Graduate School of Education

Professional Practice Handbook 2017

EARLY CHILDHOOD AND PRIMARY TEACHER EDUCATION
### MASTER OF TEACHING EARLY CHILDHOOD & PRIMARY
#### 2017 PROFESSIONAL PRACTICE & ACADEMIC/SCHOOL CALENDAR

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**Orientation**

- DD 4 May
- DD 11 May
- DD 18 & 19 May

**Vacation**

- DD 27 April

**Post Prac Briefing**

- DD 3 Aug
- DD 10 Aug

**Exploration Prac 2**

- DD 3 Aug
- DD 10 Aug

**Intervention Prac 3**

- DD 27 April
- DD 4 May
- DD 11 May
I Dunno, Arthur said. I forgot what I was taught.
I only remember what I’ve learned.

Patrick White
The Solid Mandala, Chapter 2

What we have to learn to do, we learn by doing.

Aristotle
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WELCOME AND INTRODUCTION

Early Childhood educators and Primary school teachers play a critical role in preparing young people for lifelong learning and participation in society. They are pivotal in creating safe learning environments for holistic child development, nurturing creativity and curiosity, and fostering positive attitudes to learning and problem solving. Early Childhood Educators focus on children’s education and care from birth to 8 years of age. Early childhood educators create learning environments where infants and young children are often exposed to their first learning experiences outside the home. Teachers in Pre-primary to Year 6 are responsible for teaching English and Mathematics, as well as a range of important subjects such as Science, Humanities and Social Sciences, the Arts, and Health and Physical Education.

The two-year Master of Teaching (Early Childhood or Primary) course at The University of Western Australia provides pre-service teachers with the theoretical knowledge and practical skills required for teaching in a range of settings and prepares pre-service teachers enrolled in the Early Childhood specialisation for employment as a lead educator in Early Childhood Education and Care (ECEC) settings (Birth to 8 years) and pre-service teachers enrolled in the primary specialisation for teaching in primary schools (Years 1 to 6). Pre-service teachers will have the opportunity to practise their teaching skills in schools and ECEC settings throughout the course and in their professional practice placements.

"The things I’ve enjoyed about this course are that it is thorough and practical... I feel well prepared. Being part of a small cohort has been great. I’ve particularly valued the relevance of the school-based assignments.”

Jenny, Education Graduate

In their final semester, pre-service teachers in the Master of Teaching (Early Childhood or Primary) have the opportunity to reflect and refine teaching skills in a targeted teaching intervention, which continues the strong focus on literacy and numeracy.

Graduates of this course will be able to work in government and non-government schools and ECEC settings, both nationally and internationally. There is a strong demand for graduates from the UWA Graduate School of Education as it is known for its excellent teacher preparation courses and the quality of its graduates.
THE PHILOSOPHICAL BASE:
THE TEACHER AS A REFLECTIVE PRACTITIONER

Pre-service teacher education courses at the Graduate School of Education (Graduate School of Education) integrate theory and practice through a process of critical reflection. The Master of Teaching (Early Childhood or Primary) units weave these strands together throughout the course by combining professional practice (ECEC/school experience) with other authentic tasks and experiences in off-campus settings, supported by workshops, seminars, ICT-based activities and readings. Through this course, pre-service teachers will gain a contextualised understanding of the social, emotional and cognitive development of children as well as knowledge about pedagogy and content through a course of study that is closely integrated with professional practice.

Pre-service teacher education comprises five major elements – practice, reflection, theory, research, and school-based observation. Through interrogating and experiencing these elements, pre-service teachers should be able to make links between them and develop a sense of practical professionalism in teaching.

Critical reflection is a process through which theory, research and action are integrated. Pre-service teachers will learn to recognise and define problems, evaluate research literature, theorise, make plans for action on the basis of that theorising, act, and then reflect on the whole process. Critical reflection is a process that brings a sense of authenticity to pre-service education, providing graduating teachers with the skills and knowledge to successfully meet the challenges of a variety of contexts and cultures. The process of critical reflection is a response to the complexity of a teacher’s role. Teaching is not simply a process of following a set of recipes but requires teachers to act and reflect, and on the basis of that reflection, act again. This process of action-reflection-action is constantly repeated throughout every teaching day. Since this is a Masters level course, it is important to understand and critically evaluate research literature in this reflective process.

Rather than operating solely through the traditional lecture/seminar model, pre-service education at the Graduate School of Education provides opportunities for learning through a process of action-reflection. Pre-service teachers are presented with many opportunities to develop teaching ideas, knowledge, skills and competencies that are underpinned by a strong theoretical base, coupled with classroom observation, practice and reflection. Reflection is not a solitary activity – it is often carried out collaboratively with mentor teachers, lecturers and peers.

During workshops, pre-service teachers at the Graduate School of Education participate in the sharing of observations and experiences in teaching. This helps them develop and refine the process of critical reflection with reference to a wide range of issues and practices. A personal learning e-portfolio is an integral part of this course, and is a means through which pre-service teachers reflect and monitor their own learning. This working e-portfolio is, in the final semester, converted into a showcase e-portfolio to assist in the employment process.
PROFESSIONAL PARTNERSHIPS

The Graduate School of Education at The University of Western Australia recognises that the effective education and preparation of pre-service teachers demands a significant commitment from, and meaningful collaboration with, the wider school and ECEC community. Master of Teaching courses at UWA are built around professional partnerships with a range of education providers from all sectors. Those partnerships are essential to the professional practice placements, which are a primary focus of initial teacher education. In addition, professional partnerships have enabled powerful learning experiences to be built into a wide range of units throughout the course; namely, through visits to schools and child care centres and community engagement in the creative arts. These partnerships have enabled practising teachers and other education professionals to contribute directly, as lecturers and facilitators, to student learning and to play a key role in the ongoing development of the course. They have also enabled schools and ECEC providers to engage in exciting and reflective ways with their own everyday practice and to develop close relationships with staff at the School of Education. The contribution of all our professional partners is gratefully acknowledged.

In addition, this course uses expertise and resources across The University of Western Australia, such as the Lawrence Wilson Art Gallery, the School of Indigenous Studies, the Early Learning Centre and Unicare, located onsite at the Nedlands campus.

PROFESSIONAL REQUIREMENTS

Teachers as Professionals

The teaching profession requires all teachers to exercise informed and ethical judgement and conduct themselves in a professional manner at all times. Today, teachers find themselves working in a highly demanding and rapidly changing context of new curriculum and frameworks, devolved systems and a student population that is more varied than ever before. It is part of their role to enhance the status of the teaching profession and there are, therefore, legal and ethical obligations that they must meet during and following this pre-service course.

It is expected that pre-service teachers will be familiar with the Department of Education of Western Australia’s policy on equity issues, including racial and sexual discrimination, and will conduct themselves appropriately at all times.


Early childhood pre-service teachers should be familiar with The Early Childhood Australia (ECA) updated Code of Ethics. The new Code of Ethics is owned by the field, rather than imposed upon it. Please see the following links for further details.


Working Relationships

It is anticipated that pre-service teachers will enjoy a highly professional working relationship with their professional practice mentors, university supervisors, lecturers and tutors, which is free from discrimination and harassment. If this is not the case, procedures have been established at UWA to protect students in regard to these issues. If you have a concern you should contact the Equity and Diversity Advisor for the Graduate School of Education, details can be found via http://www.hr.uwa.edu.au/equity/contact/advisers. Please note, do not expect staff members or school mentors to respond to texts or emails after business hours.

