



### EPE314 Professional Experience: Learning for All

<b>Unit title</b>	Professional Experience: Learning for All
<b>Number of professional experience days</b>	30 days (year 1 minus 1 year to Year 3)
<b>Academic requirements</b>	Reflective writing Teaching Performance Assessment (AfGT)
<b>Minimum in-school teaching requirements</b>	6 weeks of full time planning and teaching
<b>In-school assessment (submitted by PST to unit lecturer, copied to mentor and uploaded to Learnline)</b>	Interim report (submit at midway point) Final report (submit at completion)

#### Unit Purpose

Inclusion in education involves taking action to overcome any exclusionary experience or context that may be encountered by the children and young people that we teach. This unit is designed to prepare pre-service teachers to address the vast range of exclusionary practices they, and young people/children, may encounter in current social and educational settings. The unit provides pre-service teachers with a theoretical, critical and practical understanding of inclusionary practice in Australian educational contexts. It aims to develop an understanding of the conditions required to establish inclusive learning environments for all children and young people by drawing on contemporary socio-cultural educational theories and practices.

This unit requires successful completion of two components. The first is up to seven weeks of in-depth study of learning theories, literature and quality pedagogical approaches. The second component consists of 30 days of professional experience in an educational setting. Preservice teachers will undertake specific assessable activities, including personal reflection, planning and teaching that align to the theoretical focus

#### LEARNING OUTCOMES

On successful completion of this unit the student should be able to:

1. Critically analyse literature to identify connections between pedagogical policy, principles and practice Identify and apply teaching and learning sequences to meet contextual and differentiated student learning needs.
2. Use student data and other evidence to inform planning and adjustments to learning design and pedagogical practice in diverse settings
3. Design and justify transformative learning experiences that adhere to program and activity design principles, are informed by measurable learner outcomes and align with the Australian Curriculum
4. Use data from a range of sources and the APST to critically reflect on pedagogical approaches to effective evidence-based practice and their role in creating transformative learning.

## Academic Requirements

Academic knowledge requirements are usually completed before a preservice teacher (PST) undertakes placement. PSTs apply, evaluate and refine this knowledge during their professional experience placement. Requirements and learning materials relating to the academic component of this unit are available to the PST on Learnline, the on-line learning environment.

## In-School Requirements

**Teaching expectations:** with the support of their mentor teachers, PSTs should take every opportunity to design, teach and assess more than the minimum required learning activities.

**Daily Journal:** PSTs must keep a daily journal recording and reflecting on their observations, activities and experiences. Mentor teachers are asked to sign this journal and verify this in the final report.

**Mentor Teacher Feedback:** The Mentor teacher provides regular written and verbal feedback and guidance throughout the entire block of professional experience. Templates for written feedback are available here: <https://www.cdu.edu.au/education-placements/mentor-resources>

## CDU Contacts

**Before placement:** The Education Placement Office ([Inschool@cdu.edu.au](mailto:Inschool@cdu.edu.au) Phone: 08 8946 6602) administers the placing of prior-to-school and school placements for all preservice teachers, and the payment of mentor teachers.

**During and after placement:** the CDU lecturer who delivers the academic component of this unit administers the assessment forms and can offer additional support to PSTs during placement if needed.

## Suggested guidelines

The guidelines below are common to all Professional Experience placements, from the early, shorter placements which involve limited amounts of PST planning and teaching, to the later, longer placements which involve block weeks of full-time planning and teaching. Please interpret and modify these guidelines based on the requirements of the placement and on contextual factors such as the learning environment, student cohort and the needs and goals of the preservice teacher.

The primary focus of the placement is on the PST's development of professional knowledge, skills and ways of thinking. Activities such as observation, reflection, planning, teaching and feedback should all be undertaken and supported with the purpose of PST growth and learning in mind.

Please note that the academic assessment of the Assessment for Graduate Teachers (AfGT) is undertaken during this placement. Mentor advice and feedback will support the completion of:

- Element 1: Planning for teaching and learning (submitted by end of Week 2)
- Element 2: Analysing teaching practice (submitted by end of Week 4)
- Element 3: Assessing for impact on student learning (submitted by end of Week 6)

Resources referred to below can be found at:

