

## 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 units:

**TCHE2654 – Fundamentals of Movement & Instruction**  
**&**  
**TCHE2647 – Understanding Learners in Health, Physical Education & Sport**

The professional experience involves a 5-day placement for **TCHE2654** in semester 1 and a 5-day placement for **TCHE2647** in semester 2.

In this introductory course **TCHE2654** first year preservice teachers develop knowledge, understanding and foundation skills to teach Health, Physical Education and Sport. Emphasis is placed on developing the qualities and practices of effective Health and Physical Education teaching. In semester one preservice teachers are supported by third year students, who act as mentors in partnership with school-based and academic staff. The teaching practice component of this course provides for the acquisition of teaching skills and professional competencies in an applied setting.

At the completion of the professional experience placement, it is expected that preservice teachers will be able to:

### Program Learning Outcomes for **BP319** students

- Consolidate and synthesise content and pedagogical content knowledge and apply evidence-based high-impact teaching strategies in professional practice.
- Analyse and evaluate student-centred learning approaches to plan effectively for differentiation in Health, Physical Education and Sport.
- Create a safe and engaging learning environment using inclusive strategies, sustainable practices and digital technologies for diverse audiences

### Program Learning Outcomes for **BP320** students

- Demonstrate broad and coherent theoretical and technical knowledge in education.
- Critically analyse and apply theoretical and practical knowledge and skills to your professional practice in curriculum, pedagogy and assessment across a range of disciplines, reflecting a graduate level of proficiency in teaching.
- Consolidate and synthesise expert content and pedagogical content knowledge and develop highly effective classroom teaching skills in an area of specialisation.

**TCHE2647** builds upon the theoretical basis and skill foundation in teaching Health, Physical Education and Sport introduced in Fundamentals of Movement Instruction. Emphasis is placed on building a more comprehensive understanding and application of teaching competencies. An understanding of the effective interaction of the teacher, student and teaching environments is developed. The teaching practice component of this course provides for the acquisition of teaching skills and professional competencies in an applied setting.

At the completion of the professional experience placement, it is expected that preservice teachers will be able to:

- Demonstrate broad and coherent theoretical and technical knowledge in practical applications in Health, Physical Education and Sport.
- Consolidate and synthesise expert content and pedagogical content knowledge and apply evidence-based high-impact teaching strategies in professional practice.
- Analyse and evaluate student-centred learning approaches to plan effectively for differentiation in Health, Physical Education and Sport.
- Create a safe and engaging learning environment using inclusive strategies, sustainable practices and digital technologies for diverse audiences.

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.

## ASSESSMENT

During the 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 Canvassite.

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 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 placement TCHE2654:**

<b>Suggested preservice teacher teaching load requirements</b>	
<b>Day 1</b>	<p>On arrival</p> <ul style="list-style-type: none"> <li>• Present WWCC and emergency contact information to school.</li> <li>• Participate in school induction.</li> <li>• Meet supervising teacher and class.</li> <li>• Observation and preparation. Complete 1 formal lesson observation, and document using the Observation Proforma in the PX Handbook.</li> </ul> <p>Remainder of day one, preservice teachers should:</p> <ul style="list-style-type: none"> <li>• Become familiar with all aspects of the classroom routines, school policies and processes.</li> <li>• Observe and assist 3<sup>rd</sup> year mentor in the teaching of the class and team teach with 3<sup>rd</sup> year mentor.</li> <li>• Plan with the 3<sup>rd</sup> year mentor and have an approved teaching program for lessons taught for week 2.</li> <li>• Write full lesson plans for week 2 (see Lesson Plan Template as a suggested format with final approval 3<sup>rd</sup> year mentor and/or supervising teacher).</li> <li>• Make time to reflect on lessons with 3<sup>rd</sup> Year mentor and/or supervising teacher.</li> <li>• Assist the supervising teacher when not engaged in other duties.</li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>• Observe supervising teacher teach at least 1 lesson.</li> <li>• Teach full class at least 1 lesson per day.</li> <li>• Write full lesson plans for week 3 (see Lesson Plan Template as a suggested format with final approval 3<sup>rd</sup> year mentor and/or supervising teacher).</li> <li>• Support supervising teacher and or mentor with small groups during other lessons.</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>• Observe supervising teacher teach at least 1 lesson.</li> <li>• Teach at least 1 lesson per day.</li> <li>• Write full lesson plans for week 4 (see Lesson Plan Template as a suggested format with final approval 3<sup>rd</sup> year mentor and/or supervising teacher).</li> <li>• Support supervising teacher and or mentor with small groups during other lessons.</li> <li>• Complete interim report with supervising teacher.</li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>• Observe supervising teacher teach at least 1 lesson.</li> <li>• Teach full class at least 1 lesson per day.</li> <li>• Write full lesson plans for week 5 (see Lesson Plan Template as a suggested format with final approval 3<sup>rd</sup> year mentor and/or supervising teacher).</li> <li>• Support supervising teacher and or mentor with small groups during other lessons.</li> </ul>
<b>Day 5</b>	<ul style="list-style-type: none"> <li>• Observe supervising teacher teach at least 1 lesson.</li> <li>• Teach full class at least 1 lesson per day.</li> <li>• Support supervising teacher and or mentor with small groups during other lessons.</li> <li>• Complete end of placement report with supervising teacher.</li> </ul>

The following table outlines the Preservice teacher teaching load requirements for the placement TCHE2647:

	Suggested preservice teacher teaching load requirements
<b>Day 1</b>	<p>On arrival</p> <ul style="list-style-type: none"> <li>• Reacquaint yourself with the school policies and procedures.</li> </ul> <p>Remainder of day one, preservice teachers should:</p> <ul style="list-style-type: none"> <li>• Observe supervising PE teacher for 1 lesson.</li> <li>• Support supervising teacher with small groups during other lessons.</li> <li>• Write full lesson plans for week 2 (see Lesson Plan Template as a suggested format with final approval of supervising teacher).</li> <li>• Assist the supervising teacher when not engaged in other duties.</li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>• Observe supervising PE teacher for 1 lesson.</li> <li>• Observe 1 classroom session.</li> <li>• Teach full class, 2 lesson per day.</li> <li>• Write full lesson plans for week 3 (see Lesson Plan Template as a suggested format with final approval supervising teacher).</li> <li>• Assist the supervising teacher when not engaged in other duties.</li> <li>• Make time to reflect on lessons with supervising teacher.</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>• Observe supervising PE teacher for 1 lesson.</li> <li>• Observe 1 classroom session.</li> <li>• Teach full class, 2 lesson per day.</li> <li>• Write full lesson plans for week 4 (see Lesson Plan Template as a suggested format with final approval of supervising teacher).</li> <li>• Assist the supervising teacher when not engaged in other duties.</li> <li>• Complete interim report with supervising teacher.</li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>• Observe supervising PE teacher for 1 lesson.</li> <li>• Observe 1 classroom session.</li> <li>• Teach full class, 2 lesson per day.</li> <li>• Write full lesson plans for week 5 (see Lesson Plan Template as a suggested format with final approval of supervising teacher).</li> <li>• Assist the supervising teacher when not engaged in other duties.</li> <li>• Make time to reflect on lessons with supervising teacher.</li> </ul>
<b>Day 5</b>	<ul style="list-style-type: none"> <li>• Observe supervising PE teacher for 1 lesson.</li> <li>• Observe 1 classroom session.</li> <li>• Teach full class, 2 lesson per day.</li> <li>• Assist the supervising teacher when not engaged in other duties.</li> <li>• Complete end of placement report with supervising teacher.</li> </ul>

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