In addition, it is understood that working relationships can be developed through, and sometimes impacted by, the use of social media. It is expected and encouraged that students use social media in a professional capacity. Please be aware that pre-service teachers should never reveal confidential information, such as emails or assignment comments, from lecturers through social media or post
anything that could be considered discriminatory, bullying or harassing. Furthermore, they should not use social media to discuss matters relating to school professional practice. Such matters will be dealt with in accordance with UWA Code of Conduct regarding the use of Social Media http://www.hr.uwa.edu.au/policies/policies/conduct/code. The use of social networking platforms such as Facebook, Twitter and LinkedIn for professional learning is acceptable as long as the confidentiality of schools and children is maintained. It is not appropriate or acceptable to discuss or critique identifiable staff members or identifiable students on social media. GSE staff members will not respond to Facebook ‘friend’ requests from students until after they have graduated.

Pre-service teachers must adopt the Code of Conduct which provides guidelines for their professional behaviour (see page 22). **Failure to comply with standards of professional conduct may result in the pre-service teacher being withdrawn from the professional practice placement and thereby failing the course.**

**Attendance**

As stated in the School of Education Rules, attendance and participation at classes is an expectation of the course. Failure to attend regularly and any unexplained absences may result in pre-service teachers being excluded from further study in a unit and/or professional practice on the basis that they are inadequately prepared for the experience.

**Teachers’ Professional Literacy and Numeracy Competency Requirement**

The Australian Professional Standards for Teachers (APST) require pre-service teachers to demonstrate literacy and numeracy skills within the top 30% of the Australian population. This is a result of professional and community concerns about unsatisfactory levels of teacher literacy and numeracy. A national approach to this requirement is now in place and **all students must have passed the nationally mandated test prior to graduation.** We also have internal literacy and numeracy assessments which are designed to support your learning.

**Literacy**

At UWA, pre-service teachers are required to demonstrate English language competency through satisfactory completion of assessments set by the GSE. Pre-service teachers undertaking the Master of Teaching (Early Childhood or Primary) degree will sit a diagnostic literacy assessment on or close to Orientation day and will include assessment of spelling, grammar and the ability to write a short essay using appropriate text structure, punctuation, spelling and vocabulary. To assist you in preparing for this, we recommend that you purchase the following book:


Pre-service teachers who do not pass the literacy tests will be given an opportunity to sit parallel assessments at a later time (dates to be advised). In addition to the tests mentioned above, a high standard of literacy must be demonstrated in all assignments and on professional practice. Oral language standards will be assessed in several units through student presentations. Pre-service teachers with unsatisfactory levels of oral or written language competence may not be permitted to undertake professional practice. **It is expected that pre-service teachers experiencing serious difficulties with their literacy should seek help to improve their language, reading and writing skills through Student Support Services (telephone: 6488 2423 or online: www.student.uwa.edu.au/contact/studentservices#support).**

**Numeracy**

All pre-service teachers will be required to sit a diagnostic numeracy test in week 3 or 4 of Semester One. Pre-service teachers who do not meet the minimum standard are advised to enrol in the *Maths Online* resources in order to improve their skills in preparation for assessment before graduation.

More information about the literacy and numeracy competency tests will be provided at Orientation.
Academic Conduct

All students new to UWA must complete the AACE7000 Academic Conduct Essentials unit. This unit outlines the expected standards of academic conduct at UWA. The guidelines for academic conduct and information about penalties related to misconduct are available at http://www.teachingandlearning.uwa.edu.au/staff/policies/conduct.

While pre-service teachers are encouraged to discuss ideas, research and other issues related to assignments with others, unacknowledged collaboration in the writing of assignments is not permitted. Any material originating from someone else must be acknowledged appropriately by using quotation marks, referring to the author, the work cited and, if published, the work in which it is published, date of publication, publisher and page number of quote. Pre-service teachers who have completed an assignment in one unit should not submit the same or a closely similar piece of work for an assignment in another unit. Please refer to the UWA referencing guide (APA 6th format): http://www.is.uwa.edu.au/information-resources/guides. Please be aware that penalties for post-graduate students who are found to have engaged in academic misconduct are more stringent than they are for undergraduate students. In most units, we use text matching software to assist students and staff in identifying plagiarism.

Plagiarism

What is plagiarism?
Plagiarism is the presentation of the work of other people as one’s own work, without referencing its source or attributing it to its intellectual proprietor. Such misuse of the work of others constitutes plagiarism, whether that work is in published or unpublished physical form, or in the form of thoughts or ideas. Plagiarism is the most serious of academic offences because it is a form of cheating.

Principles to be applied
All work submitted by any pre-service teacher in the Graduate School of Education is to be the work of that individual alone. Pre-service teachers may, and indeed are encouraged, to draw upon the work of others, but it must be duly acknowledged and referenced in accordance with standard academic conventions. Work that, in whole or in part, is not that of the pre-service teacher who has submitted it will be regarded as plagiarised, and will be dealt with in the manner outlined below. (Similar rules apply to group assignments. The submitted results of any work set for a group must be the original work of members of the group, unless otherwise indicated.)

Degrees of plagiarism
The Graduate School of Education recognises several degrees of plagiarism. From least to most serious these are:
1. Failure to reference intellectual property
2. Failure to reference direct quotations
3. Extended unreferenced quotations or paraphrases
4. Submission of [near] identical assignments
5. Copying of another’s work
6. Submitting an assignment produced for another unit

Further details on this policy can be obtained from:
http://www.teachingandlearning.uwa.edu.au/staff/policies/conduct/plagiarism

Medical Status

If any pre-service teacher has any present condition (medical, physical, psychological etc.) that might be exacerbated by the pressure of teaching practice or affect the welfare of children in their care, it is advisable that the student provide this information to the Course Coordinator and the Professional Practice Coordinator to maximise the opportunity for their academic success. The school will endeavour to make appropriate adjustments where necessary, reasonable and required. Students are assured that this information will be treated with the utmost discretion.
Clearances

Because of its responsibility for the education, safety and duty of care of children in schools, the teaching profession demands the highest professional standards and personal ethics from practitioners. The Department of Education of Western Australia and cooperating non-government schools have the right to determine ‘fit and proper persons’ to enter and practise in schools and to exclude people from school premises. The following clearances are required:

The Department of Education National Police History Check (NPHC)
As a number of units include school-based activities, this clearance needs be obtained from the Department of Education of Western Australia by all pre-service teachers shortly after enrolment in the course (regardless of whether they are enrolling in a professional practice unit). Please visit the Department of Education website to apply online - https://apps.det.wa.edu.au/ecrc/. Please note that this is not a National Police Certificate issued by the police through a Police Station. Criminal Record Checks obtained from any other agency, including the Police, cannot be accepted for employment or placement for legal reasons.

This clearance is required before a pre-service teacher commences any school-based activity in government schools. Students not cleared must take their notification direct to the Department of Education of Western Australia, 151 Royal Street, East Perth, for review by the Screening Committee. All such information will be treated confidentially.

Working with Children Check (WWCC)
A Working with Children Check is required for pre-service teachers enrolled in a professional practice unit or a course unit which involves ECEC/school-based activities that include interactions with children. Please visit your local Post Office to obtain a WWCC application form or visit their website for further information - https://workingwithchildren.wa.gov.au/.

