Requirements and Guidelines: EPE314

Professional Experience – Learning for All

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| Unit title | Professional Experience – Learning for All |
| Number of professional experience days required | 30 days professional experience of 6-week block (Monday to Friday) |
| Placement setting | Primary school |
| Academic requirements | Assessment for Graduate Teaching:   * Elements 1-3 completed during placement) * Element 4 – completed online |
| Minimum in-school teaching requirements | Minimum of 4 weeks full-time planning and teaching |
| In-school assessment | Interim report (submit at midway point)  Final report (submit at completion) |

## Unit Purpose

This unit prepares preservice teachers to undertake a range of evidence-based practices to enable them to have a significant and measurable impact on the learning of diverse students. Preservice teachers will develop a critical understanding of evidence-based practices including the use of data, evidence and theory and the development of multi-perspectives in order to prepare them for graduate teaching practice. They will examine a range of pedagogical models, strategies and resources and evaluate their effectiveness in delivering sustainable and transformative learning. They will use this knowledge to design, deliver and measure learning that has impact, and demonstrate their capacity to do this in accordance with the AITSL Teaching Performance Assessment (TPA) requirements.

## Unit 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.

## In-School Experience

* 30 days professional experience including a 6-week block
* A current Working with Children (Ochre Card in NT) or Police Checks/clearance for the state and territory in which you will undertake this placement must be uploaded to InPlace (your placement portal) before your placement can be confirmed. You must provide a copy of this to the educational setting where you are completing your placement. For more information see: <https://www.cdu.edu.au/indigenous-futures-education-arts/inschool-education-placements>
* It is recommended that students considering enrolling in this unit view additional information about placement dates, professional experience recommendations, and requirements and guidelines paperwork available via the [InSchool website](http://www.cdu.edu.au/education/inschool): <https://www.cdu.edu.au/indigenous-futures-education-arts/inschool-education-placements>

## CDU Contacts

**Before placement**: The Work Integrated Learning Team sources all education placements and manages mentor teacher payments. For all placement inquiries please email inschool@cdu.edu.au or phone 08 8946 6602.

**During and after placement**: the **Unit Coordinator** assesses the interim and final reports and can offer additional support to PSTs and mentor teachers during placement if needed.

## In-School Requirements

This unit requires successful completion of two components, undertaken simultaneously.

The first is 30 days of professional experience as a 6-week block, with 4 weeks full time planning and teaching in an educational setting. Preservice teachers will undertake specific assessable activities, including personal reflection, planning, teaching, and assessing learning.

The second is the Teaching Performance Assessment (AfGT). This is assessed by the university however 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)

Further information about the AfGT can be found in the appendices of these guidelines.

Pre-Service teachers are expected to **participate in all non-teaching aspects** of their mentor teacher’s work including administrative tasks associated with teaching, student supervision, sport, professional development activities, and meetings.

## With the support of their mentor teachers, PSTs should take every opportunity to design, teach and assess more than the minimum required learning activities.

Pre-Service teachers **may not be left be left in sole charge of students**. While it is expected pre-service teachers may be left in charge of students for short periods of time, especially as their confidence and competence develops, they are not expected to assume full responsibility for the duty of care of students. This is to remain the responsibility of the mentor teacher.

**Pre-service teachers are expected to take the lead** preparing lessons and assessment of student achievement; and gathering, evaluating, and discussing access of resources in consultation with mentor teacher. While no specific lesson plan format is prescribed, it is essential that the lesson plan is detailed and approved by the mentor teacher. Samples have been shared with pre-service teachers in curriculum classes at the University. However, if a mentor teacher, or the school, prefers a particular lesson plan format, this format can be used.

Pre-service teachers are expected to provide **detailed lesson plans to their mentor teacher at least 24 hrs before the lesson is delivered**. This provides the mentor teacher with the opportunity to provide feedback and support prior to lesson. **Lesson plans should have**: a clear lesson goal/s, link/s to the curriculum, sequenced lesson content, teaching strategies to challenge diverse learners to achieve lesson goals (and if relevant, how individual learning needs will be catered for), resources to engage students in their learning including ICT, and strategies to support the safe, responsible, and ethical use of resources and strategies to assess student achievement. Literacy and numeracy strategies are expected to be incorporated into lessons where appropriate.

