

# TEAC 2048 PRIMARY PROFESSIONAL EXPERIENCE 1: WORKING IN CLASSROOMS

**Credit Points** 10

**Legacy Code** 102639

**Coordinator** Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

**Description** This subject is designed to introduce students to the practical and pedagogical perspectives of becoming a teacher in the primary school context. As Pre-service Teachers, students will engage in the culture of schools to gain an understanding of how schools and classrooms operate. This professional experience provides opportunities for students to observe and engage in classroom organisation, classroom management strategies, lesson planning and delivery, and student/teacher interactions. Primary Professional Experience 1: Working in Classrooms has a two week (15 day) placement component.

**School** Education

**Discipline** Teacher Education: Primary

**Student Contribution Band** HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 2 subject

**Co-requisite(s)** TEAC 2004

**Restrictions**

Students must be enrolled in the 1876 Bachelor of Education (Primary) or 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education and have successfully completed 80 credit points.

## Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interact ethically and professionally with educators, colleagues, students and the broader school community;
2. Explore how schools and classrooms are organised and managed;
3. Analyse planning and teaching lessons to a group of students;
4. Effectively use educational research to inform ethical professional practice to maximise student outcomes;
5. Apply teaching and learning strategies that support student engagement in the classroom context;
6. Outline relevant legislative, administrative and organisational policies and processes;
7. Reflect on own learning and feedback from school-based and university-based teacher educators.
8. Execute an enthusiastic and positive attitude towards students as individuals and learners.
9. Reflect on own learning and feedback from school-based and university-based teacher educators;

## Subject Content

- organisation of professional experience ? placement Schools, planning and Teaching requirements, Understanding Expectations
- Lesson planning and Structuring A Lesson
- Teaching, learning and Classroom management strategies
- Legislative, administrative and organisational policies
- Critical self-reflection with reference to The Australian professional Standards for graduate teachers

## Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject:

1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer.

Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
  - ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number.
  - iii. Submit the letter with a valid Working With Children Check number to Student Central where the document is trimmed and recorded in Banner as a Special Requirement.
2. Students must have completed Child Protection Awareness Training (Online) prior to undertaking any visits/placements.
  3. Students must have completed the ASCIA anaphylaxis e-training and registered their certificates with Student Central.

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/Group Task
Presentation	300-600 words	S/U	Y	Individual
Professional Placement Performance	15 days	S/U	Y	Individual
Professional Placement Performance	15 days	S/U	Y	Individual

Prescribed Texts

- Whitton, D., Barker, K., Nosworthy, M., Humphries, J., & Sinclair, C., (2016). Learning for teaching, teaching for learning. (3rd. ed.). Southbank, Vic: Cengage

Teaching Periods

## Autumn (2022)

### Bankstown

#### Day

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View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC2048\\_22-AUT\\_BA\\_D#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2048_22-AUT_BA_D#subjects))

## **Autumn (2023)**

### **Bankstown City**

#### **On-site**

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