Description: The Emerging Practitioner

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<tr>
<td>TEA</td>
<td>2204</td>
<td>30673</td>
<td>1, 2004</td>
<td>ONC</td>
<td>1.00</td>
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Academic group: FOEDU
Academic org: FOE003
Student contribution band: 1
ASCED code: 070105

STAFFING

Examiner: Alison Mander
Moderator: Petrea Redmond

RATIONALE

Teaching is a highly complex, problematic, and context-specific activity. The difference between the contexts is vitally important. It is an intellectual and value-laden activity. It requires a personally meaningful professional knowledge base for teaching and cognitive skills for effective teaching. Educators' personal professional knowledge bases are developed from practice, where theory emerges out of practice and practice informs theory. Effective educators question, criticise and reformulate their assumptions about the nature of their work. The challenge for pre-service teachers is to develop the beginner's inclination and capacity to engage in the sort of intellectual dialogue and action for effective teaching. In this way one's knowledge base for teaching is personally and socially constructed. It is dynamic and incomplete - it is constantly being constructed and reconstructed. It develops via integration of a range of learning. Elbaz has identified knowledge about self, the milieu, subject matter knowledge, curriculum and instruction. Shulman has identified six components of the professional knowledge base of teaching: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational ends, purposes, and values, and their philosophical and historical grounds.

SYNOPSIS

This course views teaching as intellectual work and enables pre-service teachers to build their own personal practical theories of teaching, and to redefine these in light of the workplace experiences and familiarity with the literature on effective teaching and learning. On-campus and in-workplace experience are incorporated in the course. Pre-service teachers will reflect on the in-workplace experiences in light of the relevant literature in the areas of curriculum development, instructional planning, models of teaching, classroom management and teaching skills. Pre-service teachers will also be introduced to the notion
of the reflective practitioner, teacher as researcher, and action research as a way of facilitating professional growth. Students undertaking this course are required to complete a 10 day professional experience placement in an approved educational setting.

OBJECTIVES
On successful completion of this course, students will:

- demonstrate a knowledge and understanding of the nature of educators' work;
- demonstrate an awareness of their own personal practical theory;
- demonstrate knowledge and understanding of the nature of educational institutions as organisations;
- demonstrate knowledge of models of effective teaching and learning in variable contexts;
- demonstrate knowledge of the techniques of educator-based research and reflection;
- adapt teaching approaches to suit the students, the objectives and the educational context.
- demonstrate knowledge and understanding of curriculum, recent influence on school curriculum development and the elements of curriculum design;
- demonstrate knowledge and understanding of the relationship between curriculum design and classroom management.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Beginning Teaching: self and the school as an organisation</td>
<td>20.00</td>
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<tr>
<td>2. Curriculum: theory and design</td>
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<tr>
<td>3. Designing for learning</td>
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<tr>
<td>4. Models of teaching</td>
<td>15.00</td>
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<tr>
<td>5. Developing effective teaching strategies</td>
<td>15.00</td>
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<tr>
<td>6. Revisiting the model of the beginning teacher</td>
<td>15.00</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).


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.


Kauchak, DP & Eggen, PD 1998, *Learning and Teaching: Research-based methods*, 3rd edn, Allyn & Bacon,


STUDENT WORKLOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
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<td>Private Study</td>
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<td>Workshops</td>
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ASSESSMENT DETAILS

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<thead>
<tr>
<th>Description</th>
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<th>Wtg(%)</th>
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<tr>
<td>EXAMINATION</td>
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<td>40.00</td>
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NOTES:

1. 10 days of professional experience must be completed successfully. A value of 1 indicates you have passed the professional experience component. Zero (0) indicates you have not passed the professional experience component.

2. Students will be notified of examination dates following release of the official examination timetable for the semester.

IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   Regular attendance at weekly lectures and tutorials is expected. Students are required to complete all 10 days of the professional experience component of this course. Students unable to attend professional experience due to illness MUST notify the school and the University.

2. Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.

3. Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 20% of the total marks available for the assignment will apply for each working day late.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards of at least 50% in relation to the objectives of the course by satisfactorily completing all summative assessment items. Students must also attain a satisfactory performance level for professional experience.

5. Method used to combine assessment results to attain final grade:
   The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.

6. Examination information:
   In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination.

7. Examination period when Deferred/Supplementary examinations will be held:
Any Deferred or Supplementary examinations for this course will be held during the next examination period.

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/corporateservices/calendar/part5.htm or in the current USQ Handbook.

**ASSESSMENT NOTES**

1 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded: IDS (Incomplete - Deferred Examination); IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

2 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

3 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

4 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

5 All assessment items must be attempted/submitted with a pass overall gained.

6 Students must retain a copy of each item submitted for assessment.

7 Students must also attain a satisfactory performance level for the professional experience component of this course to be awarded a passing grade.

**OTHER REQUIREMENTS**

1 Any time lost for Professional Experience MUST be made up.