

EDU20006

Curriculum, Planning and Assessment
for Primary

Practicum 2

Bachelor of Education (Early Childhood/Primary
or Primary)

Placement Expectations and Requirements

Required days

21 days full time

Required Setting

Lower Primary Setting
(Foundation - Grade 2)



Overview

This is the *second* Professional Experience practicum in the Bachelor of Education (Early Childhood/Primary) or (Primary). Pre-Service Teachers (PSTs) are required to complete **21 days** of supervised professional experience within the allocated teaching block.

At the discretion of the mentor, PSTs will be introduced to teaching through individual and small group work, progressing to planning and teaching whole class lessons.

The role of the Supervising Teacher/Mentor in the professional setting is crucial to both the University and the Pre-Service Teacher in facilitating and supporting professional experience. We acknowledge and appreciate the significant time devoted to this task by Supervising Teacher/Mentors. We hope that the information contained in this document, clarifies and assists in defining this role, so that this experience is rewarding for all parties.

It is the responsibility of the Mentor to guide and support PSTs to achieve the placement expectations outlined below:

Preparation / prior to placement:

- Communicate prior to the commencement of placement.
- Discuss arrival time and dates.
- Establish a neat and organised professional experience folder.
- Prepare a journal to use for daily classroom observations and reflective practice.

Prepare to discuss expectations:

- Read the Swinburne Professional Experience Handbook.
- Familiarise yourself with the Australian Professional Standards for Teachers (APST) in the Professional Experience Report.
- PSTs develop and maintain a neat and organised professional experience folder.
- PSTs prepare and maintain an accurate attendance diary and teaching record which are to be signed off at the end of the placement.
- PSTs are to complete a minimum of 7.5 hours per day excluding breaks.

Arrange a plan for week 1 including:

- Complete a school induction.
- PSTs to familiarise themselves with the school's policies and procedures.
- Mentor and PST to review all of the unit assessment tasks and Professional Experience Report prior to commencing professional experience.

At all times:

- Understand and uphold the expectations for professional conduct (e.g. being punctual, dressing appropriately etc.)
- Establish and maintain professional relationships with students, staff and families.
- Actively participate in all aspects of the school life when appropriate. This includes attendance at extra-curricular activities, staff meetings, level meetings, yard duty etc.
- Demonstrate initiative by asking for opportunities to assist where possible.
- Assist with daily routines and support teaching and learning of individual students and small groups.

Mentor is expected to:

- Provide constructive feedback on all aspects of teaching and encourage reflective practice.
- Negotiate planning time (e.g. specialist timetable or after school hours).
- Schedule regular meetings to discuss planning and progress.
- Provide ongoing, honest and constructive feedback.
- Observe and assist with marking.
- Assess, evaluate and record student learning.
- Share current and prior planning documents, including assessment and reporting procedures.

Supportive resources:

Should you have any queries and/or concerns at any time throughout the practicum, please contact Swinburne University, Professional Experience Office on **(03) 9214 5788** or **eduplacements@swin.edu.au**

Week-by-week teaching expectations

Pre-service teacher expectations

Supervising Teacher/Mentor expectations

Day 1 only

- Establish a professional relationship with your Mentor, students, staff and families
- Familiarise yourself with the setting, including expectations such as:
 - timetables
 - yard duty
 - arrival and finish times
 - meeting requirements
 - policies
- **Liaise with Mentor for planning and practicum goal setting**
- Observe classes (plan to collect evidence)

- Welcome student
- Introduce Pre-service Teacher to children, families and staff
- **Discuss practicum expectations with PST and establish practicum goals**
- **Discuss your planning and preparation for week 1**

Day 2 – 5

- Scaffold learning with individual children
- Support small group work
- Support the teaching of whole class lessons
- Observe the **teaching and management strategies** used by your Mentor
- Identify the individual needs of the students
- **Observe and discuss with Mentor how the English and Mathematics programs are structured, planned and assessed**
- Record the above in your journal. Refer to the observation prompts in the unit content to guide your thinking
- Discuss the Instagram project with your mentor and complete the Instagram mentor confirmation in the unit
- Begin to collect evidence of how you are meeting APSTs.