Shortly after the conclusion of a sequence of lessons an evaluation should be completed by the pre-service teacher by considering the following:

* What were the main outcomes of your lessons and to what extent were these outcomes achieved?
* What were the most successful aspects of the lessons, in terms of your development and student learning?
* Were there any aspects of your lesson and/or lesson plan that were successful? Why do you think this was? If you were to teach the same lesson again, what changes would you make? Why?

To assist pre-service teachers to **reflect** on their teaching, an **evaluation template** is available at <https://www.cdu.edu.au/education/education-placements/during-placement>

## 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/indigenous-futures-education-arts/inschool-education-placements>

## Suggested guidelines

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.

**Resources referred to below can be found at:** <https://www.cdu.edu.au/indigenous-futures-education-arts/inschool-education-placements>

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|  | PRESERVICE TEACHER (PST) | MENTOR TEACHER |
| At least one week before the placement | * **Contact** mentor teacher to arrange a time to meet to clarify details and initial expectations of placement. * Give mentor teacher copies of the **requirements and guidelines (this document) and the interim and final report** forms. * Discuss **AfGT Elements 1-3** with mentor teacher and:   + plan to complete Elements 1-3 as part of your full-time teaching expectations   + the mentor teachers’ role in assisting you to gather the required evidence * Discuss your **teaching load and confirm expectations** for lesson planning, preparation and evaluation, and classroom management strategies. * Confirm **school expectations** including dress code, arrival time at the start of the school day and departure time, and any non-teaching activities you will be expected to participate in.   + arrive at least 30 minutes before the students start school   + remain at school at least one hour after school finishes, depending upon the school activities | * Establish schedule and initial expectations of **attendance** for the preservice teacher. * Provide pre-service teacher with the school’s code of conduct * Familiarise yourself with the **requirements and guidelines and interim and final reports** provided by PST. * Discuss **topics or units of work** the class is undertaking and any **specific learning or welfare needs** of individual students, and the diverse nature of the student cohort. |

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|  | **PRESERVICE TEACHER (PST)** | **MENTOR TEACHER** |
| Week 1 | **Introductions and expectations** | |
| * **Introduce** yourself to your class(es), aim to learn student names as soon as possible. * **Develop familiarity** with school staff, routines, policies and procedures through pro-active involvement. * **Shadow Mentor** Teacher during teaching and non-teaching activities | * Discuss **goals and expectations** for placement. Begin to plan how you can best help PST achieve these. * **Introduce** PST to the principal and other staff. * **Inform** PST of school routines they’ll participate in (staff meetings, yard duties etc.) and procedures they’ll follow (safety, behaviour etc.) * Inform PST of processes for **accessing facilities and equipment**, including ICT resources |
| **PST’s observations and reflections** | |
| * Complete **observation activities** using forms from Placement Resources (inschool website) and synthesise thinking in reflective journal. * Discuss **reflections** (on observations and own teaching activities) with mentor – how will what you’re observing influence your own planning and teaching practice? | * Identify **observation focus points** (e.g. transitions, literacy support, scaffolding, differentiation, use of language, resources etc.) * Discuss selected **reflections and s**upport PST in drawing conclusions that will improve their skills and practices |
| **Planning and beginning to teach** | |
| * Establish how you will receive **feedback** from mentor, in both written and verbal forms. * Every learning activity delivered requires a **written plan**. Use one of the planning templates located in Placement Resources or design your own template in conjunction with your mentor teacher. * Establish a schedule for **timely submission of planning** for mentor feedback (at least 24 hours before the lesson). * Gather, evaluate, and discuss with mentor **resources for planning.** * Discuss with mentor **planning constraints** such as established behaviour routines and curriculum requirements that your planning will incorporate. * Work as a **co-professional** in the classroom, team teaching and supporting students individually and in small groups. * By **the 3rd or 4th** **day of this week plan, teach and evaluate at least 2 lessons per day**. * Seek and apply **feedback** from mentor, other staff, and students to improve planning and teaching performance. | * Establish when and how timely **feedback** (written and verbal) will be given on lesson plans and teaching. Feedback templates are in Mentor Resources (inschool website). * Discuss needs of **individual students** in class and classroom management strategies and **routines** that it would be useful for the PST to adopt. * Offer **planning support** in the form of co-planning, and by sharing own programming, resourcing and assessment practices as PST begins to plan. * Engage the preservice teacher in **collaborative/team** teaching. * Undertake **modelling, scaffolding, and coaching** and **talk** in a **reflective way about teaching practices.** * Support PTS to take on increased **responsibility** and autonomy in planning, teaching, and managing class activities. * Offer **feedback** on PST’s observations, planning and teaching that will lead to their growth and improve their planning for teaching. |
|  | * Seek assessment data and feedback as required for **AfGT Element 1 -** **Planning for Teaching and Learning** | * Assist in providing assessment data and feedback as required for **AfGT Element 1 -** **Planning for Teaching and Learning.** |
| Week 2 | **PRESERVICE TEACHER (PST)** | **MENTOR TEACHER** |
| **PST’s observations and reflections** | |
| * Same as Week 1 | * Same as Week 1 |
| **Planning and beginning to teach** | |
| * **Take responsibility for planning and teaching for at least 2-3 hours per day, each day.** * Evaluate lesson plans and ensure pedagogical approaches are appropriate and discussed with mentor teacher. * Become more pro-active in **feedback discussions** with mentor by offering evaluations of own practice and suggestions for next steps in own learning. | * Same as Week 1 |
| * **End of week 2-** Submit **AfGT Element 1 – Planning for Teaching and Learning** | * Support the PST to plan to complete **AfGT** Elements 1-3 as part of their full-time teaching expectations. * Mentor advice and will support the completion of **AfGT Element 1- Planning for Teaching and Learning.** |