Please note, before pre-service teachers are permitted to commence Professional Practice, they will be required to obtain both a Department of Education – National Police History Record Check (NPHC), and a Working with Children Check (WWCC). Both of these clearances must be presented to the Graduate School of Education General Office, where a certified copy will be stored in the Professional Practice Office.

It is essential that the necessary clearances be obtained in advance of any period of professional practice or school-based activity (as required). Failure to obtain the necessary clearances will result in the professional practice component being deferred or cancelled.

Change of Specialisation

There may be capacity for students to change specialisations during their first semester. Applications to change specialisation need to be submitted to the relevant course coordinator, (Associate Professor Grace Oakley for Primary students and Dr Gerardine Neylon for Early Childhood students) no later than 17th March, 2017. Applications will be assessed on a case by case basis.
MASTER OF TEACHING (EARLY CHILDHOOD)

COURSE OUTCOMES

The course focuses on the education and preparation of early childhood educators with a strong emphasis on the interface between play-based learning and intentional teaching. It is informed by comprehensive and contemporary understandings of childhood development and learning. A range of critical teacher competencies will be established and extended with emphasis on those skills children need in literacy and numeracy. Pre-service teachers will be introduced to the breadth of learning required of students in early childhood settings including science, society and environment, music, dance, the arts, health and physical education, and have the opportunity to practise their teaching skills in authentic settings throughout the course and in their professional practice placements. The Early Years Learning Framework for Australia is used as a base for the course philosophy.

The following course outcomes are developed throughout the Master of Teaching (Early Childhood specialisation).

At the end of the course, students should be able to:

1. Demonstrate understanding of child and adolescent development and learning (physical, cognitive, social and emotional), within the context of lifespan development.
2. Demonstrate knowledge of theories of teaching and learning and an awareness of the relationship between theories, practices and policies.
3. Demonstrate knowledge of contemporary curriculum structures and legislation, as relevant to phases of learning (Early Childhood, Primary, Secondary).
4. Demonstrate curriculum knowledge and pedagogical content knowledge through the use of effective and creative instructional planning.
5. Demonstrate knowledge and implementation of teaching for literacy and numeracy within and across the curriculum.
6. Evaluate and use a range of instructional resources (including educational technologies) to support and enhance learning.
7. Demonstrate knowledge and use of assessment processes for a range of purposes (including assessment of and for learning).
8. Differentiate learning for students with diverse needs and backgrounds.
9. Create and manage safe and productive learning environments.
10. Demonstrate social and cultural competencies for engaging with people from diverse backgrounds, particularly Aboriginal and Torres Strait Islander people.
11. Effectively and professionally communicate and engage with a diverse range of people and organisations (in writing, orally and nonverbally).
12. Demonstrate professional and ethical conduct, including high standards of self-management, resilience and collaborative behaviours.
13. Work individually and collaboratively to improve practice through critical reflection, professional learning and the use of research.
14. Analyse, synthesise and apply cognitive, creative and technical knowledge and skills in complex and diverse educational settings.
15. Demonstrate research skills and knowledge relevant to professional practice and the discipline of education.

The course structure provides opportunities for pre-service teachers to develop and demonstrate their achievement of these outcomes as they:

- participate in lectures, workshops, seminars and tutorials;
- analyse elements of early childhood behaviour and social interaction in a variety of settings;
- rehearse techniques for effective interaction with children, peers, professionals and parents;
- practise ways of managing a wide range of appropriate activities and learning experiences;
- develop and practise appropriate methods of planning for individual learning experiences, individual lessons and lesson series;
- maintain a professional teaching portfolio and complete a school experience log;
- practise assessment and record keeping procedures; and
- read, research, review and discuss a wide range of literature relating to the theory and practice of early childhood education.
THE MASTER OF TEACHING (EARLY CHILDHOOD)

COURSE STRUCTURE

The Master of Teaching (Early Childhood) is a pre-service professional course in which the integration of theory and practice is the major organising principle. Professional practice thus becomes the focus of the course; other components have been designed to relate to professional practice and to complement and interrelate the contribution that each makes to the course as a whole.

Professional practice forms a substantive element of the course in all semesters and will consist of 15 weeks of professional practice in ECEC settings. Information on the professional practice component can be found on pages 15 – 17. In addition, many other units in the course include ECEC and school-based experiences that range from observation to team-teaching in specific learning areas. Over the duration of the course pre-service teachers will engage with children and teachers in a wide range of early childhood education settings.

The four semesters of the course represent key stepping-stones in a sequenced developmental journey of Orientation, Exploration, Immersion and Reflection and Intervention towards understanding and skills commensurate with Graduate Teacher competencies. The course shares some units with the Master of Teaching Primary and/or Secondary specialisation. Such units include differentiated workshops and assignments according to the phase of teaching for which pre-service teachers are being prepared (i.e. Early Childhood) but this structural principle recognises the need for greater communication between professionals across all levels of education, the wide developmental spread that occurs in any classroom, and the need to support and extend all pupils. The course has been devised as a result of a consultative process with various professionals from Western Australian schools, ECEC specialists, other university departments and external consultants. This extensive process has resulted in the current course, which is designed to enable students to achieve the outcomes through each of the following strands:

Table 1: Master of Teaching (Early Childhood) Course Structure

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<th>LEVEL 4 Semester 1: Orientation</th>
<th>EDUC5485 Development, Teaching and Learning: Theory and Practice (6 pts)</th>
<th>EDUC5504 Language and Literacy in Early Childhood (6 pts)</th>
<th>EDUC5502 Teaching Mathematics in the Early Years (6 pts)</th>
<th>EDUC5520 The Artistic and Creative Child (6 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 4 Semester 2: Exploration</td>
<td>EDUC5503 Social Interaction and the Developing Child (6 pts)</td>
<td>EDUC5506 Managing Infant and Early Childhood Learning Environments (6 pts)</td>
<td>EDUC5501 Integrated Studies: Humanities and Social Sciences (6pts)</td>
<td>EDUC5510 Professional Practice A (6 pts) Please note that this takes place over both semesters (non-standard teaching period)</td>
</tr>
<tr>
<td>LEVEL 5 Semester 1: Immersion</td>
<td>EDUC5429 Perspectives in Aboriginal Education (6 pts)</td>
<td>EDUC5508 Integrated Studies: Science (6 pts)</td>
<td>EDUC5500 Professional Practice B (12 pts)</td>
<td></td>
</tr>
<tr>
<td>LEVEL 5 Semester 2: Reflection and Intervention</td>
<td>EDUC5618 Teaching and Learning with New Technologies (6 pts)</td>
<td>EDUC5689 Physical Development, Movement and Health (6 pts)</td>
<td>EDUC5514 Differentiating the Curriculum (6 pts)</td>
<td>EDUC5509 Interventions for Learning (6 pts)</td>
</tr>
</tbody>
</table>

As pre-service teachers explore each unit, they will find that there are links between the concepts being developed. Key concepts, competencies and strategies have been integrated in the structure of the course to maximise opportunities for a multi-faceted approach. Integration across developmental domains and learning areas is central to holistic development, teaching and learning, especially in early childhood contexts.

