Professional Experience (Elective) EPR202  Week by week suggested guideline

Professional experience in schools helps to develop the professional knowledge, skills and attitudes needed for beginning teachers. The professional experience promotes learning about professional contexts, about educational settings and practices, about schools and other learning settings and most importantly about teaching and learning strategies that foster students’ growth and development.

The following schedule is a guide to provide ideas and elaborate on the unit content and in-school learning tasks. The schedule can be varied according to the needs/situations of the school, the context and pre-service teacher.

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<th>Timeline</th>
<th>Pre-service teacher</th>
<th>Mentor Teacher</th>
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<td><strong>Before the Professional Experience</strong></td>
<td>• Complete your criminal history check and forward to placement school and CDU Professional Experience Office&lt;br&gt;• Contact your mentor teacher to start to build a relationship and provide the details they will need (a visit is preferable)&lt;br&gt;• Clarify details and initial expectations of placement&lt;br&gt;• Prepare yourself for the school day: 20 minutes before the school start in the morning and at least one hour after school finishes, depending upon the activities and commitments of the school.</td>
<td>• Organise a timetable of days of attendance for the pre-service teacher&lt;br&gt;• Familiarise yourself with the requirements of the professional experience and with the assessment forms</td>
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<td><strong>Day 1</strong></td>
<td>• Begin making journal entries for later discussion and reflection&lt;br&gt;• Introduce yourself to the class&lt;br&gt;• Suggestion: Prepare and present a short introductory slide (10 slides) presentation to class/mentor teacher about yourself&lt;br&gt;• Confirm times to attend yard duties and staff/unit meetings</td>
<td>• Introduce pre-service teacher to the principal and other staff&lt;br&gt;• Check with the pre-service teacher about the requirements of the professional experience&lt;br&gt;• Discus the reflective journal with pre-service teacher. Discuss how you plan to provide feedback</td>
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<td><strong>Day 2</strong></td>
<td>• Undertake general observations (refer to &quot;student resources&quot; in InSchool) to gain an understanding of the teaching context&lt;br&gt;• Focus on a close observation of the class(es), the teacher(s), the program(s) and the resources, assisting as a co-teacher/aide&lt;br&gt;• Continue reflective journal entries noting areas of difference to prior placements</td>
<td>• Give the pre-service teacher opportunities to complete general observation activities&lt;br&gt;• Provide access to your program and planning resources&lt;br&gt;• Discuss the reflective journal with pre-service teacher. Give feedback on observations and reflections</td>
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<td><strong>Day 3</strong></td>
<td>• Mark class roll&lt;br&gt;• Complete yard duties as per mentor teacher timetable&lt;br&gt;• Work with children in the classroom / Support mentor teacher</td>
<td>• Discuss the reflective journal with the pre-service teacher. The focus of reflection for this unit is relationship building and lesson planning, teaching and assessment. Give feedback on sections he or she is willing to share&lt;br&gt;• Organise for the pre-service teacher to assist in yard duty</td>
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| Day 4 | • Continue working with small groups of children. Begin to plan for lessons as per mentor teacher timetable. NB. Planning must be sighted by mentor prior to lesson  
• Complete yard duties | • Allow the pre-service teacher opportunities to manage lesson transitions and working with small groups  
• Give the pre-service teacher feedback on his/her needs  
• Check reflective journal and discuss observations |
| Day 5 | • Teach lessons and manage lesson transitions  
• Invite mentor feedback  
• Reflect on effectiveness of lesson in terms of: student learning and engagement, meeting students’ needs and evaluation of own learning in the process  
• Meet with mentor and discuss ‘Form A: AITSL Standards for Graduating Teachers’ | • Reflect on the lessons taught with the pre-service teacher  
• Discuss the reflective journal with pre-service teacher. Give feedback on sections he or she is willing to share  
• Complete Form A ‘Form A: AITSL Standards for Graduating Teachers’, mid-point assessment by the end of this week (See “At Risk” procedures if necessary) |
| Day 6 | • Use mentor feedback to plan for subsequent lessons (Aim to teach at least 5 lessons)  
• Make note of the effective teaching strategies that the mentor uses  
• Mark roll, manage lesson transitions throughout the day, yard duty  
• Continue reflective journal entries | • Discuss the reflective journal with pre-service teacher.  
• Give clear guidelines to the pre-service teacher regarding the support and teaching they will be doing with small groups and individual students for the remainder of the placement  
• Discuss the reflective journal with pre-service teacher. |
| Day 7 - 9 | • Undertake further teaching for groups/individuals  
• Work as a co-professional in the classroom supporting students in small groups and individually as directed by the mentor teacher  
• Continue reflective journal entries | • Ensure pre-service teacher is clear about small group and individual support required  
• Provide opportunities for further planning and teaching if appropriate and for management of classroom routines |
| Day 10 | • Revisit Form A and discuss progress. Keep a copy of this form as part of your teaching portfolio. Show evidence where these competencies are being addressed  
• Maintain copies of completed Assessment Forms (A, B and C) in your teaching portfolio. | • Revisit Form A and discuss progress. Use the reflective journal as a tool to facilitate discussion with the pre-service teacher  
• Complete Forms B and C |
| After the placement | • Ensure that you have completed the required in-school days.  
• Ensure forms are sent to the Professional Experience Office | • Complete all relevant paperwork  
• Email a copy of Forms A, B & C to: inschool@cdu.edu.au (Indicate student name and unit code in subject line) |