

# SCHOOL OF EDUCATION

## MASTER OF TEACHING PRACTICE (PRIMARY/SECONDARY)



*Program  
Guidelines*

## STAFF CONTACT DETAILS

The Work Integrated Learning Team is the point of contact for educational settings. The WIL team administers placements in all programs, arranges placements for pre-service teachers, liaises with education setting leaders, site coordinators and supervising educators and oversees report and record keeping.

The Course Coordinator will address specific questions about academic expectations of placement, including pre-service teacher practice or progress and may direct these to the relevant Program Director or the Associate Dean Discipline (Partnership).

WIL Team	Nicole Tucker: WIL Administrator (Primary) Monica Fazzari: WIL Administrator (Secondary) Jenelle Graham: WIL Coordinator <a href="mailto:education.placements@rmit.edu.au">education.placements@rmit.edu.au</a>
Program Director	Associate Professor Robyn Cox (Primary) <a href="mailto:robyn.cox2@rmit.edu.au">robyn.cox2@rmit.edu.au</a> Dr Gideon Boadu (Secondary) <a href="mailto:gideon.boadu@rmit.edu.au">gideon.boadu@rmit.edu.au</a>
Associate Dean Disciplines (Partnerships)	Associate Professor Kathy Smith <a href="mailto:kathy.smith@rmit.edu.au">kathy.smith@rmit.edu.au</a>

## PROFESSIONAL EXPERIENCE OUTLINE

Professional experience provides the opportunity for pre-service teachers to put into practice the theory learned in the university lectures and tutorials alongside developing a practical understanding of a primary context. It also provides pre-service teachers with a variety of opportunities for the development and maintenance of effective relationships with children and colleagues.

Each professional experience is tied to a specific course, and pre-service teachers **must 'pass' each placement course to pass each course**, which involves summative feedback from the mentor teacher and meeting all the expectations around attendance and the RMIT Student Charter. Each professional experience course will have accompanying assessment tasks that may require specific data collection during the professional experience.

Course Name:	Introduction to Teaching (TCHE2605)
Year of program:	1 (semester 1)
Number of placement days:	10 days
Course Coordinator:	Kathy Littlewood - <a href="mailto:kathy.littlewood@rmit.edu.au">kathy.littlewood@rmit.edu.au</a>
Course overview:	<p>Pre-service teachers (PST's) will delve into the Professional Experience, by developing their philosophy of teaching and personal teaching identity. They will explore the Graduate Teaching Standards and cover critical areas such as legal issues (Code of Practice, Code of Ethics, Child Safety Standards, ICT safety). They will start to create a teaching toolkit comprising of graphic organisers, brain breaks, and effective teaching strategies.</p> <p>By the end of the placement PST'S should:</p> <ul style="list-style-type: none"> <li>• be familiar with the school environment and expectations</li> <li>• start to learn individual student names</li> <li>• develop a positive working relationship with the mentor and other staff.</li> <li>• have experienced some one on one teaching, small group teaching, peer teaching with your mentor, lesson segment teaching to whole class, working towards teaching a full lesson by the end of the week.</li> <li>• observed a variety of lessons and classes (your mentor's classes and other teachers if possible and recorded observations about the lessons.</li> <li>• shown initiative and a willingness to learn and be involved in both classroom and wider school activities.</li> </ul>
Assessment categorization:	Novice
Teaching requirements:	<p><b><u>WEEK 1</u></b></p> <p><b>Day 1:</b> Observe teaching, and assist in teaching one-on-one and small groups, where appropriate. Focus on watching classroom routines (e.g. how students enter and leave the classroom) and learning student names.</p> <p><b>Day 2:</b> Continue to observe and assist in teaching one-on-one and small groups, where appropriate. Focus on classroom management strategies (e.g. how the teacher gains attention or controls unruly behaviours) and learning student names.</p> <p><b>Day 3:</b> Continue to observe and teach one-on-one and small groups. Focus on learning names and how your mentor teacher transitions from one activity to the next within a lesson.</p> <p><b>Day 4:</b> Continue to observe, with more purpose (select a purpose from the observation sheets) and teach one-on-one and in small groups. If appropriate teach a whole class activity or part of a</p>