The importance of integrated approaches to teaching and learning in early childhood settings cannot be over-estimated. Language and literacy are strengthened by song and the understanding of rhyme,
rhythm and musical expression; musical skills depend upon embodied understandings and gross and fine movement skills; movement actuates and is stimulated by environmental settings; the environment is understood through careful observation, scientific experiment and contextual, historical and cultural knowledge; and so on.

Whilst individual units may focus on specific learning areas, outcomes for the course can only be achieved through the synthesis of that knowledge and skill. Coordinators, lecturers, tutors, mentors and students themselves share responsibility for the integration of those skills into a comprehensive philosophy and competent practice of early childhood teaching and learning. In some units input from individual lecturers whose primary expertise may be in other learning areas will help support this kind of integration.

AN OVERVIEW OF COURSE UNITS

Language and Literacy in Early Childhood provides a thorough grounding in the teaching and learning of multimedia literacies including key foundational skills such as phonological awareness and phonics knowledge. It includes a range of school-based tasks carried out in Semester 1 professional practice.

Development, Teaching and Learning: Theories and Practice focuses on the study of fundamental developmental principles, teaching models and learning theories.

Teaching Mathematics in the Early Years is a detailed study of the knowledge, skills and competencies required to teach and assess mathematics from K–3.

The Artistic and Expressive Child provides a comprehensive study of the creative arts. The unit cultivates creativity and provides a toolkit of resources and skills to ensure students become proficient in authentic Arts education. Students engage with Art community resources and partnerships. It includes a team-teaching collaborative project with a local early education provider.

Managing Infant and Early Childhood Learning Environments focuses on understanding and developing skills in interaction between, with and around young children with a special emphasis on social and cultural competencies, emotional development, child conversation, play and relationships with the home.

Managing Infant and Early Childhood Learning Environments explores postmodern relational practice and rights-based approaches in young children’s education and care. The role of the community and parent is explored in relation to developing the early childhood environment. Provision of a maths rich environment along with nature based play is explored.

Differentiating the Curriculum introduces students to differentiated teaching and diagnostic assessment in the context of diversity and difference, support and extension. It also develops students understanding of linguistic diversity and English as an Additional Language / Dialect (EAL/D).

Physical Development, Movement and Health has a focus on Fundamental Movement Skills and teacher competencies across physical education and health areas.

Respective units in Humanities and Social Sciences and Science focus on the key components of these curriculum areas with an opportunity to apply theoretical learning in a school setting. It examines the structure and content of these learning areas as a basis for developing and assessing integrated learning programs.

Teaching and Learning with New Technologies has two key strands: firstly, the study of the key components of the relevant curriculum areas, including skills in a range of new and emerging technologies relevant to early childhood teaching; secondly, the advancement of teacher competencies and educational networking through new technologies.

Perspectives in Aboriginal Education emphasises pedagogies appropriate to the teaching of indigenous students and introduces students to issues surrounding the history, aims and implementation of Aboriginal education, community and cross-cultural consultation and communication.

Interventions for Learning equips students for the planning, implementation and assessment of targeted interventions in support and extension of early childhood and primary students across selected learning areas to include literacy, numeracy and the arts. This is an applied research unit.
MASTER OF TEACHING (PRIMARY)

COURSE OUTCOMES

The course focuses on the education and preparation of educators in primary education settings. It is informed by comprehensive and contemporary understandings of childhood development and learning. A range of critical teacher competencies will be established and extended with special emphasis on those skills children need in literacy and numeracy. Pre-service teachers will be introduced to the breadth of learning required of primary students including science, the humanities and social sciences, the arts, health and physical education, and have the opportunity to practise their teaching skills in authentic settings throughout the course and in their professional practice placements.

These outcomes are developed throughout the Master of Teaching (Primary specialisation)

At the end of the course students should be able to:

1. Demonstrate understanding of child and adolescent development and learning (physical, cognitive, social and emotional), within the context of lifespan development.
2. Demonstrate knowledge of theories of teaching and learning and an awareness of the relationship between theories, practices and policies.
3. Demonstrate knowledge of contemporary curriculum structures and legislation, as relevant to phases of learning (Early Childhood, Primary, Secondary).
4. Demonstrate curriculum knowledge and pedagogical content knowledge through the use of effective and creative instructional planning.
5. Demonstrate knowledge and implementation of teaching for literacy and numeracy within and across the curriculum.
6. Evaluate and use a range of instructional resources (including educational technologies) to support and enhance learning.
7. Demonstrate knowledge and use of assessment processes for a range of purposes (including assessment of and for learning).
8. Differentiate learning for students with diverse needs and backgrounds.
9. Create and manage safe and productive learning environments.
10. Demonstrate social and cultural competencies for engaging with people from diverse backgrounds, particularly Aboriginal and Torres Strait Islander people.
11. Effectively and professionally communicate and engage with a diverse range of people and organisations (in writing, orally and nonverbally).
12. Demonstrate professional and ethical conduct, including high standards of self-management, resilience and collaborative behaviours.
13. Work individually and collaboratively to improve practice through critical reflection, professional learning and the use of research.
14. Analyse, synthesise and apply cognitive, creative and technical knowledge and skills in complex and diverse educational settings.
15. Demonstrate research skills and knowledge relevant to professional practice and the discipline of education.

The course structure provides opportunities for pre-service teachers to develop and demonstrate their achievement of these outcomes as they:

- participate in lectures, workshops, seminars, tutorials, reflection and engagement with an e-portfolio;
- analyse elements of children’s behaviour and social interaction in a variety of settings;
- practise techniques for effective interaction with children, peers, professionals and parents;
- practise ways of managing a wide range of appropriate activities and learning experiences;
- develop and practise appropriate methods of planning for individual learning experiences, individual lessons and lesson series;
- maintain a professional teaching portfolio and complete a school experience log;
- practise assessment and record keeping procedures;
- read, research, critique and discuss a wide range of literature relating to the theory and practice of primary education.
MASTER OF TEACHING (PRIMARY)

COURSE STRUCTURE

The Master of Teaching (Primary) is a pre-service professional course in which the integration of theory and practice is the major organising principle. Professional practice thus becomes a major focus of the course; other components have been designed to relate to professional practice and to complement and interrelate the contribution that each makes to the course as a whole.

Professional practice forms a substantive element of the course in all semesters and will consist of 15 weeks of professional practice in two schools. Information on the professional practice component can be found on pages 15 - 17. In addition, many other units in the course also include school-based experiences that range from observation to team-teaching in specific learning areas. Over the duration of the course, pre-service teachers will engage with children and teachers in a wide range of primary education settings.

The four semesters of the course represent key stepping-stones in a sequenced developmental journey of Orientation, Exploration, Immersion and Reflection and Intervention towards understanding and skills commensurate with Graduate Teacher competencies. The course shares some units with the Master of Teaching Early Childhood and/or Secondary specialisations. Such units include differentiated workshops and assignments according to the phase of teaching for which pre-service teachers are being prepared (i.e. Primary) but this structural principle recognises the need for greater communication between professionals across all levels of education, the wide developmental spread that occurs in any classroom and the need to support and extend all pupils.