<https://www.cdu.edu.au/education-placements/placement-resources>

<https://www.cdu.edu.au/education-placements/mentor-resources>

	PRESERVICE TEACHER (PST)	MENTOR TEACHER
Before the placement	<ul style="list-style-type: none"> <li>• <b>Contact</b> mentor teacher to clarify details and initial expectations of placement.</li> <li>• Give mentor teacher copies of the <b>requirements and assessment</b> forms.</li> <li>• Prepare for the <b>commitment</b> of a school day:               <ul style="list-style-type: none"> <li>○ 20 minutes before the students start school</li> <li>○ at least one hour after school finishes, depending upon the school activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Establish schedule and initial expectations of <b>attendance</b> for the preservice teacher.</li> <li>• Familiarise yourself with the <b>requirements and assessment</b> forms provided by PST.</li> </ul>
First part of the placement	Introductions and expectations	
	<ul style="list-style-type: none"> <li>• Establish with mentor teacher <b>goals and expectations</b> for placement</li> <li>• <b>Introduce</b> yourself to your class(es), aim to learn student names within 5 days.</li> <li>• <b>Develop familiarity</b> with school staff, routines, procedures by pro-active involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss <b>goals and expectations</b> for placement. Begin to plan how you can best help PST achieve these. This might mean organising for PST to observe or work with other staff in the school</li> <li>• <b>Introduce</b> PST to the principal and other staff</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Inform</b> PST of school routines they'll participate in (staff meetings, yard duties etc.) and procedures they'll follow (safety, behaviour etc.)</li> </ul>
<b>PST's observations and reflections</b>		
	<ul style="list-style-type: none"> <li>• Complete <b>observation activities</b> using forms from Placement Resources and synthesise thinking in reflective journal.</li> <li>• Discuss <b>reflective journal entries</b> (on observations and own teaching activities) with mentor – how will what you're observing influence your own planning and teaching practice?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify <b>observation focus points</b> (e.g. transitions, literacy support, scaffolding, differentiation, use of language, resources etc.)</li> <li>• Discuss selected <b>reflective journal entries</b>. Support PST in drawing conclusions that will improve their skills and practices</li> </ul>
<b>Planning and beginning to teach</b>		
	<ul style="list-style-type: none"> <li>• Establish how you will receive <b>feedback</b> from mentor, in both written and verbal forms. Select feedback forms from Placement Resources to use for written feedback if appropriate</li> <li>• Every learning activity delivered requires a <b>written plan</b>. Use one of the planning templates located in Placement Resources or design your own template in conjunction with your mentor teacher.</li> <li>• Establish a schedule for <b>timely submission of planning</b> for mentor feedback.</li> <li>• Gather, evaluate and discuss with mentor <b>resources for planning</b></li> <li>• Discuss with mentor <b>planning constraints</b> such as established behaviour routines and curriculum requirements that your planning will incorporate</li> <li>• Work as a <b>co-professional</b> in the classroom, team teaching and supporting students individually and in small groups</li> <li>• If ready, or if required, <b>teach</b> or co-teach some whole class learning activities</li> <li>• Seek and apply <b>feedback</b> from mentor, other staff and students to improve planning and teaching performance</li> <li>• Complete <b>Interim Report</b> in discussion with mentor and establish clear learning goals and strategies for second part of placement. Email to unit lecturer, copying to mentor and upload to Learnline</li> </ul>	<ul style="list-style-type: none"> <li>• Establish when and how timely <b>feedback</b> (written and verbal) will be given on lesson plans and teaching. Feedback templates are in Mentor Resources.</li> <li>• Discuss needs of <b>individual students</b> in class and classroom management strategies and <b>routines</b> that it would be useful for the PST to adopt</li> <li>• Determine when and how <b>the minimum teaching requirements</b> of the placement will be met (this might be a sequence of single lessons, or a block of full time planning and teaching)</li> <li>• Offer <b>planning support</b> in the form of co-planning, and by sharing own programming, resourcing and assessment practices as PST begins to plan</li> <li>• Offer opportunities, if PST is ready, for increased <b>responsibility</b> and autonomy in planning, teaching and managing class activities</li> <li>• Offer <b>feedback</b> on PST's observations, planning and teaching that will lead to their growth and improve their planning for teaching</li> <li>• Determine in discussion with PST where evidence of their proficiency fits with the Australian Professional Standards for Teachers (<b>APST</b>)</li> <li>• Complete <b>Interim Report</b> in discussion with PST and focusing on what has been learned, what is to be learned, and how, in second part of placement</li> </ul>

<p>Second and final part of the placement</p>	<p>Continue with observation, reflection, planning and teaching activities from first part of placement and:</p> <ul style="list-style-type: none"> <li>• Ensure <b>minimum teaching requirement</b> is met</li> <li>• Engage in as much <b>additional</b> planning, teaching and assessing of individuals, small groups and the whole class as is appropriate</li> <li>• Become more pro-active in <b>feedback</b> discussions with mentor by offering evaluations of own practice and suggestions for next steps in own learning</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer planning and teaching <b>support</b> as required for PST to make progress</li> <li>• Offer <b>feedback</b> and discuss PST’s own reflections on their observations and the evidence they provide of their proficiency and progress against the APST</li> </ul> <p><b>Extend discussions</b> beyond instrumental considerations of individual lessons to include, for example:</p> <ul style="list-style-type: none"> <li>• Development of learners’ positive attitudes, perceptions and engagement with learning</li> <li>• Fostering relationships with learners and communication strategies</li> <li>• Ethics, law and duty of care</li> <li>• Learning intentions, success criteria, feedback strategies</li> <li>• Australian Curriculum and/or EYLF.</li> <li>• The language of the profession</li> <li>• Emergent teacher identity and teacher resilience resources</li> </ul>
<p>Last day</p>	<ul style="list-style-type: none"> <li>• Complete <b>Final Report</b> in discussion with mentor, offering evidence of proficiency against APST in the form of articulated knowledge, demonstrated practice and artefacts such as student work. Email to unit lecturer, copying to mentor and upload to Learnline</li> </ul>	<ul style="list-style-type: none"> <li>• Complete <b>Final Report</b> in discussion with PST and focusing on what has been learned over the placement, professional strengths and challenges, and future developmental goals</li> <li>• Complete mentor payment forms and submit with a copy of the final report to <a href="mailto:Inschool@cdu.edu.au">Inschool@cdu.edu.au</a></li> </ul>