	<p>lesson. Focus on learning student names and how your mentor teacher begins and ends each lesson.</p> <p><b>Day 5:</b> Continue to observe, with more purpose (as selected from the observation sheets) and teach one-on-one and small groups. If appropriate teach a whole class activity or part of a lesson. Focus on learning student names and how learning intentions and success criteria are used in the lessons.</p> <p><b>WEEK 2</b></p> <p><b>Day 1:</b> Continue to observe and teach one-on-one and small groups, Plan for and teach the whole class for set tasks, or small lesson segments (e.g. an introductory or closing activity), gradually increasing to teach an entire lesson per day over the week, where appropriate</p> <p><b>Day 2:</b> Continue to observe and teach one-on-one and small groups, Plan for and teach the whole class for set tasks, or small lesson segments, gradually increasing to teach 2-3 entire lessons over the week, where appropriate. Seek feedback, reflect on practice, and demonstrate responsiveness to feedback.</p> <p><b>Day 3:</b> Continue to observe and teach one-on-one and small groups, Plan for and teach the whole class for set tasks, or small lesson segments, gradually increasing to teach 2-3 entire lessons over the week, where appropriate. Seek feedback, reflect on practice, and demonstrate responsiveness to feedback.</p> <p><b>Day 4:</b> Continue to observe and teach one-on-one and small groups, Plan for and teach the whole class for set tasks, or small lesson segments, gradually increasing to teach 2-3 entire lessons over the week, where appropriate. Seek feedback, reflect on practice, and demonstrate responsiveness to feedback.</p> <p><b>Day 5:</b> Continue to observe and teach one-on-one and small groups, Plan for and teach the whole class for set tasks, or small lesson segments, gradually increasing to teach 2-3 entire lessons over the week, where appropriate. Seek feedback, reflect on practice, and demonstrate responsiveness to feedback.</p> <p><i>Throughout both weeks, PST's are expected to familiarise themselves with the school as a work environment both inside and outside the classroom, shadow the mentor for meetings, yard duty etc, mix with other staff, and observe other classes where possible. They must attend school every day, arrive at least 30 minutes before school commences and stay until your mentor has finished for the day.</i></p>
<p>Assignments:</p>	<p><b>Assignment 1: Principles, Ethics &amp; Policies</b> While this assignment is not completed on placement, the principles are expected to be enacted on placement.</p> <p><b>Assignment 2: Observation of practice &amp; critical reflection</b> This task is introduced during coursework and undertaken in the professional experience setting. PST's use the materials provided to critically reflect on aspects of teaching and learning in order to inform your practice.</p>

	<p>This assessment is in two parts:</p> <p>Part 1: An observation of a teacher on each day of placement and the completion of the PST classroom observation sheet for five of these days.</p> <p>Part 2: A discussion and critical reflection of ONE of the teaching practices investigated using the 4Rs model.</p> <p><b>Purpose:</b></p> <p>One way of becoming more aware of the nature and key skills of teaching is to observe experienced teachers at work. It is useful to both observe different teachers and to observe the teaching of different aspects of your subject/year setting. During the observation, PST's might look at how the teacher begins and ends a lesson, how they have designed routines to help classroom organisation, the way they use questioning to gauge student learning, monitor safety etc.</p> <p>This task encourages students to observe experienced teachers and to identify the skills they use to manage their classroom and to support student learning.</p> <p>The use of classroom peer observation is a growing aspect of teacher continuing professional development and is not only a process used for pre-service teachers. It is likely that once PST's qualify as a teacher, they will be expected to observe and be observed by their peers.</p> <p><b>Assignment 3: Lesson Planning, Teaching and Critical Reflection</b> Not completed on placement</p>
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Course Name:	Thinking about Learning: Towards Praxis (TCHE2679) <b>TO BE DEVELOPED</b>
Year of program:	1 (semester 2)
Number of placement days:	15 days
Course Coordinator:	
Course overview:	
Assessment categorization:	Novice
Teaching requirements:	<u>Week 1:</u>  <u>Week 2:</u>  <u>Week 3:</u>
Assignment linked to placement:	

Course Name:	Inclusive Teaching <b>TO BE DEVELOPED</b>
Year of program:	2 (semester 1)
Number of placement days:	15 days
Course Coordinator:	
Course overview:	
Assessment categorization:	Consolidating
Teaching requirements:	<u>Week 1:</u>  <u>Week 2:</u>  <u>Week 3:</u>
Assignment linked to placement:	

Course Name:	Teaching Performance Assessment (TCHE2608) <b>TO BE DEVELOPED</b>
Year of program:	2 (MC219ACC/MC220ACC: semester 1) 2 (MC219/MC220: semester 2)
Number of placement days:	20
Course Coordinator:	
Course overview:	
Assessment categorization:	Graduating
Teaching requirements:	<u>Week 1:</u>  <u>Week 2:</u>  <u>Week 3:</u>  <u>Week 4:</u>
Assignment linked to placement:	