Table 2: Master of Teaching (Primary) Course Structure

<table>
<thead>
<tr>
<th>LEVEL 4 Semester 1: Orientation</th>
<th>EDUC5485 Development, Teaching and Learning: Theory and Practice (6 pts)</th>
<th>EDUC5504 Language and Literacy in Early Childhood (6 pts)</th>
<th>EDUC5502 Teaching Mathematics in the Early Years (6 pts)</th>
<th>EDUC5520 The Artistic and Creative Child (6 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 4 Semester 2: Exploration</td>
<td>EDUC5505 Teaching Mathematics in Middle and Upper Primary School (6 pts)</td>
<td>EDUC5516 Literacy Across the Curriculum (6 pts)</td>
<td>EDUC5501 Integrated Studies: Humanities and Social Sciences (6 pts)</td>
<td>EDUC5510 Professional Practice A (6 pts)</td>
</tr>
<tr>
<td></td>
<td>Please note that this takes place over both semesters (non-standard teaching period)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 5 Semester 1: Immersion</td>
<td>EDUC5429 Perspectives in Aboriginal Education (6 pts)</td>
<td>EDUC5508 Integrated Studies: Science (6 pts)</td>
<td>EDUC5500 Professional Practice B (12 pts)</td>
<td></td>
</tr>
<tr>
<td>LEVEL 5 Semester 2: Reflection and Intervention</td>
<td>EDUC5618 Teaching and Learning with New Technologies (6 pts)</td>
<td>EDUC5689 Physical Development, Movement and Health (6 pts)</td>
<td>EDUC5514 Differentiating the Curriculum (6 pts)</td>
<td>EDUC5509 Interventions for Learning (6 pts)</td>
</tr>
</tbody>
</table>

The course has been devised as a result of a consultative process with various professionals from Western Australian schools, other university departments and external consultants. This extensive process has resulted in the current course, which is designed to enable students to achieve the outcomes through each of the strands below.

As pre-service teachers explore each unit, they will find that there are links between the concepts being developed. Key concepts, competencies and strategies have been integrated in the structure of the course to maximise opportunities for a multi-faceted approach. Integration across developmental
domains and learning areas is central to holistic development, teaching and learning, especially in primary contexts.

Whilst individual units may focus on specific learning areas, outcomes for the course can only be achieved through the synthesis of that knowledge and skill. Coordinators, lecturers, tutors, teacher mentors and pre-service teachers themselves share responsibility for the integration of those skills into a comprehensive philosophy and competent practice of primary teaching and learning. In some units input from individual lecturers whose primary expertise may be in other learning areas will help support this kind of integration.

AN OVERVIEW OF COURSE UNITS

**Language and Literacy in Early Childhood** provides a thorough grounding in the teaching and learning of multimedia literacies, including key foundational skills such as phonological awareness and phonics knowledge. It includes a range of school-based tasks carried out in Semester 1 professional practice.

**Development, Teaching and Learning: Theories and Practice** focuses on the study of fundamental developmental principles, teaching models and learning theories.

**Teaching Mathematics in the Early Years / Teaching Mathematics in Middle and Upper Primary School** is a detailed study of the knowledge, skills and competencies required to teach and assess mathematics from Years 1–6.

**The Artistic and Expressive Child** provides a comprehensive study of the arts and creativity, and includes a team-teaching collaborative project with a local early education provider.

**Literacy Across the Curriculum** focuses on understanding and developing skills in supporting the literacy teaching and learning in the middle and upper primary years of schooling.

**Differentiating the Curriculum** introduces students to differentiated teaching and diagnostic assessment in the context of diversity and difference, support and extension. It also develops students understanding of linguistic diversity and English as an Additional Language / Dialect (EAL/D).

**Physical Development, Movement and Health** has a focus on fundamental movement skills and teacher competencies across physical education and health areas.

Respective integrated units in **Humanities and Social Sciences** and **Science** focus on the key components of these curriculum areas with an opportunity to apply theoretical learning in a school setting. It examines the structure and content of these learning areas as a basis for developing and assessing integrated learning programs.

**Teaching and Learning with New Technologies** has two key strands: firstly, the study of the key components of the relevant curriculum areas, including skills in a range of new and emerging technologies relevant to primary teaching; secondly, the advancement of teacher competencies and educational networking through new technologies.

**Perspectives in Aboriginal Education** emphasises pedagogies appropriate to the teaching of indigenous students and introduces students to issues surrounding the history, aims and implementation of Aboriginal education, community and cross-cultural consultation and communication.
PROFESSIONAL PRACTICE (Early Childhood and Primary)

Pre-service teachers undertake professional practice placements in at least two different schools/educational settings during the course. These placements are in addition to visits to other schools/educational settings that form part of other units (see the Professional Practice Handbook 2016 for more details on professional practice).

The Master of Teaching entails four phases of professional practice:

**Phase One (Orientation)** is undertaken in the first semester (generally in the first year of study).

For Primary pre-service teachers, the emphasis of this first phase of professional practice is to orientate them to school culture and teachers’ work, along with a specific focus on the fundamental teaching skills in the areas of language, literacy and numeracy. During this practicum, Primary pre-service teachers will work in Year 1 to 3 classrooms.

For Early Childhood pre-service teachers, the emphasis of this first phase of professional practice is to orientate them to ECEC culture. The focus is on contemporary philosophies of early childhood settings from a rights based perspective as set out in the National Quality Standard (NQS). During this practicum, Early Childhood pre-service teachers will work with infants in a childcare setting.

**Phase Two (Exploration)** is undertaken in the second semester (generally in the first year of study). The aim of the second phase of professional practice is to enable pre-service teachers to explore and practise a range of pedagogical, assessment and classroom management strategies, and build confidence and expertise in all aspects of the teaching profession to a level that will equip them to commence the major (Immersion) professional practice in their third semester. During the Exploration practice, Early Childhood pre-service teachers will work in Kindergarten and Pre-Primary classrooms and Primary pre-service teachers will work in Years 3 – 6 classrooms.

The first and second phases of professional practice are completed as part of the Professional Practice A unit (EDUC5510), which operates in a non-standard teaching period over semesters 1 and 2.

**Phase Three (Immersion)** is undertaken in the third semester (in the final year of study). The aim of this phase is to provide opportunities for pre-service teachers to experience and practise all aspects of teaching and schools as an organisation to a level that will equip them for the teaching profession. Early childhood pre-service teachers undertake their practicum in a Year 1 or Year 2 classroom.

The third phase of professional practice is completed as part of the Professional Practice B (EDUC5500) unit and is the final formal component of professional practice undertaken to satisfy requirements for registration in the teaching profession.

**Phase Four (Intervention)** differs from earlier professional practice experiences as it requires pre-service teachers to develop expertise in the planning, delivery and assessment of targeted interventions in numeracy, literacy, science or the arts. Pre-service teachers, in consultation with school partners, plan a focused intervention project for individual students or groups of students in a school setting in response to an identified need. This will normally involve the diagnostic assessment of a small group of children in a school setting, the development of individualised or small group teaching plan and a report on the implementation of the plan. This takes the form of an action research project and ethics permission from UWA needs to be secured by the pre-service teacher before they commence any intervention.

*This fourth phase of professional practice is completed as part of the unit, Interventions for Learning (EDUC5509) and is recognised as 5 days (10 half days) of professional practice for registration and graduation. Interventions for Learning (EDUC5509) equips students for the planning, implementation and assessment of targeted interventions in support and extension of early childhood and primary students across selected learning areas to include*
literacy, numeracy and the arts. This is an applied research unit and more information on this final professional practice requirement is provided in the final semester of the course.

