

FINAL PROFESSIONAL EXPERIENCE

At RMIT, all placements are attached to a course work unit which has other assessable components. The final professional experience placement is associated with the course work unit:

TCHE 2655 - Professional Readiness, and includes the Graduate Teaching Performance Assessment (GTPA)

The final professional experience involves a 30-day full-time block placement.

The focus for this professional experience is on all aspects of planning, teaching and assessing. As part of this placement preservice teachers need to demonstrate their ability to engage with the full cycle of teaching practice and evidence their “readiness to teach” in the classroom through the Graduate Teaching Performance Assessment (GTPA). The GTPA requires preservice teachers to demonstrate their pedagogic decision-making through planning, learning and teaching, assessing, reflecting and appraising.

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 to 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 in their major teaching area, and if relevant and possible, their minor teaching area.

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 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.
- Apply initiative, judgement, creativity, critical thinking and problem-solving skills and the capacity to work responsibly, ethically and inclusively in individual and collaborative professional contexts to enhance your practice
- Show commitment to professional learning by being an independent, open-minded, resilient and critically reflective learner, seeking out, learning from constructive feedback and adapting to meet the demands of the profession.

THE GRADUATE TEACHING PERFORMANCE ASSESSMENT (GTPA)

Student learning is at the heart of the GTPA. It is an authentic culminating summative assessment designed to demonstrate preservice teachers’ ability to meet the Graduate Teacher Standards. It includes the five practices of planning, teaching, assessing, reflecting and appraising in an integrated process, and requires students to reflect upon and collect evidence of their impact on student learning.

The requirements for completing the GTPA include that a learning sequence must be undertaken in one class

and sustained for a minimum of 4 weeks. It needs to be focused on a single learning or teaching area and it is to be significant and implemented across a series of lessons. Preservice teachers' focus on the whole class teaching and on differentiated practice through the identification of three focus students to represent the range of achievement levels in the class. The **preservice teacher must take full responsibility for the whole class during the sustained learning focus.**

Through completing the GTPA, preservice teachers demonstrate their knowledge, understanding and capabilities in planning using data, teaching and learning, assessing, feedback and professional judgement, reflecting on teaching and appraising impact of teaching. Preservice teachers will be working to and fro across these practices during their placement to develop appropriate and sufficient evidence of their pedagogical decision-making throughout the learning sequence.

The collection of data occurs initially to inform planning and teaching decisions. During teaching, a range of data is continually collected. Formative assessment of student work, including feedback to students contributes to evidence of learning and further informs adjustments to planning and teaching. In moderation, preservice teachers share their understandings of how achievement standards apply to student work. In this cycle, preservice teachers continually reflect and appraise their work to monitor its impact on student learning and to inform next-step planning of teaching. This demonstration of practice includes: making adjustments to meeting the learning needs of all students in the class; making connections between theory and practice; providing evidence of pedagogic decision-making, teaching practices and learning outcomes; and the opportunity to express their emerging professional agency in teaching cycles and scenarios.

The data that preservice teachers collect, analyse and use as part of the GTPA is of the range and type that the classroom teacher and the preservice teacher routinely access to inform decisions about planning for optimal student learning. This includes data for formative and summative purposes, as well as whole class, small group and individual teaching data.

The role of the supervising teacher

The GTPA constitutes the core planning, teaching and assessing work of the preservice teacher. It should not involve additional administrative or workload responsibilities for the supervising teacher or school. The role of the supervising teacher is primarily consultative and advisory in nature. It could include, for example, assisting the preservice teacher to select student data representing the range of capabilities in the class and the relevant achievement standards. It also includes the preservice teacher and supervising teacher undertaking moderation discussions to review the use of standards and criteria in assessing student work.

For more detailed information you can access the Professional Experience Handbook on the RMT Education Placements website. <https://sites.rmit.edu.au/educationplacements/>

SUPERVISION

An RMIT staff member will only visit the preservice teacher on placement if there issues or concerns regarding the student's progression. If you require a RMIT staff member to visit, please contact the WIL team education.placements@rmit.edu.au

ASSESSMENT

During the 30-day placement, the supervising teacher is required to complete the relevant Professional Experience Report. Further assessment information, assessment guidelines, support and 'At Risk' processes are provided in the Professional Experience handbook.

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 the graduate standards that the preservice teacher is expected to demonstrate during the placement. The student must gain a 'Met Standard' in all the graduate standard to gain an overall grade of Pass. There maybe 3 or 4 standards the student may Not Encounter, and these should be indicated on the report by the supervising teacher.

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 FINAL 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 in their major teaching area and if relevant and possible in their minor teaching area. **The preservice teacher is expected to visit the school prior to the commencement of the professional experience to discuss their placement requirements, to gather data which may assist in planning, and potentially, to observe classes and routines.** If possible, a broad outline of possible classes and relating lessons should be given to the preservice teachers so that planning can begin. Lessons taught by a preservice teacher should be linked to allow for purposeful reflection, as opposed to single lessons with a wide range of classes. 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
Pre-placement visit	<ul style="list-style-type: none"> Discuss with supervising teacher which class they might consider for the GTPA focus and collect any available data to assist in initial planning.
Week 1	<ul style="list-style-type: none"> Day one: 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 focus class for their GTPA and other assigned classes. Conduct a diagnostic assessment for the focus class for their GTPA. Plan with the supervising teacher and have an approved teaching program for all classes taught for week 2 and 3; 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 PE & alternate method – 3 classes per day. At least one class to be designated for independent teaching for GTPA. Write full lesson plans for week 3 (see Lesson Plan Template as a suggested format) with final approval of supervising teacher;
Week 3	<ul style="list-style-type: none"> Teach PE & alternate method – 3 classes per day. At least one class to be designated for independent teaching for GTPA. Write full lesson plans for week 4 (see Lesson Plan Template as a suggested format) with final approval of supervising teacher;
Week 4	<ul style="list-style-type: none"> Teach PE & alternate method – 3 classes per day. At least one class to be designated for independent teaching for GTPA. Write full lesson plans for week 5 (see Lesson Plan Template as a suggested format) with final approval of supervising teacher;
Week 5	<ul style="list-style-type: none"> Teach PE & alternate method – 3 to 4 classes per day. At least one class to be designated for independent teaching for GTPA. Write full lesson plans for week 6 (see Lesson Plan Template as a suggested format) with final approval of supervising teacher; Conduct a summative assessment with the GTPA class.
Week 6	<ul style="list-style-type: none"> Teach PE & alternate method – 3 to 4 classes per day. At least one class to be designated for independent teaching for GTPA. Moderate some work samples from the assessment with supervising teacher.

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