

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:

TCHE2613 – Advanced Approaches to Health and Physical Education

The professional experience involves 10 days of placement (5-days of placement over 5 weeks and then a 5-day block placement) during semester 2 of the second year.

In this course second year preservice teachers further develop their knowledge and strategies to incorporate modified and creative games into their teaching, to cater for a range of abilities. They are introduced to the 'Game Sense' pedagogical model and are expected to implement this during their placement. Preservice teachers are encouraged to evaluate the model and to deepen their reflective practice of teaching.

Program Learning Outcomes for students

- Demonstrate knowledge and understanding of the practice and teaching of sports involving the invasion games, net/wall sports, target games and striking/running games that support inclusive student participation and engagement.
- Apply the 'Game Sense' teaching pedagogy effectively by engaging students in cognitive and physical problem-solving learning opportunities in an effective learning and teaching sequence.
- Demonstrate an understanding of further instructional models of teaching to theoretical and practical health and physical education secondary school teaching contexts through teaching placement and apply feedback from supervisors to improve teaching practices.

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 young people 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 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.

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 young people 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 TCHE2613:

Individual days	Suggested preservice teacher teaching load requirements
Day 1	<p>On arrival</p> <ul style="list-style-type: none"> • Present WWCC and emergency contact information to school. • Participate in school induction. • 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 day 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 supervising teacher and have an approved teaching program for lessons taught for week 2. • Write full lesson plans for week 2 (see Lesson Plan Template as a suggested format with final approval of supervising teacher. • Assist the supervising teacher when not engaged in other duties.

RMIT Classification: Trusted

Day 2	<ul style="list-style-type: none"> • Observe supervising teacher teach at least 1 lesson. • Teach full class at least 1 lesson per day. • Write full lesson plans for week 3 (see Lesson Plan Template as a suggested format with final approval of supervising teacher. • Support supervising teacher and or mentor with small groups during other lessons.
Day 3	<ul style="list-style-type: none"> • Observe supervising teacher teach at least 1 lesson. • Teach at least 1 lesson per day. • Write full lesson plans for week 4 (see Lesson Plan Template as a suggested format with final approval of supervising teacher. • Support supervising teacher and or mentor with small groups during other lessons. • Complete interim report with supervising teacher.
Day 4	<ul style="list-style-type: none"> • Observe supervising teacher teach at least 1 lesson. • Teach full class at least 2 lessons per day. • Write full lesson plans for week 5 (see Lesson Plan Template as a suggested format with final approval of supervising teacher; • Support supervising teacher and or mentor with small groups during other lessons.
Day 5	<ul style="list-style-type: none"> • Observe supervising teacher teach at least 1 lesson. • Teach full class at least 2 lessons per day. • Support supervising teacher and or mentor with small groups during other lessons. • Structure plan for the block week. • Complete interim placement report with supervising teacher.

The following table outlines the 5-day block teaching load requirements for the placement:

Block	Suggested preservice teacher teaching load requirements
Day 1	<ul style="list-style-type: none"> • Observe supervising PE teacher for 1 lesson. • Teach full class, 2 lessons per day. • Support supervising teacher with small groups during other lessons. • Write full lesson plans for day 2 (see Lesson Plan Template as a suggested format with final approval of supervising teacher. • Assist the supervising teacher when not engaged in other duties.
Day 2	<ul style="list-style-type: none"> • Observe supervising PE teacher for 1 lesson. • Teach full class, 2 lessons per day. • Write full lesson plans for day 3 (see Lesson Plan Template as a suggested format with final approval supervising teacher. • Assist the supervising teacher when not engaged in other duties. • Make time to reflect on lessons with supervising teacher.
Day 3	<ul style="list-style-type: none"> • Observe supervising PE teacher for 1 lesson. • Teach full class, 2 lessons per day. • Write full lesson plans for day 4 (see Lesson Plan Template as a suggested format with final approval of supervising teacher. • Assist the supervising teacher when not engaged in other duties.
Day 4	<ul style="list-style-type: none"> • Observe supervising PE teacher for 1 lesson. • Teach full class, 2 lessons per day. • Write full lesson plans for day 5 (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.
Day 5	<ul style="list-style-type: none"> • Teach full class, 2 lessons per day. • Assist the supervising teacher when not engaged in other duties. • Complete end of placement report with supervising teacher.

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