

## 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 unit:

**TCHE2454 – Teaching for Inclusion**  
**TCHE2669 – Teaching for Inclusion in Primary & Early Childhood**

The professional experience involves a 10-day full-time block placement.

In this course preservice teachers focus on the principles of inclusion and their application in educational settings. They examine current policies and theoretical foundations with the aim of developing their knowledge and skills of inclusive education. Preservice teachers are expected to plan and implement inclusive lessons, demonstrating their developing knowledge and awareness of key stakeholders' perspectives in order to provide rich learning experiences for children with special needs.

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.

At the completion of the professional experience placement, it is expected that preservice teachers will be able to:

- Engage with diverse learners in a range of educational contexts in order to develop skills and knowledge for flexible and adaptable participation in professional communities of practice.
- Develop and apply theoretical and practical knowledge and skills to your professional practice and development in curriculum, pedagogy and assessment.
- Demonstrate creativity, critical thinking and innovation when identifying and solving problems in diverse educational contexts.
- Work with others in a range of roles and contexts, demonstrating cultural, environmental and social awareness and ethical and reflective practice.
- Apply initiative and judgement in planning, problem solving, and decision making to enhance your practice and continuing professional development.

## ASSESSMENT

During the 10-day placement, the supervising teacher is required to complete the relevant End of Placement form. Further assessment information, assessment guidelines, support and 'At Risk' processes are provided in the Professional Experience handbook (see pages 18-21).

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](mailto: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 secondary 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:

	<b>Suggested preservice teacher teaching load requirements</b>
<b>Week 1</b>	<ul style="list-style-type: none"> <li>Day one: Observation and preparation. Complete 1 formal lesson observation, and document using the Observation Proforma in the PX Handbook.</li> </ul> <p>Remainder of week one, preservice teachers should:</p> <ul style="list-style-type: none"> <li>Become familiar with all aspects of the classroom routines, school policies and processes;</li> <li>Observe and assist supervising teacher in the teaching of the class.</li> <li>Plan with the supervising teacher and have an approved teaching program for all lessons taught for week 2;</li> <li>Write full lesson plans for week 2 (see Lesson Plan Template as a suggested format) with final approval of supervising teacher;</li> <li>Assist the supervising teacher when not engaged in other duties.</li> <li>Make time to reflect on lessons with supervising teacher, complete the interim report.</li> <li>Identify a suitable student or small group of students to teach in week 2 (see below)</li> </ul>
<b>Week 2</b>	<p><i>Teaching:</i></p> <ul style="list-style-type: none"> <li>In week two you are expected to teach a student 1:1 or teach a small group of students, all of whom have a disability or additional need.</li> <li>In a special school setting/disability context teaching to small group of students or 1:1 teaching is accepted practice and is equivalent to whole-class teaching.</li> <li>Please discuss this matter with the mentor to carefully select a student (or students) to teach and, also to decide whether 1:1 or alternatively small-group teaching is best.</li> </ul> <p><i>You are also expected to:</i></p> <ul style="list-style-type: none"> <li>Support the supervising teacher with small groups during other lessons.</li> <li>Work with the supervising teacher and reflect on their practice in order to complete the End of Placement report.</li> </ul>

**Please note that lessons are based on 60 minutes, adapt teaching load accordingly.**