- Discuss individual children's development interests, needs and relevant background information
- Discuss strategies for teaching children from diverse cultural backgrounds **including Aboriginal and Torres Strait Islander students (this can be hypothetical if they are not represented in the class)**
- Provide opportunities for the PST to scaffold learning with individual children, support small group work and support the planning/teaching of whole class lessons.
- **Schedule a meeting** with the PST by the end of the first week to discuss:
 - progress and establish goals for the following week
 - planning and preparation for week 2 – three whole class lessons**

Week-by-week teaching expectations

Pre-service teacher expectations

Supervising Teacher/Mentor expectations

Day 6 – 10

- Teach three whole class lessons using the Swinburne Lesson Plan template
- Trial a range of management strategies, as modelled by Mentor
- Observe and assist with marking and assessment
- Provide feedback to students
- Actively participate in all aspects of the school life including extra curricula activities, professional development etc.
- Continue to reflect on your practice in your reflective journal
- Ask your Mentor for feedback about all aspects of your teaching practice including your lesson planning and communication with students, staff and families
- Complete the teaching and planning record template for week 2
- Collaborate with your Mentor to complete the Interim Progress Report on day 10

- Provide opportunities for the PST to take increased responsibility for lessons – Three whole class lessons
- Support and guide the planning and development of lesson plans; help to
 - interpret observations
 - share knowledge
 - question PSTs intentions
 - develop and discuss ideas
- Provide constructive feedback on all aspects of teaching and set goals for the remaining two weeks
- Schedule a meeting with the Pre-service Teacher to complete the Interim Progress Report on day 9 – 10
- If you believe additional support is required required contact the Professional Experience Office team

Day 11 – 21

- Plan and teach whole class lessons for a minimum of 10-12 hours in each week, (including English and Mathematics) using the Swinburne Lesson Plan template.
- Complete the teaching and planning record template for week 3 and 4
- Evaluate your second professional experience and set goals for future development
- Record reflections about professional strengths and challenges in your journal
- Negotiate and schedule any missed days
- Schedule a meeting with the Mentor to complete and submit the Final Assessment on the last day of placement (Day 21). Save a copy of the Final Report for your personal records

- Provide opportunities for the Pre-service Teacher to take increased teaching responsibility 10-12 hours in a range of Key Learning Areas (where possible)
- Negotiate and schedule any missed days
- Provide constructive feedback on all aspects of teaching and set goals for future development
- Sign off the teaching and planning record template
- In collaboration with the PST complete and submit the Final Assessment on the last day of placement (Day 21). Save a copy of the Report for your personal records

Section 1 Planning for learning and teaching

	EDU10001/27	EDU20006	EDU30015/27	EDU40006/12
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of learners and how these may affect learning	●	●	●	●
1.2 Demonstrate knowledge and understanding of research into how learners learn and the implications for teaching		●	●	●
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds		●	●	●
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of learners across the full range of abilities				●
2.2 Organise content into an effective learning and teaching sequence		●	●	●
2.3 Use curriculum, assessment and reporting knowledge to design learning experiences, learning sequences and lesson plans.	●	●	●	●
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.		●	●	●
3.1 Set learning goals that provide achievable challenges for learners of varying abilities and characteristics.		●	●	●
3.2 Plan lesson sequences using knowledge of learners' learning, content and effective teaching strategies.		●	●	●

Section 2 Teaching Effectively

1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of learners from Aboriginal and Torres Strait Islander backgrounds.	●	●	●	●
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	●	●	●	●
2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	●	●	●	●
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for learners.			●	●
3.3 Include a range of teaching strategies.	●	●	●	●
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage learners in their learning.	●	●	●	●
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support learner engagement.	●	●	●	●
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve learners' learning			●	●
3.7 Describe a broad range of strategies for involving parents/carers in the educative process.				●

Section 3 Creating and Maintaining Supportive Learning Environments

EDU10001/27

EDU20006

EDU30015/27

EDu40006/12

1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of learners with disability

4.1 Identify strategies to support inclusive student participation and engagement in classroom activities

4.2 Demonstrate the capacity to organise classroom activities and provide clear directions

4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.

4.4 Describe strategies that support students' wellbeing and safety working within learning contexts and/or system, curriculum and legislative requirements

4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching

Section 4 Assessing and Providing Feedback for Learning

5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess learners' learning.

5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to learners about their learning.

5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of learners' learning.

5.4 Demonstrate the capacity to interpret learner assessment data to evaluate learners' learning and modify teaching practice.

5.5 Demonstrate understanding of a range of strategies for reporting to learners and parents/carers and the purpose of keeping accurate and reliable records of learner achievement.

Section 5 Demonstrating Professional and Ethical Conduct

EDU10001/27

EDU20006

EDU30015/27

EDU40006/12

6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	●	●	●	●
6.2 Understand the relevant and appropriate sources of professional learning for teachers.			●	●
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	●	●	●	●
6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved learners' learning.			●	●
7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	●	●	●	●
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school/learning setting stage	●	●	●	●
7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers		●	●	●
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.				●