Professional Practice in Year 1

The first professional practice unit EDUC5510 (Professional Practice A) operates in a non-standard teaching period and involves lectures and seminars as well as a period of professional practice during Semesters 1 and 2.

Prior to the first placement, pre-service teachers undertake an Introduction to Teaching component which consists of a series of lectures and workshops over the first six weeks of Semester 1.

Pre-service teachers are introduced to the diverse nature of teachers’ work; planning for and implementing learning experiences; communication strategies to support student learning; organising and managing learning environments; and the professional standards expected of pre-service teachers. These lectures and workshops are compulsory and comprise ongoing student assessment.

In Semester 1, the Orientation period of professional practice takes the form of three distributed days and a full three-week block of practice. This is followed by the Exploration practicum which comprises a further two distributed days and then a three-week block of professional practice in Semester 2. A professional practice calendar can be found on the inside cover of this booklet. More information on professional practice is included in the Professional Practice Handbook 2017 which will be distributed prior to the first period of professional practice.

Professional Practice in Year 2

Pre-service teachers in the Master of Teaching are required to complete a further 40 days of professional practice (Immersion practicum) in the second year of the course, which includes a period of five distributed days followed by a six-week block of practice in Term 2 of the school year. For the final weeks of the block placement, students should take responsibility for the whole class and display competencies commensurate with graduate teaching status. Further details will be available in the Professional Practice Handbook 2017.

Professional Experience Placement

Pre-service teachers are allocated to schools/ECEC settings according to the following set of criteria:

- availability of suitable placement at a school/ECEC setting that has expressed an interest in mentoring UWA pre-service teachers.
- place of residence;
- exclusion from a school/ECEC setting where the pre-service teacher has relatives or friends or which they used to attend;
- employment - if pre-service teachers are currently employed at a school/ECEC setting, permission may be sought from the Graduate School of Education to do no more than half of their professional practice at the school/ECEC setting if the Principal/ECEC co-ordinator is agreeable; and
- other issues as relevant.

Pre-service teachers must maintain up-to-date records of address and contact details in the University system. The Professional Practice Office must also be notified immediately of any change of address or circumstance that might affect a school placement.

Assessment of Professional Practice

During all professional practice placements, formative written feedback will be provided to the pre-service teacher by the mentor at the end of each week, as well as a summative final report at the conclusion of the practice. A university supervisor will make observational visits and complete reports for each placement. Assessment of professional practice will be based on both school/ECEC setting and University reports using the usual range of University grades.

Professional Conduct
When working in schools/ECEC setting, pre-service teachers must adopt the standards of professional behaviour outlined in the Code of Conduct (see page 22) at all times. Serious and sustained breaches of this Code of Conduct may result in withdrawal from the professional practice placement.

**Absences during Professional Practice**

A medical certificate is required if pre-service teachers are absent at any time during professional practice. An absence of three days or more from professional practice must be made up as soon as possible.

It is a professional responsibility of pre-service teachers to inform schools/ECEC settings immediately and the Professional Practice office at the Graduate School of Education if they will be absent. This allows mentor teachers to make alternative plans. When medical advice has been obtained, the University and the school/ECEC setting must be advised of the number of days the pre-service teacher expects to be absent.

**Non-Standard Placement**


It is not always possible to find suitable placements during non-standard times, even if special consideration is approved.

**Reflective Journal**

During their professional practice, pre-service teachers are required to keep a reflective journal. The purpose of the journal is to develop reflective practice skills which will assist them to become confident problem-solving teachers. In addition, pre-service teachers are required to collect evidence, as directed, for their e-portfolio/wiki.

*Pre-service teachers who have not demonstrated satisfactory progress in the course may not be permitted to undertake Professional Practice.*

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**ASSESSMENT POLICIES**

**Assignments**

Pre-service teachers should consult their unit outlines at the commencement of each unit for final details concerning assessments and submission dates. *It is important to work consistently on assignments so that due dates can be met, as there will be penalties for late submission.*

**Submitting Assignments**

All assignments must be submitted through LMS (Blackboard), unless given other directions by the unit coordinator. Normally, assignments submitted will be returned within three weeks unless otherwise advised and staff endeavour to return work within 15 days. Please complete and submit an assignment cover sheet with each assignment [http://www.education.uwa.edu.au/students/forms](http://www.education.uwa.edu.au/students/forms).

**Extensions**

Extensions will only be granted in the case of illness (a medical certificate is required) or on compassionate grounds (for example serious illness or death in the family). Work-related or time management/organisational excuses will not be accepted.

All requests for extensions of due dates must be made to the unit coordinator on a Graduate School of Education Application for Extension Form, which is available from the General Office. The Confirmation of Approval slip must be attached to the assignment when submitted.
Assignments submitted late without a slip will incur a penalty of 10 per cent per day. Pre-service teachers are advised to commence work on their assignments early.

Procedures Regarding Failed Assignments and Exams

If a student fails an assignment component of a unit:
(These guidelines do not apply to a failed exam component of a unit)

1. A student is eligible for one resubmission of a failed assignment component per unit.
2. A student who fails one assignment component (not exam component) of one unit at 40% or greater, will be permitted to resubmit that failed assignment component up on request only.
3. A resubmitted assignment component that is deemed to be a ‘pass’ by the unit coordinator, will receive a mark of 50% for that component.
4. A resubmitted assignment component that is deemed to be a fail by the unit coordinator, will receive the original failing mark for the component. This is the final mark for the assignment component. There is no option to request another resubmission on the component.

Grades

Students should be advised that the grades they receive during the year are provisional only. Grades are only official after they have been passed by the Board of Examiners. Assignments will be graded according to the University scale and only grades, not percentages, will be recorded on students’ assignments. However, the following scale applies:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Distinction</td>
<td>HD</td>
</tr>
<tr>
<td>Distinction</td>
<td>D</td>
</tr>
<tr>
<td>Credit Pass</td>
<td>CR</td>
</tr>
<tr>
<td>Pass</td>
<td>P</td>
</tr>
<tr>
<td>Fail</td>
<td>N+</td>
</tr>
<tr>
<td>Fail</td>
<td>N</td>
</tr>
</tbody>
</table>

Procedures for Grievances, Appeals and Complaints

If a pre-service teacher believes that the initial academic assessment/s given for any piece(s) of work which contribute(s) to the final result in the unit or course does not fairly represent the worth of the piece(s) of work, they may formally appeal against the assessment. It is recommended that the issue be discussed with the unit coordinator and the course coordinator before taking any further action. The full procedure for appeals can be accessed via:

Pre-service teachers are directed to the Guild website for information regarding these procedures:
http://www.uwastudentguild.com/assist/academic/

HELP LINES

If you are experiencing problems with study in a particular unit:
• discuss it with your tutor/ lecturer; and/or
• consult the unit co-ordinator.
Approved Leave
Pre-service teachers who interrupt their enrolment must apply for approved leave. The procedure for this can be accessed at:
http://www.studentadmin.uwa.edu.au/__data/page/8581/Approved_Leave_Application_Form.pdf.

Withdrawal from Units/Changes to Enrolment
Students must not withdraw from units without consulting the course coordinators or unit coordinators. If a student decides to withdraw from the whole program, they must advise the appropriate Course Coordinator Associate Professor Grace Oakley or Dr Ger Neylon and the Professional Practice Coordinator, Jane Loxton, immediately as the schools/ECEC settings in which they have been placed must be notified.

