

PROFESSIONAL EXPERIENCE – PRIMARY (SEM 1)

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:

TCHE2675 – Curriculum Specialisation

The professional experience involves a 15-day full-time block placement.

In this course preservice teachers will teach their curriculum specialisation (STEM, Literacy or Numeracy) as well as other primary classes. They use a variety of assessment strategies and evidentiary data to identify what students already know and what they are ready to learn. Using their knowledge of assessment strategies, they will plan a lesson sequence based on curriculum and assessment data that demonstrates their understanding of student learning needs. In addition, preservice teachers will develop skills and strategies for providing feedback to students, to the supervising teacher and **where possible to parents and carers**.

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:

- Evaluate teaching programs to improve student learning and determine the effectiveness of teaching strategies and resources.
- Identify assessment strategies including formal and informal diagnostic, formative and summative approaches to assess and to support students learning in your specialism.
- Collect, analyse and interpret assessment evidence about learners, to make informed judgements about learning.
- Demonstrate a range of strategies for providing feedback to students about their learning.
- Synthesise assessment data in order to design learning sequences that will address group/class learning needs.

ASSESSMENT

During the 15-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 15-17).

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 WIL Team 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 WIL Team 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 final placement:

	Suggested preservice teacher teaching load requirements
Week 1	<p>Day one:</p> <ul style="list-style-type: none"> • Provide School with WWCC and Emergency contact form. • Participate in an induction to the school. • Meet supervising teacher and class. • Observation and preparation. Complete 1 formal lesson observation, and document using the Observation Proforma in the PX Handbook. <p>Remainder of week one, preservice teachers should:</p> <ul style="list-style-type: none"> • Become familiar with all aspects of the classroom routines, school policies and processes; • Observe and assist supervising teacher in the teaching of the class. • Plan with the supervising teacher and have an approved teaching program for curriculum specialisation (literacy, numeracy or STEM) for all lessons taught for week 2 and 4; • Write full lesson plans for week 2 (see Lesson Plan Template as a suggested format) in collaboration with the supervising teacher; • Assist the supervising teacher when not engaged in other duties.
Week 2	<ul style="list-style-type: none"> • Teach 2 lessons per day. • Observe and support supervising teacher with small groups during other lessons. • Write full lesson plans for week 3 (see Lesson Plan Template as a suggested format) with final approval of supervising teacher; • Assist the supervising teacher when not engaged in other duties. • Make time to reflect on lessons with supervising teacher, complete the interim report.
Week 3	<ul style="list-style-type: none"> • Teach 2 to 3 lessons per day. • Support supervising teacher with small groups during other lessons. • Assist the supervising teacher when not engaged in other duties. • Work with the supervising teacher to reflect on placement and to complete the end of placement report.
	<p>Please note that lessons are based on 60 minutes, adapt teaching load accordingly.</p>