

PROFESSIONAL EXPERIENCE

At RMIT, all placements are attached to a course work unit which has other assessable components. This professional experience placement is associated with the course work units:

TCHE2626 – Becoming a Teacher

The professional experience in this course involves a 10-day full-time placement in October.

In the Becoming a Teacher 10-day placement, preservice teachers are placed in pairs with a supervising teacher. They will continue to build their understanding of contemporary teaching practices and begin to apply their knowledge to their own practice. They will extend their skills in planning and teaching, engaging learning activities. A particular focus of the placement will be on questioning and feedback strategies and using student performance to identify foci for future planning and learning. Preservice teachers will begin to review their own teaching performance and develop personal professional goals for placement, linked to the AITSL Professional Standards for Teachers.

At the completion of the **10-day Becoming a Teacher** professional experience placement, it is expected that preservice teachers will have begun to develop:

- A range of teaching strategies, including questioning and feedback;
- Some strategies to engage students in their learning;
- An emerging capability in planning and implementing a sequence of learning using student performance to inform plans;
- An emerging understanding of how to draw upon a range of resources including ICT that engage students in their learning;
- Skills to create and maintain safe, supportive and engaging learning environments;
- Engage professionally in an education setting with colleagues and peers.

During the placement preservice teachers are also expected to accompany the supervising teacher throughout the day and involve themselves as much as possible in all school activities and administrative duties. Preservice teachers are to continue to develop their understanding through discussion and observation of the varied nature of the teacher's role. Emphasis continues to be on supporting preservice teachers to relate successfully with children in whole class settings, small groups and on an individual basis and to integrate the preservice teachers' studies with practical learning experiences. During this period, preservice teachers are given the opportunity to plan, prepare, and teach lessons to the whole class.

ASSESSMENT

During both the 10-day placement, the supervising teacher is required to complete an End of Placement form. Further assessment information, assessment guidelines, support and 'At Risk' processes are provided in the

Professional Experience handbook (see pages 20-23).

Preservice teachers at this level are graded as **Pass** or **Fail**. In order to pass the professional experience placement, a pass must be awarded by both the supervising teacher and the RMIT staff member. The assessment form includes a number of areas that the preservice teacher is expected to demonstrate during the

placement. Still requiring development in a few areas does not preclude an overall grade of Pass.

Supervising teachers, Student Teacher Coordinators and/or Principals are asked to alert the RMIT Professional Experience Office as soon as possible during the placement if they have any concerns that might indicate that a preservice teacher is **At Risk** of not passing the professional experience placement.

Electronic Forms

RMIT assessment forms are electronic with the aim of making the assessment process easier and more convenient. Supervising teachers and RMIT staff visitors will have received an email with a Link (<https://sites.rmit.edu.au/educationplacements/>) to the assessment form directly, this should be completed and a **read only copy** given to the preservice teacher for uploading onto Inplace and the course Canvas site.

If experiencing difficulty with the link, please contact the Professional Experience Office education.placements@rmit.edu.au.

PLANNED TEACHING FOR THIS PROFESSIONAL EXPERIENCE

Preservice teachers will observe the many roles of the teacher and continue to have opportunities to experience success in their initial teaching efforts. It would be appreciated if supervising teachers could take every opportunity to discuss with the preservice teachers the preparation, organisation, and presentation of learning experiences appropriate to the primary setting. The preservice teacher is expected to continue to observe, reflect and evaluate a variety of teaching and learning processes. It would be appreciated if supervising teachers could offer opportunities for preservice teachers to observe children in a variety of classroom settings. During this professional experience, preservice teachers should plan, prepare, and teach lessons to the whole class. If possible, a broad outline of the lessons/topics should be given to the preservice teachers so that planning can begin. As much as possible lessons taught by a preservice teacher should be linked to allow for purposeful reflection, as opposed to single lessons with a wide range of learning areas. Supervising teachers are asked to discuss with preservice teachers' possible follow-up learning experiences, post-lesson evaluations and how to implement any feedback they have been given. The preservice teacher is required to submit lesson plans at least 24 hours in advance to the supervising teacher. Plans should be professionally presented in a teaching file in chronological order and be available for the supervising teacher, school principal/coordinator and RMIT staff at all times. The lesson plan template provided in this Professional Experience handbook should be used or an alternative format at the request of the supervising teacher.

