This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
Unit Name | Internship: Teaching for Transformation
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Unit Code | PE450
Awards |
Bachelor of Education (Primary)
Bachelor of Education (Middle Years)
Bachelor of Education (Secondary)
Bachelor of Arts/Bachelor of Education (Secondary)
Core/Elective | Core
Prerequisites | All other units within the course
Mode | Internal
Weighting | 10 credit points
Delivery/Contact hrs |
Class contact | 3 hours
School site placement | 150 hours
Assignment preparation | 27 hours
Total | 180 hours
Teaching Staff |
Garth Hentzschel (PEP Coordinator)
SEH Lecturing Staff (CHC Consultants)
Unit Rationale |
The transition for beginning teachers from preservice preparation in the tertiary institution to the reality of professional practice in schools is often a difficult and challenging process.

Unlike other novice professionals, who assume responsibility gradually (such as lawyers, accountants, doctors), beginning teachers generally assume full responsibility on the first day of their professional life. The nature of preservice, short-term practicum experiences also contributes to the difficulties faced by beginning teachers. These experiences have some inadequacies as a means of teacher development, in that they provide an ‘unreal’ experience. While these experiences may provide a ‘taste’ of reality, they bear little resemblance to the everyday reality of full-time teaching and preclude a full understanding of school operations.

With this in mind, the unit has been structured as to provide an environment in which preservice teachers can build upon their prior school-based and wider field experiences and can further grow and develop. Emphasis is placed on teacher induction experiences and the development of critical pedagogical theory and practice. It is intended that preservice teachers have opportunities to experiment, evaluate and reflect on their school-based internship experiences, and to develop proposed approaches for their ‘beginning teacher’ year while preparing themselves for fulltime teaching. The internship provides opportunities for simulating a teacher’s role, as well as enabling preservice teachers to experience and participate in the wider life of the school community through extra-curricular involvement and other services that support the school. With this holistic immersion into the classroom and the assessment items of the unit, preservice teachers are encouraged to develop their teaching to transform themselves and their school students. The SEH recognises that there are essential differences between the nature of internship and other professional experiences. Therefore, within the internship there is a sharing of responsibility between the school and the SEH, in terms of the preservice teachers’ learning experiences and the assessment of consequent learning outcomes.
Learning Outcomes:

On completion of this unit, preservice teachers will have provided evidence that they have:

1. Engaged with relevant curriculum documents and observed learners in order to plan, implement and evaluate units of work.
2. Demonstrated quality teaching for learning using a range of teaching strategies and learning experiences.
3. Developed learning and assessment tasks and resources for engaging learners in developing literacy and numeracy skills and practices.
4. Demonstrated quality teaching for learning incorporating strategies for identifying, instructing about and critically framing the literate, numerate and digital demands of learning tasks.
5. Demonstrated quality teaching for learning with a focus on engaging school students in collaborative and higher order thinking strategies and approaches.
6. Developed applications of best practice strategies and approaches for relevant learning areas.
7. Engaged effectively with the diversity of learners and families represented in the classroom.
8. Applied differentiation, diagnosis and remediation strategies as relevant for individual learners in the classroom.
9. Developed applications of best practice strategies and approaches for relevant learning areas.
10. Implemented diagnostic, formative and summative assessment procedures.
11. Broadened their own and learners’ experiences through active involvement in the culture, organisation and extra-curricular activities of the school or centre.
12. Pastorally cared for learners within the classroom and school or centre.
13. Established a safe and supportive classroom culture founded on quality learner/teacher relationships.
14. Developed and maintained organisational and management processes within the classroom context.
15. Developed relationships within the school community, developing collegiality, teamwork, initiative and responsibility with various staff members.
16. Developed relationships with the broader community through communication with parents and other community members about classroom processes, activities and events.
17. Engaged in and contributed to staff and team meetings and activities.
18. Identified, developed and contributed a professional resource to the classroom or school context.
19. Evaluated their progress and teaching programs within a critically reflective framework.
20. Established a practice of continuing personal and professional growth and development for beginning teaching.
21. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).

