

UNIT INFORMATION

UNIT CODE	PE450
UNIT NAME	Internship: Teaching for Transformation
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
DURATION	One Semester
LEVEL	Level 7
CORE / ELECTIVE	Core
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points: 320 - Bachelor of Education (Primary) 320 - Bachelor of Education (Secondary) 320 - Bachelor of Arts/Bachelor of Education (Secondary)

LEARNING DELIVERY

Internal/On Campus

- Weekly lecture
- Weekly tutorial (where applicable)

Plus, Learning Portal

External/Online

- Weekly virtual lecture/ tutorial

Plus, Learning Portal

Learning Portal (Moodle™)

- Power Point presentation and resources
- Weekly readings
- Study guides
- Collaborative forums: Student forums and News forum.
- Turnitin assessment and feedback tool

All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.

STUDENT WORKLOAD

Contact hours/Directed Online study	30 hours
Reading, study and preparation	50 hours
Assignment preparation	70 hours
Total	150 hours

Students requiring additional English language support are expected to undertake an additional one hour per week.



**PREREQUISITES /
COREQUISITES /
RESTRICTIONS**

PE442 Teaching for Transformation: Meeting Learner Needs (P-6)
PE446 Teaching for Transformation: Meeting Learner Needs (7-12)
280 credit points completed

RATIONALE

Enduring Understanding:

Readiness for teaching is enhanced through authentic and extended classroom-based school experiences.

The transition for beginning teachers from pre-service preparation in the tertiary institution to the reality of professional practice in schools is often a difficult and challenging process.

With this in mind, this capstone course unit has been structured to provide an environment in which pre-service teachers can build upon their prior professional experiences to further their professional growth and development. Emphasis is placed on teacher induction experiences and the development of critical pedagogical theory and practice. It is intended that pre-service teachers have opportunities to experiment, evaluate and reflect on their school-based internship experiences, and to develop proposed approaches for their 'beginning teacher' year while preparing themselves for fulltime teaching. The internship provides opportunities for simulating a teacher's role, as well as enabling pre-service teachers to experience and participate in the wider life of the school community through extra-curricular involvement and other services that support the school. Whilst on the internship pre-service teachers, in consultation with the supervising teachers, will continue to engage with and assess their teaching practice using the APSTs. Successful completion of this unit will provide significant evidence of having engaged with all standards of the APST.

CONTENT

Content for the unit is delivered in briefing tutorials aligned to internships requirements and expectations.

1. Overview of the structure and expectations of the internship program:
 - 1.1 Assessment
 - 1.2 Internship approval and distinctives
2. Orientation to the range of teacher responsibilities and expectations in internship contexts:
 - 2.1 Professional conduct
 - 2.2 Teaching practice and responsibilities
 - 2.3 Quantum of teaching
 - 2.4 Internship-teacher role compared to PEP role
3. Investigating and evidencing the Australian Professional Standards for Teachers – Graduate teacher career phase:
 - 3.1 Internship Report
 - 3.2 APST Evidence Folio
4. School orientation principles, practices and priorities
5. School-based Internship (6 weeks)

LEARNING OUTCOMES

On completion of this unit, pre-service teachers will have provided evidence that they have attained and demonstrated the full range of APST at the graduate level.

1. **APST standard 1:** demonstrated an understanding of students and how they learn



Graduate Teacher Standards: 1.1 - 1.6

2. **APST standard 2:** demonstrated knowledge of curriculum content and how to teach effectively
Graduate Teacher Standards 2.1 -2.6
Graduate Attributes: 1,2,4
3. **APST standard 3:** planned for and implemented effective teaching and learning for all students
Graduate Teacher Standards 3.1 – 3.7
Graduate Attributes: 1 ,2, 4, 6, 7
4. **APST standard 4:** created and maintained supportive and safe learning environments
Graduate Teacher Standards: 4.1- 4.5
Graduate Attributes: 1, 2, 4, 5, 7
5. **APST standard 5:** assessed, provided feedback and reported on student learning
Graduate Teacher Standards: 5.1- 5.5
Graduate Attributes: 1, 2, 4, 6 ,7
6. **APST standard 6:** engaged in professional learning and
Graduate Teacher Standards: 6.1 – 6.4
Graduate Attributes: 1, 2, 4
7. **APST standard 7:** engaged professionally with colleagues, parents/carers and the community
Graduate Teacher Standards: 7.1 – 7.4
Graduate Attributes: 1 ,2, 4

ASSESSMENT TASKS

In order to receive a passing grade a student must fulfil the following requirements:

- submit and PASS all assessment tasks
- achieve a summative exit grade of PASS or above
- attend compulsory activities, experiences, or briefings

A percentage weighting is assigned to the Professional experience Folio to indicate its relative contribution to the assessment load for the unit. Successful completion of the Professional experience folio will constitute an ungraded pass and as such will not contribute to the calculation of the final unit grade.

