TEAC 3037 ENGAGING IN THE PROFESSION

Credit Points 10

Legacy Code 102755

Coordinator Paul Rooney (https://directory.westernsydney.edu.au/search/name/Paul Rooney/)

Description The subject is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Students need to have a variety of experiences that are set in the context of their future profession. Through these experiences they need to draw together, as a capstone, all the previous subjects in the course, integrating them through a well-balanced program that allows the students to refine their skills as beginning teachers. This gives them opportunity to reflect on the processes involved, identify their competencies and assist the school by recognising potential issues and assisting in implementation of the resulting praxis. This subject includes all areas of foundations and curriculum complementing a final practicum experience that will show the interrelationship between theory and practice. It also addresses issues that assist in the development of the individual student toward their transition into teaching. Students will produce a professional learning portfolio in this subject to demonstrate achievement of the Graduate Teacher Standards. The learning portfolio will enable students to reflect deeply on their emerging skills and understanding, towards development of a critical perspective of their practice as a teacher.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 1496 - Engaging the Profession - (AREP)

Restrictions

Students must be enrolled in the 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

Learning Outcomes

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

1. Explain the importance of and implement evidence-based practice in their teaching;
2. Investigate classroom and school environments;
3. Design an integrated three-week unit of work;
4. Select appropriate resources, including ICTs, when designing curriculum and learning experiences;
5. Reflect on their school-based experiences with a view to enhancing their teaching practice and understanding of the relationship between theory and practice;
6. Develop a teaching portfolio that demonstrates their teaching philosophy, professional learning, experience and achievement of the Graduate Teacher Standards;
7. Utilise ICT skills in the preparation of assessment tasks.

Subject Content

- Preparing for Teaching - Standards and Expectations
- Classroom management, school policies and learning environments
- programming and development of curriculum programs and units of work
- assessment across The key learning areas
- ICTs in learning and Teaching
- portfolios, and demonstrating achievement of The graduate teacher Standards
- beginning teachers: Teaching philosophy, being A reflective practitioner
- The professional teacher: evidence-based practice

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	Mandatory
Professional Task	1,500 words	40	N	Individual	Y
Professional Task	2,000 words	60	N	Individual	Y
Portfolio	2,500 words	S/U	Y	Individual	Y

Prescribed Texts

- Groundwater-Smith, S., Ewing, R. & Le Cornu, R. (2015) Teaching, challenges and dilemmas (5th ed.). South Melbourne, Victoria : Cengage Learning Australia