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| Weeks 3 -6 | **PRESERVICE TEACHER (PST)** | **MENTOR TEACHER** |
| **Planning and teaching** | |
| Continue with observation, reflection, planning, teaching, and assessment activities from first part of placement and:   * Ensure **minimum of four weeks full time planning and teaching requirement** is met. This may vary, at the discretion of the mentor teacher but this equates to approximately **20 to 25 hours** of teaching per week. This includes teaching the 5-8 lessons planned in **AfGT Element 1** and completing **AfGT Elements 2 and 3.** * Evaluate lesson plans and ensure pedagogical approaches are appropriate and discussed with mentor teacher. * Establish which lessons the mentor teacher will provide formal advice and feedback. * Be pro-active in **feedback discussion**s with mentor by offering evaluations of own practice and suggestions for next steps in own learning. | * Continue to offer planning and teaching **support** as required for PST to make progress. * Offer **feedback** and discuss PST’s own reflections on their observations and the evidence they provide of their proficiency and progress against the APST.   **Extend discussions** beyond instrumental considerations of individual lessons to include, for example:   * Development of learners’ positive attitudes, perceptions, and engagement with learning. * Fostering relationships with learners and communication strategies. * Ethics, law and duty of care. * Learning intentions, success criteria, feedback strategies. * Australian Curriculum and/or EYLF. * The language of the profession. * Emergent teacher identity and teacher resilience resources. |
| * **End of week 3** - Complete **Interim Report** in discussion with mentor and establish clear learning goals and strategies for second part of placement. Email to [clare.bartlett3@cdu.edu.au](mailto:clare.bartlett3@cdu.edu.au) and copy mentor teacher then upload to learnline. | * **End of week 3 -** Complete **Interim Report** in discussion with PST and focusing on what has been learned, what is to be learned, and how, in second part of placement Determine in discussion with PST where evidence of their proficiency fits with the Australian Professional Standards for Teachers (**APST**) |
| * **End of week 4** - Submit **AfGT Element 2 – Analysing Teaching Practice.** | * Mentor advice and feedback will support the completion of **AfGT Element 2 - Analysing teaching practice**. See appendix 3 – AfGT Element 2 Mentor Teacher Feedback form. |
|  | * **End of week 6** - Submit **AfGT Element 3 - Assessing for impact on student learning.** | * Mentor advice and feedback will support the completion of **AfGT Element 3 - Assessing for impact on student learning.** |
|  | * **Toward the end of Week 6** - Complete **Final Report** 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 final report to **unit coordinator** and copy the mentor then upload to Learnline. | * Complete **Final Report** in discussion with PST and focusing on what has been learned over the placement, professional strengths and challenges, and future developmental goals. * Complete mentor payment forms available at [www.inschool.cdu.edu.au](http://www.inschool.cdu.edu.au) and submit to [Inschool@cdu.edu.au](mailto:Inschool@cdu.edu.au). |

## Appendix 1: AfGT Task Description (assessed by university)

During this placement pre-service teachers are required to complete the **Assessment for Graduate Teaching(A*f*GT)** a summative assessment demonstrating the Australian Professional Standards for Teachers at the Graduate level. This assessment task is an accreditation requirement to be completed during the final professional experience placement. It is completed using the AfGT Manual and submitted to the university for assessment.

