

TEAC 3021 PROFESSIONAL EXPERIENCE 3: ENGAGING WITH DIVERSE STUDENTS AND COMMUNITIES

Credit Points 10

Legacy Code 102656

Coordinator Kellie Jorda (<https://directory.westernsydney.edu.au/search/name/Kellie Jorda/>)

Description This subject provides students with the opportunity to participate in a 20-day professional experience set in the context of their future profession and under the supervision of qualified teachers. As Pre-service Teachers, students will develop an understanding of diverse learners within specific school and classroom contexts. Individual students' strengths, needs and learning styles will be identified to support the design and delivery of teaching experiences that will enhance engagement and learning. The subject also gives students an opportunity to reflect on the processes involved in the teaching cycle, and refine their competencies as beginning teachers. Students are required to analyse their own learning in relation to the Graduate Teacher Standards as a review of the progress of their Learning Portfolio. This subject is included in the Transition Phase of the Bachelor of Education.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 3 subject

Pre-requisite(s) TEAC 3020

Restrictions

Students must be enrolled in the 1876 Bachelor of Education (Primary) or 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education and have successfully completed 240 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply knowledge of research on how students' skills, interests and prior achievements affect learning and use this information to inform teaching strategies;
2. Implement lesson plans detailing objectives and outcomes, specifying content and pedagogy assessment, in consultation with the supervising teacher;
3. Evaluate students' specific strengths, needs and learning styles;
4. Design teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and that promote student engagement;
5. Use a variety of resources to support the learning style and needs of diverse students;
6. Execute an enthusiastic and positive attitude towards students as individuals and learners;

7. Design a respectful and collegial classroom environment where all students are valued and supported.

Subject Content

- Connecting research with practice to inform planning and Teaching
- Student diversity and how it affects Teaching and learning
- Identifying students' strengths, needs and learning styles
- Planning lessons and programming
- Differentiated learning tasks
- Resources to support students' needs
- The Professional Teacher - Planning, teaching; effective communication, professional interactions and ethical and professional conduct

Special Requirements

Legislative pre-requisites

1. Students are required to complete the **two** components of the Working with Children Check (WWCC) process leading to (a) the issuance of a clearance number under the category of either volunteer or paid, and (b) verification of the clearance number with the NSW Department of Education.

a) Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
- ii. Present an application number and identification to a Service NSW office who will issue a Working with Children Check number via mail or email.
- iii. Submit the letter with a valid Working With Children Check number via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record.

WesternNow Student Portal link (https://wsu.service-now.com/student/?id=sc_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed)

b) Students will need to:

- i. Access the NSW Department of Education WWCC Verification declaration form <https://online.education.nsw.gov.au/jecpc/crc/wwcc.jsf>
- ii. Carefully read the information about Identity Documents and obtain a copy of the relevant ID documents.
- iii. Complete and submit the verification declaration form.
- iv. Once your WWCC verification is complete you will receive an email reply from the DoE Probity Unit confirming your WWCC number has been verified.
- v. Submit the verification confirmation email via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record.

2. Students must complete the NSW Department of Education's Child Protection Awareness Training (CPAT)

Students will need to:

- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
- ii. Complete the online Child Protection Awareness Training: Induction
- iii. Save certificate of completion
- iv. Submit certificate via WesternNow Student Portal

The certificate will be recorded on your student record as Special Requirements. Students who have not completed the Child Protection Awareness Training will need to withdraw from the subject.

3. Students must complete the ASCIA anaphylaxis e-training and submit their certificate to Submit certificate via WesternNow Student Portal.

4. Students must meet the Inherent Requirements for the Master of Teaching (Primary) (<https://hbook.westernsydney.edu.au/archives/2024-2025/programs/master-teaching-primary/>).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task	Mandatory
Professional Placement Performance	20 days	S/U	Y	Individual	Y
Professional Placement Performance	20 days	S/U	Y	Individual	Y
Portfolio	Update of portfolio from Primary Professional Experience 2: 250 -300 words' reflection per artefact	S/U	Y	Individual	Y

Prescribed Texts

- Whitton, D., Barker, K., Nosworthy, M., Humphries, J., & Sinclair, C., (2016). Learning for teaching, teaching for learning. (3nd ed.). Southbank, Vic: Cengage.

Teaching Periods

Autumn (2025)

Bankstown City

On-site

Subject Contact Kellie Jorda (<https://directory.westernsydney.edu.au/search/name/Kellie.Jorda/>)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC3021_25-AUT_BK_1#subjects)

Quarter 3 (2025)

Bankstown City

Hybrid

Subject Contact Christine Franklin (<https://directory.westernsydney.edu.au/search/name/Christine.Franklin/>)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC3021_25-Q3_BK_3#subjects)

Spring (2025)

Bankstown City

On-site

Subject Contact Kellie Jorda (<https://directory.westernsydney.edu.au/search/name/Kellie.Jorda/>)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC3021_25-SPR_BK_1#subjects)