TASK 1: INTERNSHIP FOLIO

Part A : APST Evidence Folio

APST Professional Practice Folio is an evidence-based demonstration of APST attainment at the graduate teacher standard. All APST are to be evidenced and justified through linkage with course elements and external professional development (if applicable) to demonstrate attainment.

Part B: Internship Report (Mentor)

An assessment of the pre-service teacher's demonstration of all APSTs at the graduate level.

This task is not a capstone critical task given the flexibility of placement and diversity of context.

Word Length/Duration: 6 weeks
Weighting: 100%
Assessed: Week 15

NOTE: Assessment for PE450 is PASS/FAIL resulting in an ungraded pass (UP) designation

ASSESSMENT ALIGNMENT



Assessment Task	Learning Outcome	Content	Graduate Teacher Standards	Graduate Attributes
Task 1	1-7	1-5	All	1, 2, 4, 5, 6, 7

ASSESSMENT ELABORATION

The signed Exit Report is completed by Mentor Teacher in consultation with the Site Coordinator. The Intern's performance is assessed during the six weeks across all seven AITSL Graduate Teacher Standards.

Part A: Evidence Folio

Artefacts of evidence (8-15 items) are collated into a folio and linked to APSTs with accompanying justification and explanation.

The artefact(s) should represent a superior demonstration of the APST and are drawn from the assessment tasks, activities and PEP material from within the BEd course. Additional material may be included external CHC if appropriate eg. professional development, training/course completion, competency certificates or similar.

Evident requirements are informed by QCT *Evidence Guide* documentation which is available at

https://www.qct.edu.au/pdf/TransitiontoFullRegistration_Providingevidenceofpractice.pdf

Evidence folio is graded as satisfactory = PASS; non-satisfactory = FAIL

Satisfactory/PASS	Unsatisfactory/FAIL
<ul style="list-style-type: none"> • Evidence linked to each of the APST Standards • Evidence consistent with QCT <i>Evidence Guide</i> • Satisfactory standard of evidence with sound justification 	<p>Folio demonstrates unsatisfactory/limited;</p> <ul style="list-style-type: none"> • Evidence linkage to each of the APST Standards • Evidence consistency with QCT <i>Evidence Guide</i> • standard of evidence and/or justification

Part B: Internship Report

The Internship mentor report is a comprehensive review of your teaching practice across the full range of APST at the graduate stage. The report is available on the PEP portal/internship and is summarised below.

CHC utilises QCT *Evidence Guide for Supervising Teachers* documentation and associated demonstration of practice descriptions to assist mentors in determining 'meeting standard' thresholds. This is available at

https://cdn.qct.edu.au/pdf/Evidence_Guide_for_Supervising_Teachers_QCT_2015.pdf

This task is not a capstone critical task given the flexibility of placement and diversity of context.

The Internship Report is graded as satisfactory = PASS; unsatisfactory = FAIL

Satisfactory/PASS	Unsatisfactory/FAIL
<ul style="list-style-type: none"> • No <i>Unsatisfactory</i> across all APST Standards 1-7 • No more than one <i>not meeting</i> in each of the individual APST standards 	<ul style="list-style-type: none"> • One or more <i>Unsatisfactory</i> across all APST Standards 1-7 • more than one <i>not meeting</i> in an individual APST standard



•No more than 3 <i>not meeting</i> across all APST standards 1-7	•No more than 3 <i>not meeting</i> across all APST standards 1-7
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STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN

Tick one box against each descriptor	Exceeding	Meeting	Not Meeting	Unsatisfactory
1.1 Physical, social and intellectual development and characteristics of students				
1.2 Understand how students learn				
1.3 Students with diverse linguistic, cultural, religious and socio-economic backgrounds				
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students				
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities				
1.6 Strategies to support full participation of students with disability				

STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

Tick one box against each descriptor	Exceeding	Meeting	Not Meeting	Unsatisfactory
2.1 Content and teaching strategies of the teaching area				
2.2 Content selection and organisation				
2.3 Curriculum, assessment and reporting				
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians				
2.5 Literacy and numeracy strategies				
2.6 Information and Communication Technology (ICT)				



