Requirements and Guidelines: EPR301

Professional Experience 4 – Classroom Ready

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| Unit title | Professional Experience 4 – Classroom Ready  |
| Number of professional experience days required | 40 days professional experience of an 8-week block  |
| Placement setting  | WEDP and BEDP: **Primary school any year level.** WEDS, BEDS, WEDS01, BEDSHP, BEDSHS, BEDSIT, BEDSMA, BEDSMU, BEDSSC, BEDSVA: **Secondary school any year level** |
| Academic requirements | Assessment for Graduate Teaching:* Elements 1-3 completed during placement)
* Element 4 – completed online
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| Minimum in-school teaching requirements | 6 weeks full-time planning and teaching  |
| In-school assessment | Interim report (submit at midway point)Final report (submit at completion) |

## Unit Purpose

This unit will incorporate all aspects of previous placement units with emphasis on programming and planning, and assessment practices over an extended period. This unit requires pre-service teachers to draw on all aspects of the course to provide ***evidence*** that confirms Teaching Performance Assessment and identify reflective practices in accordance with the Graduate Standards and is the final professional experience unit in the sequence.

## Unit Learning Outcomes

1. Develop the knowledge of lesson plan sequences/units of work using students’ own learning practice.
2. Construct a rationale for continued professional learning and the implications for improved student learning.
3. Appraise and use a range of resources including technologies that engage students in their learning.
4. Engage with professional networks and the broader community and apply to improve student outcomes.
5. Collect supporting evidence that confirms Teaching Performance Assessment and identifies reflective practices in accordance with the Australian Professional Standards for Teachers.

## In-School Experience

* 40 days professional experience including an 8-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/education/education-placements/placement-guidelines>
* 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): [http://inschool.cdu.edu.au](http://inschool.cdu.edu.au/)

## 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.

## In-School Requirements

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

The first is 40 days of professional experience as a 8-week block, including 6 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>

## 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 Segment (KPS) 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-in 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 by the pre-service teacher, 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   |    |
| Verbal and non-verbal communication to support student learning   |      | Verbal and non-verbal communication to support student learning   |    |
| 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**  |    |