Element 1 is due by the end of the second week, element 2 is due by the end of the fourth week and element 3 by the end of the sixth.  This section provides a brief description of the three AfGT elements that are completed during the placement and the fourth, completed online.

**Element 1 – Planning for teaching and learning (due end of second week)**

The pre-service teacher:

* submits Table 1 (AfGT Manual) which will demonstrate the Pre-Service Teacher’s ability to draw on their professional knowledge and skills, as well as their understanding of the context, to plan a learning sequence and associated assessment tasks, address outcomes and students’ needs and abilities.

**Mentor teachers can support pre-Service teachers by:**

* providing/supporting diagnostic assessment data to inform overarching learning goal and planning
* providing feedback on the lesson sequence.

**Element 2 – Analysing teaching practice (due end of fourth week)**

**The pre-service teacher:**

* provides two unedited video excerpts of their teaching. They submit a copy of the mentor teacher’s written feedback about the video segments (see appendix 3)
* submits Table 2 (AfGT Manual), which will show their ability to teach, critically appraise their pedagogical approaches in two Key Pedagogical Segments, and incorporate feedback into their teaching.

Each Key Pedagogical Segments should be a 6 to 10-minute segment of a lesson from the lesson series planned in Element 1. The first KPS should be early in the sequence of lessons; the second should be towards the end of the sequence of lessons.

**Mentor teachers can support pre-service teachers by:**

* providing advice about the opt-out letter to parents and carers (see appendix 2)
* providing advice about recording the Key Pedagogical Segments
* providing written feedback for the Key Pedagogical Segments (see appendix 3).

## Appendix 1: AfGT Task Description (assessed by university)

**Element 3 – Assessing for impact on student learning (due end of sixth week)**

**The pre-service teacher:**

* provides a data display (table, chart and/or graph) that represents the class’s responses to an outcome-related summative assessment task
* provides de-identified samples of the summative assessment task, including the Pre-Service Teacher’s feedback, for three selected students
* submits Table 3 (AfGT Manual), which demonstrates the Pre-Service Teacher’s ability to implement a summative assessment task, analyse data arising from this task, including de-identified samples from three students, and to nominate the next steps for teaching the whole class in general and the three selected students in particular

**Mentor teachers can support pre-service teachers by:**

* participating in assessment moderation processes planned by the pre-service teacher to moderate summative assessment.

**Element 4 – Expanding practice (situational judgement)**

Element 4 of the A*f*GT, is completed online, and is a response to four scenarios (or situations) that educators may face during their teaching career.

## Appendix 2: AfGT Element 2 Mentor Teacher Feedback Form

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| *A Key Pedagogical Segment (KPS) is a section of a lesson, lasting 6-10 minutes. The Pre-Service Teacher will choose 2 segments from their lesson series to be analysed to provide examples of their practice. Further information is contained in the AfGT guidelines.* | | | |
| **Key Pedagogical Sequence (KPS)1**  (Recommended to be early in the lesson series | | **Key Pedagogical Sequence (KPS)2**  (Recommended to be late in the lesson series | |
| In which lesson in the lesson series is this KPS situated? |  | In which lesson in the lesson series is this KPS situated? |  |
| In which part of the lesson is the 6-10 minute KPS situated? |  | In which part of the lesson is the 6–10-minute KPS situated? |  |
| **Aspect of practice observed in this KPS:** | **Comments** | **Aspect of practice observed in this KPS:** | **Comments** |
| Teaching strategies used and their impact on student learning |  | Teaching strategies used and their impact on student learning |  |
| Organisation of activities and resources |  | Organisation of activities and resources |  |
| Strategies for supporting student well-being and safety |  | Strategies for supporting student well-being and safety |  |
| Challenge provided for a range of students’ needs, abilities and interests |  | Challenge provided for a range of students’ needs, abilities and interests |  |
| **General comments** | | | |
| **Signed [Mentor Teacher/s]** | |  | |
| **Pre-service teacher’s name** | |  | |