SECTION 2				
STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING				
Tick one box against each descriptor	Exceeding	Meeting	Not Meeting	Unsatisfactory
3.1 Establish challenging learning goals				
3.2 Plan, structure and sequence learning programs				
3.3 Use teaching strategies				
3.4 Select and use resources				
3.5 Use effective classroom communication				
3.6 Evaluate and improve teaching programs				
3.7 Engage parents/carers in the educative process				
STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS				
Tick one box against each descriptor	Exceeding	Meeting	Not Meeting	Unsatisfactory
4.1 Support student participation				
4.2 Manage classroom activities				
4.3 Manage challenging behaviour				
4.4 Maintain student safety				
4.5 Use ICT safely, responsibly and ethically				
STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING				
Tick one box against each descriptor	Exceeding	Meeting	Not Meeting	Unsatisfactory
5.1 Assess student learning				
5.2 Provide feedback to students on their learning				
5.3 Make consistent and comparable judgements				
5.4 Interpret student data				
5.5 Report on student achievement				



SECTION 3				
STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING				
Tick one box against each descriptor	Exceeding	Meeting	Not Meeting	Unsatisfactory
6.1 Identify and plan professional learning needs				
6.2 Engage in professional learning and improve practice				
6.3 Engage with colleagues and improve practice				
6.4 Apply professional learning and improve student learning				
STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY				
Tick one box against each descriptor	Exceeding	Meeting	Not Meeting	Unsatisfactory
7.1 Meet professional ethics and responsibilities				
7.2 Comply with legislative, administrative and organisational requirements				
7.3 Engage with the parents/carers				
7.4 Engage with professional teaching networks and broader communities				



SPECIALIST FACILITIES OR EQUIPMENT

Nil

PRESCRIBED TEXTS

Nil

Selected readings will be available via the Moodle™ site for this unit.

RECOMMENDED READINGS

CURRICULUM READINGS

- Brady, L., & Kennedy, K. (2019). *Curriculum construction*. (6th ed.). Frenchs Forest, NSW: Prentice Hall.
- Cavanagh, M., & Prescott, A. (2022). *Your professional experience handbook: A guide for teachers*. (2nd ed.). Melbourne, Victoria : Pearson Australia.
- Churchill, R., Apps, T., Batt, J., Beckman, K., Grainger, P., Keddie, A., Letts, W., Mackay, J., McGill, M., Moss, J., Nagel, M., & Shaw, K. (2022). *Teaching: Making a difference*. (5th ed.). Milton, QLD: John Wiley & Sons.
- Frangenheim, E. (2017). *Reflections on classroom thinking strategies: how to create your thinking classroom with 42 practical and engaging thinking tools: from prep to university*. (11th ed.). Loganholme, QLD: Rodin Educational Publishing.
- Howell, J. (2014). *Teaching and learning: Building effective pedagogies*. South Melbourne, VIC: Oxford University Press.
- Killen, R. (2016). *Effective teaching strategies: Lessons from research and practice* (7th ed.). South Melbourne, VIC: Cengage Learning.
- National Institute for Christian Education. (2015). *Transformation by design: A curriculum development resource for Christian schools*. Penrith, NSW: NICE.
- Tyminski, C. (2014). *Your early childhood practicum and student teaching experience: Guidelines for success* (3rd ed.). Boston, MA: Merrill.

JOURNALS

Australian Council for Educational Research
Australasian Journal of Special Education
ACEL Journal
Curriculum Perspectives International Journal of Inclusive Education

WEBSITES

Australian Institute for Teaching and School Leadership (AITSL), Australian Professional Standards for Teachers, Melbourne, Australia:

<http://www.aitsl.edu.au/>

BETA Beginning and establishing teachers' association Brendale. QLD:

<http://www.beta.asn.au/>

Education Queensland. Flying start: Toolkit for beginning teachers. Education Queensland, Brisbane QLD:

<http://deta.qld.gov.au/about/induction/>

NSW Induction of New Teachers, Department of Education and Training. Sydney, NSW:

<https://www.det.nsw.edu.au/proflearn/areas/nt/ntinduction.html>



Queensland College of Teachers, Becoming a Teacher. Toowong, Brisbane:
<http://www.qct.edu.au/teachqld/becoming.html>

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

UNIT REVIEW

SEMESTER	FEEDBACK AND RESPONSE

