Description: The Beginning Teacher

Subject: TEA  
Cat-Nbr: 4201  
Class: 10720  
Term: 1, 2002  
Mode: ONC  
Units: 1.00  
Campus: TWMBA

Academic Group: FOEDU  
Academic Org: FOE002  
HECS Band: 1  
ASCED Code: 070100

STAFFING
Examiner: Jacqueline Walkington  
Moderator: Richard Churchill

PRE-REQUISITES
Pre-requisite: TEA 3202

RATIONALE
Teacher education programs only succeed in graduating 'beginning teachers'. It is therefore important that students at this stage of their 'beginning teacher' preparation are exposed to the variety and complexity of the teaching/learning context, as it applies to the classroom, the school and the professional environment.

SYNOPSIS
This course provides the opportunity for students to experience continuous teaching and learning activities and professional responsibilities that will enable them to realistically develop an embryonic understanding of teaching in the contemporary context. There will be significant emphasis placed on the total teaching experience, including dealing with multiple and sometimes conflicting roles, accountability, professionalism, rights and responsibilities, ethics, curriculum analysis and change, and conflict resolution.

OBJECTIVES
On completion of this course, students should be able to

- demonstrate the emerging professional competencies of; Effective, diverse and continuous planning, implementation and evaluation strategies and techniques, including techniques related to self improvement as a beginning teacher; Effective interpersonal communication skills, with children, colleagues, parents and the wider community; Flexibility, especially in terms of the professional practices in
which they engage; Developing appreciation of difference and diversity, as these issues confront them on a daily basis; Ethical practice and accountability, and the ability to effectively rationalise these processes and practices; Appropriate conflict resolution strategies applicable to a variety of educational situations.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Long Term Planning</td>
<td>30.00</td>
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<tr>
<td>2. Teacher roles, managing diversity and taking total responsibility</td>
<td>30.00</td>
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<tr>
<td>3. Ethical practice and accountability</td>
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<tr>
<td>4. Day 1 of a teaching career</td>
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<tr>
<td>5. Conflict resolution</td>
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**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

Book of Selected Readings to be purchased from Bookshop.

**REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Barry, K. & King, L. (1998) *Beginning Teaching and Beyond*, (3rd edn), Social Science Press, Katoomba,

Brady, L. 1999 *Teacher Cases: A Qualitative View of Teachers' Work*, Prentice Hall, Riverwood.


Johnson, B. & Reid, A. (eds), (1999) *Contesting the Curriculum*, Social Science Press, Katoomba,

STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>36</td>
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<tr>
<td>Lectures</td>
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<tr>
<td>Private Study</td>
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<td>Tutorial</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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<th>Due Date</th>
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<tr>
<td>REPORT</td>
<td>999.00</td>
<td>40.00</td>
<td>Y</td>
<td>04 Mar 2002</td>
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<td>PRACTICUM FOLDER</td>
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</table>

NOTES:

1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.
3. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS

1. All students must successfully pass the In-Schools Experience as well as the academic component to successfully complete the course.
2. If a student is unable to complete either component because of extenuating circumstances, consideration for continuing may be given by the program coordinator.
3. Each Assessment item must be submitted and successfully passed to gain a pass in the course.
4. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
5. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
6. Summative assessment items will receive one of the following letter grades: HD, A, B, C, F or I.
7. Course Grades will be calculated by aggregating the weighted result for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
If assignments are submitted after the due date without an approved extension of time, a penalty of 5% of the mark awarded by the examiner for the assessment item will apply for each working day late.