

# SCHOOL OF EDUCATION

## BACHELOR OF EDUCATION (PRIMARY)



*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) Claudia Johnstone: WIL Administrator (Early Childhood) Jenelle Graham: WIL Coordinator <a href="mailto:education.placements@rmit.edu.au">education.placements@rmit.edu.au</a>
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Associate Dean 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:	Planning for Learning and Teaching (TCHE2696)
Year of program:	1
Number of placement days:	5 single days semester 1 and 10 day block semester 2
Course Coordinator:	Allison Byth - <a href="mailto:allison.byth@rmit.edu.au">allison.byth@rmit.edu.au</a>
Course overview:	<p>This first professional experience is designed to support the development of foundational skills in learning, teaching and reflective practice for pre-service teachers. On campus, pre-service teachers learn theories of learning and their implications for teaching, and they study various pedagogical approaches and strategies. The content also includes an introduction to social, emotional, cognitive, and sociocultural influences on learning and teaching.</p> <p>This first professional experience is divided into two placements:</p> <ul style="list-style-type: none"> <li>• <u>Semester 1</u>: a distributed placement spanning 5 days (one day a week over 5 weeks). The primary focus is on getting to know the education setting, connecting with teachers, and understanding the learners. Throughout these 5 days, pre-service teachers actively observe, reflect, and collect data to illustrate practical examples linked to education theories.</li> <li>• <u>Semester 2</u>: a 2-week professional experience block (ideally in the same school and under the guidance of the same mentor teacher). During these 2 weeks, pre-service teachers will progressively assume more responsibility in the classroom as guided by their mentor teacher. This will occur through a process of gradual release (I do, we do, you do). Pre-service teachers will be required to apply knowledge from data to plan and teach two lessons. Pre-service teachers will review their teaching and develop goals for future professional experiences. Kinked to the AITSL Professional Standards for Teachers.</li> </ul>
Assessment categorization:	Novice
Teaching requirements:	<p><b>5 single days:</b></p> <p>This introductory professional experience is designed for the pre-service teachers to learn about the education setting, the mentor teachers, and the learners. Pre-service teachers will be required to annotate observations, and reflections, and collect data and evidence to link to education theories. At times this will include asking questions of the mentor teacher.</p> <p><u>Mentor responsibility:</u> please ask the pre-service teacher to explain the university's expectations including the different observations that they are required to undertake. Please explicitly model your intentional teaching and guide the pre-service teacher's focus (what are they observing and why).</p>

	<p><b>Block week 1:</b>  <u>Mentor teacher:</u> please explicitly model your intentional teaching and guide the pre-service teacher’s focus on the questioning and feedback strategies you employ.  Planning for teaching – the pre-service teacher will work with you to share aspects of teaching over the week as part of a gradual release of responsibility. In planning for independent teaching in week 2 the pre-service teacher will need to collect the following information from the mentor teacher:</p> <ol style="list-style-type: none"> <li>1. The curriculum focus/topic of the lessons they will plan and teach in the second week</li> <li>2. The learning intention. What content knowledge, skills, or big ideas or understandings will be covered?</li> <li>3. The learning scope before and after this lesson. Please share where this lesson fits within your program and the curriculum</li> <li>4. What resources will be required for the lessons (texts/materials, stimulus).</li> </ol> <p><b>Block week 2:</b>  The mentor teacher will support the pre-service teacher as they move forward to the I do stage of gradual release. Remember this is their first time independently teaching lessons and they will need support in preparation, and this includes feedback on their written lesson plans. Please provide feedback on the LI, the planned activities, the types of instructions, questions and feedback planned for.  You may also wish to discuss how the pre-service teacher will use their voice, positioning, instruction, and strategies when working with the students.  After the pre-service teachers’ lessons please make ta time for shared reflection. It is beneficial to start a reflective discussion by asking the pre-service teacher to identify what went well and what they would like to do differently next time.</p>
<p>Assignments:</p>	<p><b><u>Lesson Planning and Implementation</u></b>  In this assessment task, students will plan and execute two lessons with a small group of students (or the class if that suits your mentor's program better) during the two-week placement. I suggest that small groups will be easier to manage at this early career stage (but if this is not possible that is ok). Each lesson should be planned for a duration between 20 to 30 minutes, depending on the classroom and planning context.  The purpose of this assessment is for the student to develop skills in writing, preparing for teaching and administering two short lessons. The purpose of planning and administering two lessons is to reflect on the first lesson to improve and develop the second lesson.</p> <ol style="list-style-type: none"> <li>1. <b>Learning Intentions and Success Criteria:</b> The lesson plans should identify the learning intention, outlining what the students are expected to learn, and the success criteria, which will define what success will look like in this lesson</li> </ol>

