

## PROFESSIONAL EXPERIENCE – Bachelor of Health, Physical Education and Sport

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:

**TCHE2650 – Alternative Method Curriculum A  
&  
TCHE2651 – Alternative Method Curriculum B**

The professional experience involves a 5-day full-time placement in May and a follow up 10 - day full-time placement in August.

In the **Alternative Method A 5-day placement**, preservice teachers will begin to learn and develop their practice in relation to: planning teaching short episodes and lessons; exploring different teaching strategies; using verbal and non-verbal communication skills; and giving clear directions. Pre-service teachers are expected to seek and apply constructive feedback from their Supervising Teacher, to improve their teaching practice and student learning. In addition, they are expected to understand and apply the key principles described in the codes of ethics and conduct for the teaching profession via an online module.

At the completion of the **5-day Alt. Method A** professional experience placement, it is expected that preservice teachers will have begun to develop:

- Some effective communication skills and working relationships with students and colleagues;
- Some effective classroom teaching and learning processes through observation, reflection and interaction, making links between theory and practice;
- Some skills in planning, teaching and evaluation of a variety of learning experiences appropriate for individuals, small groups and the whole class;
- Some skills in observing, teaching and reflecting on teaching and learning processes.

In the **Alternative Method B 10-day placement**, preservice teachers are expected to continue to develop their practice through: the planning of effective learning sequences; implementing a range of teaching strategies; and critically reflecting on their own professional needs.

After the completion of the **10-day Alt. Method B** professional experience placement, it is expected that preservice teachers will have continued to develop:

- Effective communication skills and working relationships with students and colleagues;
- Effective classroom teaching and learning processes through observation, reflection and interaction, making links between theory and practice;
- Skills in planning, teaching and evaluation of a variety of learning experiences appropriate for individuals, small groups and the whole class;
- Skills in observing, teaching and assessing teaching and learning processes.

During both placements 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 students 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 5-day & 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 20-22).

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 students 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:

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

Suggested preservice teacher teaching load requirements for the 5-day placement	
<b>Day 1</b>	<p><b>Administrative Tasks</b></p> <ul style="list-style-type: none"> <li>• Provide school with WWCC and Emergency Contact Envelop.</li> <li>• Induction to the school policies and school safety procedures.</li> <li>• Meet supervising teacher.</li> <li>• Provide supervising teacher with a copy of the End of Placement Report.</li> </ul> <p><b>Teaching and Observation</b></p> <ul style="list-style-type: none"> <li>• Complete formal lesson observations - focus on watching classroom routines and learning students' names.</li> <li>• Assist in teaching one-to-one and small groups where appropriate.</li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>• Complete formal lesson observations - focus on watching classroom management strategies e.g. encouraging students to stay on task.</li> <li>• Assist in teaching one-to-one and small groups where appropriate.</li> <li>• With supervising teacher plan lessons for later in the week.</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>• Complete formal lesson observations - focus on watching how the supervising teachers transition from one activity to another and how they manage movement around the class.</li> <li>• Teach 2 whole lessons and contribute to other whole class teaching episodes where appropriate.</li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>• Complete formal lesson observations - focus on watching how the supervising teachers begin and end the lesson.</li> <li>• Teach 2 whole lessons and contribute to other whole class teaching episodes where appropriate.</li> </ul>
<b>Day 5</b>	<ul style="list-style-type: none"> <li>• Complete formal lesson observations - focus on watching how the supervising teachers uses learning intentions and success criteria.</li> <li>• Teach 2 whole lessons and contribute to other whole class teaching episodes where appropriate.</li> <li>• <b>Complete end of Placement report.</b></li> </ul>
Suggested preservice teacher teaching load requirements for the 10-day placement	
<b>Week 1</b>	<p>Day one:</p> <ul style="list-style-type: none"> <li>• Reacquaint yourself with all aspects of the classroom routines, school policies &amp; processes;</li> <li>• Plan for teaching with your supervising teacher.</li> </ul> <p>Remainder of the week:</p> <ul style="list-style-type: none"> <li>• Teach at least 2 whole lessons per day.</li> <li>• Observe and assist supervising teacher in the teaching of classes.</li> <li>• Plan with the supervising teacher and have approved plans for all lessons PST is scheduled to teach for week 2;</li> <li>• Assist the supervising teacher when not engaged in other duties.</li> <li>• Make time to reflect on lessons with supervising teacher, <b>complete the interim report.</b></li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>• Teach at least 2 whole lessons per day.</li> <li>• Support supervising teacher with small groups during other lessons.</li> <li>• Continue to make some observations.</li> <li>• Work with supervising teacher and reflect on practice in order to complete the <b>End of Placement report.</b></li> </ul>