The following table outlines the Preservice teacher teaching load requirements for the placement:

	Week 1	Week 2
Observations	<p>Days one and two are allocated to observing the students and documenting at least 5 formal observations using the observation plan template. Your observations must include an English and Math observation as well as focusing on new programs, and pedagogies.</p> <p>Focus on what sorts of questioning strategies your supervising teacher uses during learning episodes use the template ‘What sorts of questions are being asked?’.</p>	<p>Complete at least 3 formal observations. Focus on observing lessons and student learning related to your focused week 2 teaching, lesson sequence.</p>
Plan and Teach	<p>In the first three days focus on supporting your supervising teacher (use your initiative to actively participate in everyday teaching and learning tasks). Remember to ask your supervising teacher if they would like you to work with a particular group or student.</p> <p>Days 4-5 where appropriate, teach small groups or take components of lessons (e.g. take attendance, read a book, small group teaching, small group assessment.). For all planning the Lesson Plan template on canvas should be used, unless you have negotiated alternate planning with your supervising teacher’s approval.</p> <p>This week you will plan your sequence of 2 lessons (to deliver in week two). Negotiate the focus of this sequence with your supervising teacher.</p> <p>Ask your supervising teacher to provide you with verbal feedback in relation to the mid-placement review. Ask, “How do you think I’m going? What areas do I need to focus on next week?”</p> <p>If you are not meeting the course expectations at this stage of the placement your coach and an RMIT representative will meet with you to set a plan of action</p>	<p>Teach small parts of whole group lessons (including the introduction, body of the lesson and the conclusion). Start by team teaching with your supervising teacher or peer.</p> <p>This week you will teach your sequence of 2 lessons.</p> <p>Remember to provide your supervising teacher with lesson plans the day before you teach the lesson.</p> <p>Once you have taught your lessons it is good to note down any reflections that you have on how the lessons went.</p>
Supervising teacher	<p>Welcome the PST’s to your classroom. Establish the mentoring relationship and your expectations. Attend to housekeeping (set meeting times, share current planning documents, address confidentiality particularly of written observations and documentation, etc.).</p> <p>If you need to scaffold what using initiative is or what professionalism is, please do so. Also, touch base with the school-based coach to indicate you are working in this area.</p> <p>Start by using an I do/we do approach which involves explicitly modelling how you teach (engage, communicate etc) and then working with the PSTs to duplicate this.</p>	<p>Move to a you do approach and start to team teach. You will need to include an emphasis on breaking down the three components of a lesson (introduction, body of the lesson, conclusion). This is particularly important in scaffolding the PST to teach components of the lesson that involve the whole class e.g. taking attendance, reading a story.</p> <p>Explicitly teach and model how you get the children’s attention, introduce a concept, use learning intentions and success criteria etc.</p> <p>Check lesson plans are informed and comprehensive The PST will be assessed on their teaching sequence (the coach will come and observe this). Only one lesson in a sequence of 2 will be assessed.</p>

	<p>Provide ongoing informative verbal feedback to help guide the PST's practice (remember to also catch them doing the right thing).</p> <p>Check that the PST's written observations are focused.</p> <p>The mid-placement review is due towards the end of the week (day 5). If a concern is noted a representative from RMIT will meet with the school-coach (and yourself if you wish).</p>	
Coaching	<p>Run workshops 6 & 7 with the PSTs.</p> <p>Participate in a lesson observation (this may include one of the following; observation of teaching or planning, feedback, participate in professional conversations). Focusing on strengths and weaknesses, worries and excitement.</p> <p>Includes a discussion based on the supervising teacher's perceptions of PST's use of initiative and professionalism.</p>	<p>Run workshops 8 & 9 with the PSTs.</p> <p>Observe one of the PSTs lessons in their planed sequence.</p> <p>Liaise with each supervising teacher to target your coaching support.</p>
Workshops	<p>Prepare for, attend and participate in workshop 6 and 7.</p> <p>Workshop 6 is focused on questioning and lesson structure.</p> <p>Workshop 7 is focused on lesson plan writing and craft of sequencing lessons.</p>	<p>Prepare for, attend and participate in workshop 8 and 9.</p> <p>Workshop 8 is focused on feedback and how it can be given.</p> <p>Workshop 9 is focused on reflection and peer feedback and sharing practice.</p>
School based learning	<p>Attend:</p> <p>Yard duty</p> <p>PLC and Staff meetings</p> <p>Attend all specialist lessons this week (only- weeks two and three use this time to plan). This week observe your students in different contexts (with the exception of specialist lessons that conflict with a PLC meeting).</p>	<p>In addition, your supervising teacher or coach may also initiate that you visit another classroom or program within the school to build upon your learning.</p>