Changes of enrolment can occur up until the University census date of 31st March for standard semester enrolments and should be discussed with the Course Coordinator.

Learning Management System (LMS)
Additional materials to support your learning are available on the Learning Management System site for each unit and the ITE LMS site. These materials and opportunities supplement face to face teaching. They do not replace attendance in classes. Information is available from http://www.lms.uwa.edu.au.

Emails and Communication
All email communication will occur through the student email address system. Ensure that you regularly check your student email account.

Access to the Internet
Users can gain access to the internet via the web browser built into Windows, Internet Explorer, which is preconfigured with all the required details. Email is via webmail only at http://www.uwa.edu.au/webmail. Information is available at http://www.is.uwa.edu.au/it-help/email.

No email client programs (Outlook, Outlook Express, Eudora etc) are permitted on the Graduate School of Education network and are blocked at the firewall level.

Computer Laboratory and Information Services
Computer access is available in the Education building through WiFi connection, the GSE Computer Lab (on the ground floor in room G26) and the EDFAA library. If you are currently enrolled in any units offered by the Graduate School of Education then a GSE Lab account will have been created for you on our server. Your username and password will be the same as your Student ID and Pheme password. If you have any difficulty logging onto the Student Lab PCs, or if you are a late enrolment, please see the IT staff in Room 201A during IT Support hours with your details and an account will be set up for you.

Appropriate Use of UWA Graduate School of Education Computers
All students are asked to abide by the following three important guidelines while using the UWA Graduate School of Education computer facilities:
- do not download, email or store pornographic or other offensive material;
- do not illegally download, store or copy music, movies or any other copyrighted material;
- do not run a business, send spam or other mass emails, or attempt to gain unauthorised access to any computer system.

Students are reminded that internet and email usage can be monitored and inappropriate use of the internet or email may result in severe penalties including expulsion from the University and/or criminal penalties.


Usernames and Passwords at UWA
Every time you access a system you need a username and password. The Pheme server matches passwords on a number of systems across the University to minimise the credentials you need to remember. Please Note: you must activate your Pheme password before you will be able to log in.
Once you have activated your Pheme account for the first time, you need to log into your Pheme account again to check your password and then log out.

**IT Support**

*Your Documents and Data – Security and Backup*
It is a Graduate School of Education policy that students are responsible for their own data and documents at all times, including backup. Student data on the server IS NOT BACKED UP.

**Technical issues with the computer lab**
If there are any issues with computers or printers not working then contact GSE Computer Support on 6488 7883 or email the Computer Helpdesk at itsupport-education@uwa.edu.au. The Student Internet Support Office (SISO) is available on 6488 3814. Contact them first if you have problems with your username and password. GSE support staff have no control over your internet or email logon details.

**EDFAA Library (Education, Fine Arts and Architecture)**
The EDFAA library contains a collection of curriculum resources which are essential for pre-service teachers. The collection includes an extensive array of curriculum texts used by teachers and students in schools. Pre-service teachers are advised to familiarise themselves with these resources at the beginning of the course.

The EDFAA library provides a wide range of support service, including sessions on information searching and referencing and study rooms for small group meetings. For more information see [http://www.is.uwa.edu.au](http://www.is.uwa.edu.au) or contact EDFAA Library staff at (6488 1962; or 64881941).
## IMPORTANT CONTACTS

The following staff are available to assist pre-service teachers with aspects of their course:

<table>
<thead>
<tr>
<th>Position</th>
<th>Coordinator</th>
<th>Room</th>
<th>Telephone &amp; Email</th>
<th>Areas of Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Teaching Course Coordinator – Early Childhood</td>
<td>Dr Gerardine Nelyon</td>
<td>2.07</td>
<td>6488 2387 <a href="mailto:ger.neylon@uwa.edu.au">ger.neylon@uwa.edu.au</a></td>
<td>All aspects of course content and academic progress</td>
</tr>
<tr>
<td>Master of Teaching Course Coordinators - Primary</td>
<td>Associate Professor Grace Oakley</td>
<td>2.17</td>
<td>6488 2301 <a href="mailto:grace.oakley@uwa.edu.au">grace.oakley@uwa.edu.au</a></td>
<td>All aspects of course content and academic progress</td>
</tr>
<tr>
<td>Professional Practice Coordinator – Early Childhood and Primary</td>
<td>Jane Loxton</td>
<td>2.22</td>
<td>6488 7642 <a href="mailto:jane.loxton@uwa.edu.au">jane.loxton@uwa.edu.au</a></td>
<td>All aspects of professional practice</td>
</tr>
<tr>
<td>Professional Practice Officers</td>
<td>Jodie Basham</td>
<td>2.26</td>
<td>6488 3640 <a href="mailto:prac-edu@uwa.edu.au">prac-edu@uwa.edu.au</a></td>
<td>Professional practice placements (including clearances required)</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>Martin Swann</td>
<td>2.20</td>
<td>6488 2397 <a href="mailto:Martin.swann@uwa.edu.au">Martin.swann@uwa.edu.au</a></td>
<td>All aspects of course enrolment</td>
</tr>
<tr>
<td>Reception</td>
<td>Reception</td>
<td>2.29</td>
<td>6488 2388 <a href="mailto:reception-edu@uwa.edu.au">reception-edu@uwa.edu.au</a></td>
<td>General information and assignment submission &amp; collection</td>
</tr>
</tbody>
</table>
## GRADUATE SCHOOL OF EDUCATION

### CODE OF CONDUCT

#### PRE-SERVICE TEACHER EDUCATION STUDENTS

| Personal Presentation | It is the professional duty of pre-service teachers to:  
|                       | • conform to professional dress and grooming standards of the school;  
|                       | • adopt an approachable and pleasant demeanour at all times; and  
|                       | • maintain high standards of personal hygiene. |

| Use of School Resources | It is the professional duty of pre-service teachers to:  
|                         | • respect the needs of the staff at the school in the use of equipment such as computers and photocopiers;  
|                         | • comply with school or department procedures for the use of audio-visual, library, sporting resources;  
|                         | • ensure that multiple copies of materials are prepared well before the lesson; and  
|                         | • recognise that schools have limited budgets and resources should be used thoughtfully. |

| Collaborative Relationships | It is the professional duty of pre-service teachers to:  
|                           | • refrain from public criticism of University and school colleagues;  
|                           | • respect the confidentiality of colleagues and students in your care;  
|                           | • engage with and respond positively to professional advice and feedback, including criticism;  
|                           | • promote harmonious and respectful interpersonal relationships among staff and peers; and  
|                           | • manage emotional tension with maturity. |

| Policy and Legislation | It is the professional duty of pre-service teachers to:  
|                       | • be familiar with the Department of Education regulations and school policies and ensure that these are enacted to the best of your ability;  
|                       | • understand the implications of duty-of-care requirements; and  
|                       | • be familiar with, and operate within the legislative requirements pertaining to schools and the education and care of students and staff. |

| Professional Diligence | It is the duty of the pre-service teacher to:  
|                        | • demonstrate initiative by offering ideas and strategies for the development of teaching plans;  
|                        | • thoroughly prepare for all aspects of the teaching practicum, allowing sufficient time for consultation with the mentor;  
|                        | • actively participate in the life of the school community by shadowing your mentor in all aspects of his / her duties and becoming involved in a diversity of activities within the school;  
|                        | • demonstrate commitment through effective management of time – early arrival at school, productive use of DOTT time and tactful use of recess and lunch times, meeting University and school deadlines;  
|                        | • observe school and University regulations regarding attendance; and  
|                        | • willingly undertake all duties as required by the mentor teacher. |
THE NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

The National Professional Standards for Teachers make explicit the elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students. The Standards do this by providing a framework which makes clear the knowledge, practice and professional engagement required across teachers’ careers. They present a common understanding and language for discourse between teachers, teacher educators, teacher organisations, professional associations and the public.

