

EDU30015

**Curriculum and Pedagogy for Primary
Practicum 3
Bachelor of Education (Primary)**

**Placement Expectations
and Requirements**

Required days

20 days full time

Required Setting

Upper Primary

Grades 3 – 6



Overview

EDU30015 is the *third* practicum in the Bachelor of Education (Primary) and the first professional experience in the upper primary setting (Years 3-6). Pre-Service Teachers (PSTs) are required to complete 20 days of supervised professional experience within the allocated teaching time. In preparation for their professional experience in schools, PSTs will engage with unit materials that will prepare them for this professional experience in an upper primary setting, with a particular focus on curriculum and pedagogy. Whilst on professional experience, PSTs are expected to involve themselves in the life of the school

and reflect on their practice and performance in discussion with their Mentor. Pre-service Teachers are expected to take a large percentage of full class teaching at this stage of their course.

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, and we acknowledge and appreciate the significant time that is devoted to this task. In an effort to ensure that this experience is rewarding for all parties, we hope that the information contained in this document clarifies and assists in defining the role.

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 reflective journal (paper or online) 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, which is to be signed off by the Mentor. 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.

Supervising Teacher/ 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

Day 1

- 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 Supervising Teacher/ Mentor for planning and practicum goal setting
- Observe classes (plan to collect evidence)

Day 2 – 5

- **Plan and teach at least three whole class lessons using the Swinburne Lesson Planning Template**
- Scaffold learning with individual children
- Support small group work
- Observe classes, routines and children's needs/ interests and accurately document all observations
- Identify the individual needs of the students
- Observe and identify classroom behaviours and management strategies
- Observe the teaching strategies used by your Mentor
- Observe and discuss with Mentor, how the English and Mathematics programs are structured, planned and assessed
- Start to gather and interpret a range of data about the whole class to help establish prior learning, current levels of achievement and inform your planning (e.g. previous report results, work samples, observations, discussions with Mentor). Discuss your interpretations with your Mentor
- Record the above in your reflective journal.
- Discuss the Instagram project with your mentor and complete the Instagram Mentor Confirmation in the unit

Supervising Teacher/Mentor expectations

- Welcome Pre-service Teacher (PST)
- Introduce Pre-service Teacher to children, families and staff
- Discuss professional experience expectations with the PST and establish professional experience goals
- Discuss your planning and preparation for week 1
- **Provide opportunities for the PST to scaffold learning with individual children, support small group work and plan and teach at least three whole class lessons**
- Support and guide the planning and development of lessons; help to interpret observations, share knowledge, question PSTs intentions and discuss ideas
- Provide regular and constructive feedback on all aspects of teaching
- Unpack weekly routines with PST including any specific class, year level, specialist and/or whole school events that may need to be considered when planning
- Share current and prior planning documents including assessment and reporting procedures
- 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)**
- Schedule a meeting with the PST by the end of the first week to discuss progress and establish goals including planning and teaching expectations for the following week

Week-by-week teaching expectations

Pre-service teacher expectations

Day 6 – 10

- **Take responsibility for a minimum of approximately 10-12 hours including planning and teaching lessons and the day-to-day running of the class**
- Use the Swinburne Lesson Planning Template for all lesson planning
- Trial a range of management and teaching strategies, as modelled by Mentor
- Teach and model literacy and numeracy skills
- 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.
- Ask your Supervising Teacher/ Mentor for feedback about all aspects of your teaching practice including your lesson planning and communication with students, staff and families
- Continue to reflect on your practice in your reflective journal
- **Collaborate with your mentor to complete the Interim Progress Report on day 10**

Supervising Teacher/Mentor expectations

- Provide opportunities for the PST to take increased teaching responsibility for a minimum of approximately 10-12 hours including planning and teaching lessons and the day-to-day running of the class
- Continue to support the planning and development of lessons (and lesson sequences); help to interpret observations, share knowledge, question PSTs intentions and discuss ideas
- Continue to provide regular and constructive feedback on all aspects of teaching and set goals for the remaining two weeks
- Provide opportunities for the PST to observe and/or be involved in assessment moderation
- **Schedule a meeting with the Pre-service Teacher to complete the Interim Progress Report on day 10.**

Day 11– 20

- **Take responsibility for a minimum of approximately 15-18 hours including planning and teaching lessons and the day-to-day running of the class**
- Use the Swinburne Lesson Planning Template for all lesson planning
- Implement proactive classroom management strategies
- Evaluate your third professional experience and set goals for future development
- Record reflections about the growth towards meeting the relevant APSTs, professional strengths and challenges in your journal
- **Schedule a meeting with your Supervising Teacher/ Mentor to complete and submit the Final report on the last day of placement (Day 20)**
- Save a copy for your records

- **Provide opportunities for the PST to take increased teaching responsibility for a minimum of approximately 15-18 hours including planning and teaching lessons and the day-to-day running of the class**
- Continue to provide regular and constructive feedback on all aspects of teaching and set goals for future development
- Provide constructive feedback on all aspects of teaching and set goals for future development
- Negotiate and schedule any missed days
- **In collaboration with the PST, complete and submit the Final Report on the last day of placement (Day 20). Save a copy for your files.**

Section 1 Planning for learning and teaching

	EDU10027	EDU20006	EDU30015	EDU40012
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

	EDU10027	EDU20006	EDU30015	EDU40012
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

	EDU10027	EDU20006	EDU30015	EDU40012
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.				●