the professional experience will be in an inclusive school setting (* see note below on the definition of an 'inclusive setting' for the purposes of this course under the supervision of a Leading Teacher). For the purposes of this course, the following guidelines are provided to assist course participants and schools to make a determination regarding the 'inclusiveness' of potential mainstream classroom practicum settings. The Nationally Consistent Collection of Data on School Students with Disability (NCCD) is an annual collection of information about Australian school students who are receiving adjustments due to disability. In the NCCD, there are four levels of adjustment: support provided within quality differentiated teaching practice, supplementary adjustments, substantial adjustments, extensive adjustments. The frequency and intensity of the adjustments increases through the levels of adjustment. For the purposes of this course, a setting is considered 'inclusive' if a score of '3' is achieved on the following scale:

- Extensive Adjustments - 3 points / student
- Substantial Adjustments - 1 points / student
- Supplementary Adjustments - 1 point / student

ii) The other phase will be in a special education setting (e.g., Special Developmental School (SDS) or Specialist School).

Note: Victorian DET Inclusive Education Scholarship Recipients who are currently working in a special or inclusive education setting are able to complete one placement phase in their own school as long as there is a suitably qualified and experienced teacher to supervise them.

Description

All students must demonstrate their capacity to meet all of the criteria relevant to their specialisation contained in their practicum report. Students demonstrate this by providing annotated arguments of their planning. Again, dependent on specialisation, these can include: assessments, lesson or intervention plans, units or programs of work, self-evaluations, and other meaningful tasks relevant to their educational setting.

Students also allow observation of the delivery of activities related to their specialisation and take part in analyses of their practice with their supervisor. They will also demonstrate other professional activities which include reflecting on and synthesising complex concepts, problems, and theories related to student learning.

A Professional Experience Report will be completed by the student's Supervisor at the end of the practicum, for:

- **MEd Students**
- **MTeach Students**
- **MAPL Students**
- **MSIE Students (Other than VDET Scholarship Students):**

MSIE VDET Scholarship Students: require a completed report from EACH site.

Weighting

50%

Length	n/a (PEU report templates)
Due Date	Tuesday, Week 11, by 11:59PM
Submission Method	Online - IMPORTANT: Copies of COMPLETED and SIGNED Practicum Report/s are submitted via the CANVAS Course Site.
Assessment Criteria	<p>Students are assessed by their supervisor on how well their developing professional judgment and practice meets all of standards/criteria relevant to their specialisation and/or level of proficiency.</p> <ul style="list-style-type: none">Guidance for Supervisors on how to assess students is located in the <i>Criteria for Reporting on Teacher Education Students</i> in the Placement Guidebook <p>Course participants must successfully complete all placement requirements determined by their supervisor and the relevant Assistant Director of Professional Experience</p>
Return Method	Online
Feedback Provided	Online - within 3 weeks of submission.

Assessment 2 - ePortfolio 50%

Assessment Type	Portfolio
Purpose	The purpose of this assignment is to enable students to demonstrate improvement and consolidation of knowledge and skills across their program.
Description	<p>There are two parts to this assignment:</p> <p>Part A: Evaluation of Practicum Activities Students will be required to evaluate a total of four (4) lessons / interventions / professional activities (depending on specialisation), utilising their supervisor's feedback (or cooperating teacher's – for teacher education students) as a basis for their own evaluations.</p> <ul style="list-style-type: none">For VDET Scholarship students completing two phases of practicum, two (2) lesson plans should be evaluated from each site. <p>Consideration should be given to educational theory, teaching strategies utilised and any differences or similarities that may be apparent between supervisor assessments/feedback and personal thoughts on the quality of professional activity delivered.</p> <p>Part B: Critical Reflection of Practicum Students are to write a critical reflection of their practicum experience with reference to educational theories and models, prior professional experiences, prior curriculum studies and future practice. Drawing on their annotated professional activities above, and other evidence of teaching, learning, and/or reflection developed throughout the practicum experience, students should pay attention to how their professional and pedagogical practice has been strengthened as a result of completing the practicum. The critical reflection should be highly contextual in that it allows the reader a genuine insight into the practicum setting, events and the professional philosophy of the individuals concerned.</p>
Weighting	50%
Length	<p>Part A: 1000 words (excludes attachments) Part B: 1000-1500 words (Please note: any content over the 1500-word limit will NOT BE marked)</p>
Due Date	Part A: Tuesday Week 12, by 11:59PM Part B: Tuesday Week 13, by 11:59PM
Submission Method	Online * Both part Part A and B of this assignment will be submitted through Canvas
Assessment Criteria	Marking criteria as per the assignment rubric <i>Please note: Assignments will not be marked until satisfactory (ungraded pass) Practicum Report/s are received</i>
Return Method	Online
Feedback Provided	Online - within 3 weeks of submission.