2. **Resources and Materials:** Students are required to select appropriate resources and materials to engage the students and facilitate their learning effectively
3. **Timings and Lesson Details:** The lesson plans should include a detailed outline of the lesson, including the introduction, the body of the lesson (learning experiences and activities), and the conclusion
4. **Annotations:** You must annotate the lesson plans to provide insights into your thought process and decision-making before the lessons. Use blue text for annotations made before teaching the lessons, including thoughts, ideas, and justifications specific to your group of students. For instance, you can include considerations for individual student needs or accommodations. After running the first lesson, you should include red annotations to reflect on the outcomes and areas of improvement for the second lesson.
5. **Feedback and Questioning:** Throughout the lessons, focus on the use of effective feedback and questioning techniques to engage the students actively in their learning process and to assess their understanding.
6. **Evidence of Student Learning and Engagement:** Use evidence of student learning and engagement from the first lesson to inform the planning of the second lesson. This evidence could include documented observations, notes from discussions of feedback from your mentor teacher, or student work samples
7. **Appendices:** Include a minimum of two appendices that provide evidence about student learning. This evidence should be used to inform your thinking, planning, and delivery of the lessons. The appendices should support your decision-making and reflection on teaching strategies and student learning.

You will be assessed on the following criteria:

- Resources required for the task are explained
- Planning and sequencing of learning experiences
- Use of effective feedback and questioning
- Annotations to demonstrate reflection and decision-making
- Appendices with annotations to show evidence of understanding of student learning

Course Name:	Developing & Caring for Early Learners (TCHE2634)
Year of program:	2 (first early childhood placement course)
Number of placement days:	10 days
Course Coordinator:	Elise Waghorn <a href="mailto:elise.waghorn@rmit.edu.au">elise.waghorn@rmit.edu.au</a>
Course overview:	In this 10 day placement, preservice teachers are encouraged to develop their teaching practice in a work integrated learning context, with children aged birth to 35 months. Preservice teachers will extend their knowledge of social and emotional development in young children and develop an understanding of wellbeing and safety of children aged birth-35 months. They will explore transitions and continuity of learning, contemporary theories, and ethics in professional practice.
Assessment categorization:	Novice
Teaching requirements:	<p>Week 1:</p> <p>Day one:</p> <ul style="list-style-type: none"> <li>• Provide EC centre with WWCC and Emergency contact form</li> <li>• Participate in an induction to the centre</li> <li>• Meet supervising teacher and children</li> <li>• In discussion with supervising teacher/mentor choose one focus child for your placement task. Organise to have the parent permission form signed before commencing your observations</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 room routines, policies, and processes</li> <li>• Observe and assist supervising teacher/mentor and other staff in all aspects of the running of the room</li> <li>• Undertake four observations as required in the placement task</li> <li>• Discuss your proposed experiences with the supervising teacher/mentor and have them approved to implement for the following week</li> <li>• Assist the supervising teacher when not engaged in other duties, this includes helping maintain a safe and healthy environment, i.e. sweeping floors and washing floors, wiping tables, washing room dishes, sweeping up outside hazards such as sand, undertaking active supervision of all children</li> <li>• Fill our your attendance form daily</li> </ul> <p>Week 2:</p> <ul style="list-style-type: none"> <li>• Collect items for your planned experience</li> <li>• Set up and implement your planned experience as organised with your mentor teacher</li> </ul>

