EPR201 Professional Experience 3: Approaches in Education

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Unit Title and Code
Professional Experience 3: Approaches in Education – EPR 201

Unit Description
This unit will explore teaching methodologies, strategies and theories. It also provides guidelines for exploring inclusive pedagogies and classroom practices.

inSchool Experience
This unit has associated professional experience of 20 days that is spent in a school and is the third professional experience in a sequence of four for this course. As placement schools are mostly Australian based, students enrolled in this unit must provide a current Police Check/Working With Children card to the school and CDU Professional Experience Office prior to the commencement of the professional experience.

- 20 days, with a two week block incorporating solid/fulltime teaching.
- Planning and teaching a sequence/unit of work with a focus on teaching methodologies.

Learning Outcomes
- Plan lesson sequences /units of work using knowledge of student and own learning practice. (3.2) (personal practical knowledge)
- Demonstrate the capacity to organise classroom activities and provide clear directions (4.2) (personal practical knowledge)
- Use a range of teaching strategies, theories and methodologies to improve student learning that are responsive to the learning strength and needs of all students (1.3, 3.3, 3.6) (personal practical knowledge)
- Identify and utilise teaching strategies to support inclusive student participation and engagement in classroom activities and involve parents and carers in the educative process (1.5, 3.7, 4.1) (personal practical knowledge, citizenship, world view)
- Demonstrate knowledge and understanding of strategies for teaching a diverse range of students including Aboriginal and Torres Strait Islander students (1.4) (personal practical knowledge, citizenship, world view)
• Demonstrate an understanding of the role of the National Professional Standards for teachers by beginning to collect supporting evidence and reflecting upon own practices (6.1) (personal practical knowledge).

Academic requirements
Participation with the Academic component of this unit is outlined in detail on LearnLine, the on-line learning environment. Visit "LearnLine login" in the top tool bar on the Charles Darwin University home page www.cdu.edu.au

In-school experience contacts
The Professional Experience Office facilitate the administration of school placements for all preservice teachers including collecting professional experience placement and assessment forms and organising payments for mentor teachers. Contact: mailto:inSchool@cdu.edu.au Phone: 8946 6602.

Length of professional experience
20 days, with a two week block incorporating solid/fulltime teaching.

Teaching expectations for preservice teachers
• Preservice teachers work as co-professionals and team teach with the mentor teacher as much as possible
• Preservice teachers are encouraged to gain as much practice in their teaching as possible.

Daily Journal
Preservice teachers must keep a daily journal noting in-class and in-school activities, and reflections on experiences and teaching. The reflection focus for EPR201 is the way that different teaching methodologies and strategies impact on student learning. The journal spans the entire period of Professional Experience. The journal will include a series of entries which detail knowledge and insights gained, problems encountered, solutions applied, and the reflections of work as a teacher. The conclusion will sum up the personal insights and learning in the light of the school context and the theories and ideas gained from this unit. Entries in this journal can be used as evidence in the final teaching portfolio. Mentor teachers are asked to sight this journal and make comment on Form C, the Overall Professional Experience Evaluation Record.

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 at http://InSchool.cdu.edu.au

In-school assessment: Applying Teaching and Learning Methodologies
Professional Experience in school will include the planning and teaching of a unit of work in which:
• Preservice teachers explore a teaching strategy/ methodology and embed into their teaching.
• Mentor teachers and preservice teachers discuss the suitability of the selected teaching strategy for the class/school context.
• Preservice teachers undertake planning, teaching and assessing the ‘unit of work’ for students that covers at least 2 weeks of full time teaching.

The unit of work will need to:

Incorporate at least two learning areas, one of which must be English or Maths (if Primary).
Embed theory and practice of a recognised teaching and learning strategy/methodology (e.g. Multiple Intelligences, Bloom’s Taxonomy, Dimensions of Learning etc.).

- Have a sequence of activities that involves the teaching of a minimum of six sessions.
- Show evidence of use of the eight learning management questions to inform the planning. (i.e. LMP)
- Provide a useful assessment rubric identifying how students will meet the learning outcomes of the unit.
- Share the unit of work with a forum in the school that includes the mentor teacher.