Teacher Standards also inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment. Teachers can use the Standards to recognise their current and developing capabilities, professional aspirations and achievements.

Standards contribute to the professionalisation of teaching and raise the status of the profession. They could also be used as the basis for a professional accountability model, helping to ensure that teachers can demonstrate appropriate levels of professional knowledge, professional practice and professional engagement.

The National Professional Standards for Teachers are organised into four career stages and guide the preparation, support and development of teachers. The stages reflect the continuum of a teacher’s developing professional expertise from undergraduate preparation through to being an exemplary classroom practitioner and a leader in the profession.

The Graduate Standards will underpin the accreditation of initial teacher education programs. Graduates from accredited programs qualify for registration in each State and Territory. The Proficient Standards will be used to underpin processes for full registration as a teacher and to support the requirements of nationally consistent teacher registration.

The Standards at the career stages of Highly Accomplished and Lead will inform voluntary certification. (Taken from http://www.aitsl.edu.au/australian-professional-standards-for-teachers/.)

The following section sets out the graduate teacher standards, making explicit the professional standards expected to be achieved by those graduating from pre-service teacher education programs.
PROFESSIONAL KNOWLEDGE
STANDARD 1
KNOW STUDENTS AND HOW THEY LEARN

FOCUS

<table>
<thead>
<tr>
<th>Focus</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical, social and intellectual development and characteristics of</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</td>
</tr>
<tr>
<td>students</td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</td>
</tr>
<tr>
<td>Understanding how students learn</td>
<td></td>
</tr>
<tr>
<td>Students with diverse linguistic, cultural, religious and socioeconomic</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
</tr>
<tr>
<td>backgrounds</td>
<td></td>
</tr>
<tr>
<td>Strategies for teaching</td>
<td>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander students</td>
<td></td>
</tr>
<tr>
<td>Differentiate teaching to meet specific learning needs of students</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</td>
</tr>
<tr>
<td>across the full range of abilities</td>
<td></td>
</tr>
<tr>
<td>Strategies to support full participation of students with disabilities</td>
<td>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation of students with disability.</td>
</tr>
</tbody>
</table>

PROFESSIONAL KNOWLEDGE
STANDARD 2
KNOW THE CONTENT AND HOW TO TEACH IT

FOCUS

<table>
<thead>
<tr>
<th>Focus</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and teaching strategies of the teaching area</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</td>
</tr>
<tr>
<td>Content selection and organisation</td>
<td>Organise content into an effective learning and teaching sequence.</td>
</tr>
<tr>
<td>Curriculum, assessment and reporting</td>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</td>
</tr>
<tr>
<td>Understand and respect</td>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander people to promote</td>
<td></td>
</tr>
<tr>
<td>reconciliation between Indigenous and</td>
<td></td>
</tr>
<tr>
<td>non-Indigenous Australians</td>
<td></td>
</tr>
<tr>
<td>Literacy and numeracy strategies</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
</tr>
<tr>
<td>Information and</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</td>
</tr>
<tr>
<td>Communication Technology (ICT)</td>
<td></td>
</tr>
</tbody>
</table>
PROFESSIONAL PRACTICE

STANDARD 3
PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

FOCUS
- Establish challenging learning goals
- Plan, structure and sequence learning programs
- Use teaching strategies
- Select and use resources
- Use effective classroom communication
- Evaluate and improve teaching programs
- Engage parents / carers in the educative process

GRADUATE
- Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
- Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
- Include a range of teaching strategies.
- Demonstrate knowledge of a range of resources including ICT that engage students in their learning.
- Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
- Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
- Describe a broad range of strategies for involving parents / carers in the educative process.

PROFESSIONAL PRACTICE

STANDARD 4
CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

FOCUS
- Support student participation
- Manage classroom activities
- Manage challenging behaviour
- Maintain student safety
- Using ICT safely, responsibly and ethically

GRADUATE
- Identify strategies to support inclusive student participation and engagement in classroom activities.
- Demonstrate the capacity to organise classroom activities and provide clear directions.
- Demonstrate knowledge of practical approaches to manage challenging behaviour.
- Describe strategies that support students’ wellbeing and safety working within school and / or system, curriculum and legislative requirements.
- Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

PROFESSIONAL PRACTICE

STANDARD 5
ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

FOCUS
- Assess student learning
- Provide feedback to students on their learning

GRADUATE
- Demonstrate understanding of assessment strategies including, informal and formal, diagnostic, formative and summative approaches to assess student learning.
- Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

STANDARD 5 (CONTINUED)
<table>
<thead>
<tr>
<th>FOCUS</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make consistent and comparable judgements</td>
<td>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.</td>
</tr>
<tr>
<td>Interpret student data</td>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</td>
</tr>
<tr>
<td>Report on student achievement</td>
<td>Demonstrate understanding of a range of strategies for reporting to students and parents / carers and the purpose of keeping accurate and reliable records of student achievement.</td>
</tr>
</tbody>
</table>

**PROFESSIONAL ENGAGEMENT**

**STANDARD 6**

**ENGAGE IN PROFESSIONAL LEARNING**

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and plan professional learning needs</td>
<td>Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.</td>
</tr>
<tr>
<td>Engage in professional learning and improve practice</td>
<td>Understand the relevant and appropriate sources of professional learning for teachers.</td>
</tr>
<tr>
<td>Engage with colleagues and improve practice</td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</td>
</tr>
<tr>
<td>Apply professional learning and improve student learning</td>
<td>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</td>
</tr>
</tbody>
</table>

**PROFESSIONAL ENGAGEMENT**

**STANDARD 7**

**ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS / CARERS AND THE COMMUNITY**

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet professional ethics and responsibilities</td>
<td>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</td>
</tr>
<tr>
<td>Comply with legislative, administrative and organisational requirements</td>
<td>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</td>
</tr>
<tr>
<td>Engage with the parents / carers</td>
<td>Understand strategies for working effectively, sensitively and confidentially with parents / carers.</td>
</tr>
<tr>
<td>Engage with professional teaching networks and broader communities</td>
<td>Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.</td>
</tr>
</tbody>
</table>
National Quality Standard

The National Quality Standard (NQS) is a key aspect of the National Quality Framework (NQF) and sets a high, national benchmark for early childhood education and care, and outside school hours care services in Australia. Source: http://www.acecqa.gov.au/national-quality-framework/the-national-quality-standard#sthash.UpmoA89r.dpuf

The NQS brings together the 7 key quality areas that are important to outcomes for children. In Western Australia, the NQS is mandated in Early Childhood Education and Care settings and all Western Australian schools from birth to Year Two.

1. Educational program and practice
2. Children’s health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

The NQS contains 18 standards with two or three standards in each quality area. These standards are high-level outcome statements. Under each standard sit elements that describe the outcomes that contribute to the standard being achieved. There are 58 elements in total.