Professional Standards for Queensland Teachers:

Successful engagement with the learning opportunities provided in this unit will contribute to and provide substantial evidence of the practice, knowledge and values of the following QCT Professional Standards for Queensland Teachers:

1. Design and implement engaging and flexible learning experiences for individuals and groups.
2. Design and implement learning experiences that develop language, literacy and numeracy.
3. Design and implement intellectually challenging learning experiences.
4. Design and implement learning experiences that value diversity.
5. Assess and report constructively on student learning.
6. Support personal development and participation in society.
7. Create and maintain safe and supportive learning environments.
8. Foster positive and productive relationships with families and the community.
9. Contribute effectively to professional teams.
10. Commit to reflective practice and professional renewal.
### Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td><strong>Orientation Program</strong></td>
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<tr>
<td>a) Briefing Meetings</td>
<td>- Structure of internship program</td>
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<td></td>
<td>- Orientation to the range of teacher responsibilities in internship contexts</td>
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<td></td>
<td>- Unpacking the Professional Standards for Queensland Teachers</td>
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<td>b) School Orientation</td>
<td>- Full day at the school for making observations in relation to school-based requirements</td>
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<td></td>
<td>and expectations for teaching and learning, organisation, management, and relationships</td>
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<td></td>
<td>- Identification of professional resource/s for development</td>
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<td></td>
<td>- Discussion of topic and processes for Action Research Proposal</td>
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<td></td>
<td>- Complete negotiations about requirements and expectations with the school or centre</td>
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<tr>
<td>c) CHC Consultant</td>
<td>- Preliminary discussion of professional resource and Action Research</td>
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<tr>
<td><strong>School-based Internship Experience (6 weeks)</strong></td>
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<tr>
<td>School-based internship</td>
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<td>- One week of induction activities in a variety of settings within the centre or school</td>
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<td>- eg library, administration, learning assistance</td>
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<td></td>
<td>- Final development of professional resource and Action Research activities</td>
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<td>- Two weeks of progressive engagement in observing and teaching within the classroom</td>
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<td>- Commencement of teaching and learning connected with the professional resource</td>
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<td>and Action Research</td>
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<td>- Three weeks of full-time teaching</td>
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<td>- Continuation of teaching and learning connected with the professional resource and</td>
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<td></td>
<td>Action Research</td>
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<tr>
<td><strong>Reflective Program</strong></td>
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<tr>
<td>a) Reflective Meetings</td>
<td>- Critical reflection on the internship program</td>
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<td></td>
<td>- Reviewing the Professional Standards for Queensland Teachers</td>
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<tr>
<td>b) CHC Consultant</td>
<td>- Final review of professional resource</td>
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<td>- Submission of Action Research Report (ES470)</td>
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<td></td>
<td>- Moderation of the School-based Experience Exit Report and the PSQT: Self-Audit Report</td>
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</tbody>
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### Set Text Requirements:


### Recommended Readings:


Brady, L 2010, *Collaborative Learning in Action*, Pearson/Prentice Hall, Frenchs Forest, NSW.


**Assessment:**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>PSQT</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Practice</td>
<td>Provide evidence to the designated College Consultant that they are maintaining the professional planning and communication documentation required for the selected professional context. Present a full draft of their professional resource.</td>
<td>1-10</td>
<td>End of Week 2 of the Internship placement</td>
<td>Pass/Fail</td>
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<tr>
<td>Professional Resource</td>
<td>Identify a need within the internship context and then develop professional resource/s that can be contributed to the teaching and learning team. The resources should be related to the planning, teaching or assessment undertaken in the internship classroom context.</td>
<td>1-10</td>
<td>End of the final week of the Internship placement</td>
<td>Pass/Fail</td>
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<tr>
<td>Action Research Report</td>
<td>Provide evidence to the PEP Coordinator that the Action Research Project and Report required for ES470 has been successfully completed.</td>
<td>1-10</td>
<td>Week 1 following the Internship placement</td>
<td>Pass/Fail</td>
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<tr>
<td>School-based Experience Exit Report</td>
<td>A summative internship report is to be completed by the Internship Coordinator (or delegated representative) and moderated by the CHC Consultant.</td>
<td>1-10</td>
<td>Week 1 following the Internship placement</td>
<td>Pass/Fail</td>
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**Unit Overview:**

This internship is the capstone of the Education program and is designed to orientate and induct preservice teachers into the world of a beginning teacher. The internship program builds upon preservice teachers’ previous professional experiences and is intended to serve as a transitional ‘pathway’ between preservice teacher and employment. The preservice teacher will be supervised by an experienced school teacher and working in collaboration with this teacher, will assume increasing responsibility for the group/class as the internship proceeds.