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.

Attendance

Attendance/participation will be recorded in the following components:

- Integrated Learning Session (Method of recording: Canvas Metrics)

Placement Requirements

Placement attendance register (Method of rerecording: SONIA)

This is a placement course covered by the Student Placement Policy. Refer to <http://newcastle.edu.au/policy/000768.html> for further information.

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.

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>

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.

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EDUC6109 – Assessment 2 – ePortfolio - PART A (25%) Note: Course Overall Grading: Ungraded Pass/Fail)

ITEM:	Value: 4.5-5.0	Value: 3.0-4.0	Value: 1.5-2.5	Value: 0-1.0	Comment
Placement Activities Overview (e.g., lessons, interventions, sessions)	Detailed overview of four placement activities provided that extends on the content, teaching and learning practices and context of each activity	Clear overview of four placement activities provided that extends on the content, teaching and learning practices and context of each activity	Some mention of placement activities provided and includes limited information about the content, teaching and learning practices and context of activity	No explicit reference to placement activities provided	
Use of academic sources to support evaluation	Draws from numerous and varied academic references, including readings or articles provided within/outside of the program to support evaluations	Draws from some varied academic references, including readings or articles provided within/outside of the program to support evaluations	Draws from some academic references, but no readings or articles outside of resources provided within the program have been used to support evaluations	No academic references	
Quality of evaluation	Meaningful reference to personal evaluation of all four activities that outlines the parameters used to evaluate the success of the activity	Reference to personal evaluations of four activities to outlines the parameters used to evaluate the success of the activity	Partial reference to personal evaluation of some activities	No references to personal evaluation of activities	
Consideration of supervisor's feedback (e.g., cooperating teacher)	Critical consideration of supervisors' feedback, linking feedback to literature within the program and the relevant professional standards (e.g., Australian Professional Standards for Teachers)	Significant consideration of supervisors' feedback, linking feedback to literature within the program and the relevant professional standards (e.g., Australian Professional Standards for Teachers)	Some reference to supervisors' feedback feedback and literature in program	No explicit reference to supervisors' feedback	
Academic literacy	Reflection is free from significant errors in spelling and grammar and referencing is problem free	Minor errors in spelling, grammar, and referencing evident	Significant and consistent errors in spelling, grammar and referencing	Reading of reflection is significantly impaired due to numerous errors in spelling, grammar and referencing	

EDUC6109 – Assessment 2 – ePortfolio - PART B (25%) Note: Course Overall Grading: Ungraded Pass/Fail)

ITEM:	Value: 4.5-5.0	Value: 3.0-4.0	Value: 1.5-2.5	Value: 0-1.0	Comment
Reflection	Insightful levels of reflection in evidence, suggesting considered thought and communication with peers	Evidence of significant levels of thought and reflection, including some references to peer feedback	Evidence of adequate levels of personal reflection	Poor and inadequate levels of reflection	
Academic Sources	Numerous and varied academic references, including readings or articles outside of resources provided within the program	Several varied academic references, including resources provided within the program	Some academic references utilised to support claims made in reflection	No academic references evident in reflection	
Personal Professional Philosophy (e.g., philosophy of teaching)	Highly developed professional philosophy linked explicitly to placement and program (work integrated learning, WIL) experiences	Personal professional philosophy presented clearly and linked to practicum (work integrated learning, WIL) experiences	Some explicit references to personal professional philosophy	No references to personal professional philosophy	
Placement Context	Reflection is highly contextual, allowing the reader a genuine insight into the placement and program (work integrated learning, WIL) experiences including reference to specific events	Reflection is quite contextual, allowing the reader an insight into the placement (work integrated learning, WIL) experience	Limited information of placement context is provided	No sense of context provided, either in reference to the placement or program experience	
Academic literacy	Reflection is free from significant errors in spelling, grammar and referencing	Minor errors in spelling, grammar and referencing evident	Significant and consistent errors in spelling, grammar and referencing	Reading of reflection is significantly impaired due to numerous errors in spelling and grammar	