Requirements and Guidelines:

EPE111 Professional Experience –Planning for Learning and Assessment

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| Unit title | **Professional Experience: Planning for Learning and Assessment** |
| Number of professional experience days | 20 days of professional experience including a 4-week block (Monday-Friday) |
| Education Setting | Pre-school (year 1 minus 2) |
| Academic requirements | Critique of planning document |
| Minimum teaching requirements | 5 sequenced lessons planned and taught |
| Placement assessment | Interim report (submit at midway point)  Final report (submit at completion) |

## Unit Purpose

This is the second of four Professional Experience units in the WEDEC and the first of three in the BEDGE. The Professional Experience units combine university-based learning (6 weeks) with a subsequent placement in a relevant educational setting (20 days) where pre-service teachers apply, evaluate and refine their core and discipline specific knowledge through professional practice.

## This unit introduces preservice teachers to the developmental and behavioural theories that underpin learning design that responds to diverse students' learning and behavioural needs. Preservice teachers will develop a critical understanding of theories of cognition, intelligence, creativity, identity, socio-emotional and moral development, behaviour, and socio-cultural influences on learning. They will examine a range of pedagogical models, strategies, resources and experiences and evaluate them in relation to developmental and behavioural theory and principles. They will use this knowledge to design and evaluate their own pedagogical activities that respond to diverse students' learning and behavioural needs and with a particular focus on their chosen specialist subject area.

## Unit Learning Outcomes

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| 1. | Design and justify learning experiences that respond to the developmental and behavioural needs of learners, adhere to learning design principles and align with the Australian Curriculum/Early Years Learning Framework. |
| 2. | Apply theories of learner development and behaviour to analyse and accommodate diverse settings and learners. |
| 3. | Design and justify evidence-based transformative learning experiences that adhere to program and activity design principles and align with the Australian Curriculum. |
| 4. | Use data from a range of sources and the Australian Professional Teacher Standards to critically reflect on pedagogical approaches to effective evidence-based practice in creating transformative learning. |

**In-School Experience**

* 20 days of professional experience including a 4-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>

## 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.

## In placement tasks: PSTs complete all the required in-placement tasks (refer to in placement assessment tasks) Mentor teachers are asked to sight the completion of these tasks 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/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 894646 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.

# 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.

**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 |
| Before the placement | * **Contact** mentor teacher to clarify details and initial expectations of placement. * Give mentor teacher copies of the **requirements and assessment** forms. * Prepare for the **commitment** of a school day:   + 20 minutes before the students start school   + at least one hour after school finishes, depending upon the school activities | * Establish schedule and initial expectations of **attendance** for the preservice teacher. * Familiarise yourself with the **requirements and assessment** forms provided by PST. |
| First part of the placement | **Introductions and expectations** | |
| * Establish with mentor teacher **goals and expectations** for placement * **Introduce** yourself to your class(es), aim to learn student names within 5 days. * **Develop familiarity** with school staff, routines, procedures by pro-active involvement | * Discuss **goals and expectations** 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 * **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.) |

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| First part of the placement | **PST’s observations and reflections** | |
| * Complete **observation activities** using forms from Placement Resources and synthesise thinking in reflective journal. * Discuss **reflective journal entries** (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 **reflective journal entries.** Support 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. Select feedback forms from Placement Resources to use for written feedback if appropriate * 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. * 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 * If ready, or if required, **teach** or co-teach some whole class learning activities * Seek and apply **feedback** from mentor, other staff and students to improve planning and teaching performance * Complete **Interim Report** in discussion with mentor and establish clear learning goals and strategies for second part of placement. Email to **unit coordinator** copying to **mentor** and upload to Learnline | * Establish when and how timely **feedback** (written and verbal) will be given on lesson plans and teaching. Feedback templates are in Mentor Resources. * Discuss needs of **individual students** in class and classroom management strategies and **routines** that it would be useful for the PST to adopt * Determine when and how **the minimum teaching requirements** of the placement will be met (this might be a sequence of single lessons, or a block of full time planning and teaching) * Offer **planning support** in the form of co-planning, and by sharing own programming, resourcing and assessment practices as PST begins to plan * Offer opportunities, if PST is ready, for 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 * Determine in discussion with PST where evidence of their proficiency fits with the Australian Professional Standards for Teachers (**APST**) * 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 |

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| Second and final part of the placement | Continue with observation, reflection, planning and teaching activities from first part of placement and:   * Ensure **minimum teaching requirement** is met * Engage in as much **additional** planning, teaching and assessing of individuals, small groups and the whole class as is appropriate * Become more pro-active in **feedback** discussions 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 |
| Last day | * 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 to **unit coordinator** copying to **mentor** and 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 and submit to [inschool@cdu.edu.au](mailto:inschool@cdu.edu.au) |