	<ul style="list-style-type: none"> <li>• Observe and support supervising teacher with small groups and experiences throughout the day both inside and outside</li> <li>• Assist the supervising teacher/mentor and other room staff when not engaged in other duties</li> <li>• Make time to reflect on your experience with supervising teacher</li> </ul>
<p>Assignments:</p>	<p>Assignment 2:  Part A – Observation and Interaction (1000 words)  Choosing Your Focus Child:</p> <ul style="list-style-type: none"> <li>• Select one child under 35 months who attends regularly (min 4 days per week)</li> <li>• Obtain permission form their parent/carer using the attached form</li> </ul> <p>Conducting Observations:</p> <ul style="list-style-type: none"> <li>• Perform four observations in week 1 using provided templates</li> <li>• Observations should include room routines (mealtimes, nappy changing, sleeping, arrivals/departures) and play interactions (inside or outside)</li> <li>• Ensure a variety of observation areas, not just one</li> </ul> <p>Interaction with Children:</p> <ul style="list-style-type: none"> <li>• Interact with other children in the room, not exclusively with your focus child</li> </ul> <p>Planning Interactions:</p> <ul style="list-style-type: none"> <li>• Based on observations, plan two interactions for week 2: one inside and one outside</li> </ul> <p>Implementing and Documenting Interactions:</p> <ul style="list-style-type: none"> <li>• Implement your planned interactions, including dialogue with your focus child and others</li> <li>• Record the interactions in a learning story of approximately 1000 words</li> <li>• Include relevant links to the EYLF learning outcomes</li> </ul> <p>Important Notes:</p> <ul style="list-style-type: none"> <li>• Submissions without a signed parental permission form will not be marked</li> <li>• Do not include any pictures of children in your submission</li> </ul> <p>Part B – Critical Analysis and Reflection (1000 words)  Analysing Your Plan:</p> <ul style="list-style-type: none"> <li>• Critically analyse your implanted plan and dialogue</li> <li>• Assess its pedagogical significance, strengths, and weaknesses for infants and toddlers as learners</li> <li>• Consider verbal and non verbal interactions, timing, an rationale for your planned experience</li> </ul> <p>Comparing with Literature:</p> <ul style="list-style-type: none"> <li>• Evaluate the appropriateness of your plan against course literature, including EYLF, NQS and Code of Ethics</li> </ul> <p>Personal Reflection:</p>

	<ul style="list-style-type: none"> <li>• Reflect on why you planned this interaction/experience</li> <li>• Discuss your thoughts at the time and how you could improve future interactions to better meet the needs of your focus child and others</li> </ul> <p>Import Notes:</p> <ul style="list-style-type: none"> <li>• Do not include photos of children or any identifying features of the centre</li> <li>• Submission with photos will not be marked</li> <li>• Upload permission forms as an appendix</li> </ul>
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Course Name:	Responsive Teaching (TCHE2704) <b>UNDER CONSTRUCTION</b>
Year of program:	2 (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:	Classroom Cultures and Communications (TCHE2627) <b>UNDER CONSTRUCTION</b>
Year of program:	3 (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 in Diverse Education Settings (School) (TCHE2722) <b>UNDER CONSTRUCTION</b>
Year of program:	4 (semester 1)
Number of placement days:	15
Course Coordinator:	
Course overview:	<u>Week 1:</u>

	<u>Week 2:</u>
	<u>Week 3:</u>
Assessment categorization:	Consolidating
Teaching requirements:	
Assignment linked to placement:	

**OR**

Course Name:	Teaching in Diverse Education Settings (Non School) (TCHE2723) <b>UNDER CONSTRUCTION</b>
Year of program:	4 (semester 1)
Number of placement days:	15
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 (TCHE2717) <b>UNDER CONSTRUCTION</b>
Year of program:	4 (semeseter 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:	