

EDU409 Internship

School: School of Education and Tertiary Access

2020 | Session 7

UniSC Sunshine Coast
UniSC Caboolture

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course reinforces your achievement of the Australian Professional Standards for Teachers at Graduate stage through course work and your 15-day Internship. You will critically reflect on your early autobiographical reflections of teaching and your teacher identity to demonstrate personal capabilities as an effective member of the teaching profession. In your 15 day Internship (birth - Year 3) you will work closely with a Mentor to meet the requirements outlined in the EDU409 Internship Handbook..

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Placement	8hrs	Not applicable	Not Yet Determined

2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Demonstrate an understanding of quality learning and teaching that shows strong theoretical and philosophical perspectives of an early childhood educator	Knowledgeable Empowered Ethical Engaged
2	Establish strong connections with teaching and community staff to ensure meaningful engagement for learners, families, and community partners	Engaged Sustainability-focussed
3	Apply and articulate knowledge and understanding of legislation, ethical frameworks and professional standards in an early years or school context s	Knowledgeable
4	Communicate using clear and concise language in a range of genres in the field of education allowing for the use of appropriate conventions	Knowledgeable

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

EDU408 and enrolled in Program ED303

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Pre-service teachers must have successfully completed all coursework across the Bachelor of Early Childhood Education (ED303) program before engaging in the professional experience component of the Internship

6. How am I going to be assessed?

6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

Students are provided early feedback on their communicative contributions on the discussion board. The students engage in collaborative teaching with their mentors during the internship. The usual support and feedback processes used for Supervised Professional Experiences are also used in this Professional Experience course.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1a	Code of Conduct	Individual	Ongoing until course completion		Online Submission
All	1b	Written Piece	Individual	Form with required signatures completed in full		SONIA
All	2	Placement performance	Individual	15-day block to be completed in full at the site		SONIA
All	3	Written Piece	Individual	1500-word equivalent		Online Discussion Board
All	4	Written Piece	Individual	75 hours and 800 words		Online Submission

All - Assessment Task 1a: Code of Conduct

GOAL:	The goal of this task is to critically analyse the Code of Conduct for the School of Education and reflectively operate within its guidelines during a work integrated learning (WIL) experience. You are also required to submit your completed Internship Agreement form.				
PRODUCT:	Code of Conduct				
FORMAT:	After studying the Code of Conduct in class and independently, you will sign the Code of Conduct provided. Your signed document must be uploaded to Blackboard by the due date and prior to going onto a school/prior to school learning site for your Internship. During your WIL experience you are required to complete 15 days of professional experience. To be eligible to pass, you are required to complete the Internship satisfactorily according to the criteria below. See Blackboard for your discipline specific Code of Conduct. Submission due: 1 June 2020 by 5pm.				
CRITERIA:	No.				Learning Outcome assessed
	1	Demonstration of personal behaviour that is in accordance with the discipline specific Code of Conduct.			
	2	Demonstration of professional adherence to the discipline specific Code of Conduct			
	3	Assessment criteria are mapped to the course learning outcomes.			1 2 3 4
GENERIC SKILLS:					

All - Assessment Task 1b: Internship agreement form

GOAL:	The goal of this task is to engage in an extended professional experience as an intern within an early years context (birth to Year 3).	
PRODUCT:	Written Piece	
FORMAT:	After studying the Code of Conduct in class and independently, you will sign the Code of Conduct provided. Your signed document must be uploaded to Blackboard by the due date and prior to going onto a school/prior to school learning site for your Internship. During your WIL experience you are required to complete 15 days of professional experience. To be eligible to pass, you are required to complete the Internship satisfactorily according to the criteria below. See Blackboard for your discipline specific Code of Conduct. Submission due: 29 May 2020 by 5pm	
CRITERIA:	No. 1 see task 1a	Learning Outcome assessed
GENERIC SKILLS:		

All - Assessment Task 2: Internship

GOAL:	The goal of this task is to engage in an extended professional experience as an intern within an early years context (birth to Year 3).	
PRODUCT:	Placement performance	
FORMAT:	<p>Internship: You will engage in 15 days of extended professional experience as an intern under an Internship Authorisation issued by the Queensland College of Teachers. You will design, plan, and implement teaching and learning experiences within a 50% teaching load. You will receive support and oversight from a fully registered Mentor Teacher. Submission due: 8 June - 26 June 2020</p> <p>Online Debrief</p> <p>Students will be required to share their internship experiences, using a shared communication platform on the discussion board.</p>	
CRITERIA:	No. 1 Undertake planning, teaching, assessing and reflecting responsibilities of a graduate teacher 2 Communicate using clear and concise language in a range of genres in the field of education allowing for the use of appropriate conventions 3 Establish strong connections with teaching and community staff to ensure meaningful engagement for learners, families, and community partners 4 Successfully complete the required 15 days of the Internship	Learning Outcome assessed
GENERIC SKILLS:		

All - Assessment Task 3: Scholarship as Conversation

GOAL:	The goal of this task is to participate in sustained professional conversations to identify varied perspectives and interpretations.	
PRODUCT:	Written Piece	
FORMAT:	You will be provided with three journal articles to review and discuss online. The articles will challenge you to reflect on your professional identity and professional practice. You are required to write an initial post for discussion in response to the required reading. You must also post a response to two other posts for each discussion topic. Submission due: 28 June 2020	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrate an understanding of quality learning and teaching that shows theoretical and philosophical perspectives of an early childhood educator
	2	Communicate using clear and concise language in a range of genres in the field of education allowing for the use of appropriate convention
GENERIC SKILLS:		

All - Assessment Task 4: Wider Field Experience Evidence & Reflective Essay

GOAL:	To demonstrate skilful and professional reflection on your teaching experience and Wider-Field Experiences	
PRODUCT:	Written Piece	
FORMAT:	Task 4 is only for students who have not completed EDU308 Professional Experience: Differentiated Practice. You will submit evidence (USC approved documentation only) of completion of 75 hours of WFE. You will also reflect on your engagement in teaching and learning experiences pertaining to your Wider Field experiences and collate these into a reflective essay. Your reflections must include links to the Australian Professional Standards for Teachers (Graduate stage). Submission due: 28 June 2020	
CRITERIA:	No.	Learning Outcome assessed
	1	Submit evidence of completion of 75 hours in total of WFE
	2	Write at a professional standard commensurate with a graduate teacher
	3	Demonstrate links to Australian Professional Standard for Teachers (Graduate stage)
	4	Demonstrate skilful use of reflective practice and higher order analysis of professional knowledge, practice, and dispositions for teaching.
	5	Apply ethical and professional engagement and practice commensurate with a Graduate teacher
GENERIC SKILLS:		

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1	Collective self-efficacy, teacher philosophy and teacher identity
Module 2	Resilience, self-care, wellbeing and mindfulness
Module 3:	Implementation of quality learning and teaching that demonstrates strong theoretical and philosophical perspectives of an early childhood educator Establish strong connections with teaching and community staff to ensure meaningful engagement for learners, families and community partners

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

An Application for Internship Authorisation form must be endorsed by the Queensland College of Teachers prior to undertaking the Internship.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Limited Graded Course:

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

