Professional Experience (Elective) EPR202- Placement in Alternative Settings

<table>
<thead>
<tr>
<th>Course title</th>
<th>EPR202- Placement in Alternative Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional Experience (Elective)</td>
</tr>
<tr>
<td>Number of professional experience days</td>
<td>10 days</td>
</tr>
<tr>
<td>Academic requirements</td>
<td>In depth research into an alternative setting (including philosophy and reflections)</td>
</tr>
<tr>
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<td>Tabled comparisons identifying noted differences</td>
</tr>
<tr>
<td>In-school tasks</td>
<td>Programming to suit context</td>
</tr>
<tr>
<td></td>
<td>Daily journal</td>
</tr>
<tr>
<td></td>
<td>Mentor feedback</td>
</tr>
<tr>
<td>Forms to be verified by mentor teacher and submitted to the Professional Experience Office</td>
<td>Placement Assessment Forms (A B &amp; C)</td>
</tr>
</tbody>
</table>

Unit Title and Code
Professional Experience (elective): Teacher as Learner EPR 202

Unit Purpose
This unit introduces the fundamentals of teaching and learning, including planning effective lessons within a curriculum framework. The unit has an associated ten days of professional experience in which the student will begin implementing effective teaching and learning strategies.

Unit Outcomes
- Begin to plan lessons using lesson planning framework or structures
- Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
- Seek and apply constructive feedback from mentors and colleagues to improve teaching and learning practice
- Demonstrate knowledge of a range of resources including ICT that engage students in their learning
- Demonstrate an understanding of the role of the National Professional Standards for teachers by beginning to collect supporting evidence and reflecting upon own practices.

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 pre-service teachers including collecting professional experience placement and assessment forms and organising payments for mentor teachers. Contact: inschool@cdu.edu.au Phone: 8946 6602.

Length of Professional Experience
10 days: including a one week block

Teaching expectations for pre-service teachers
During the 10 visits pre-service teachers are expected to work as a co-professional with their mentor teacher. They are planning, teaching and evaluating the learning in this alternative setting and developing reflective practices.
Daily Journal

Pre-service teachers should keep a daily journal noting in-class and in-school activities, and reflections on experiences and teaching, in particular noting any differences to teaching approaches. The journal spans the entire period of professional experience and will include entries that detail knowledge and insights gained, problems encountered, solutions applied, and the reflections of work as a pre-service teacher. Entries in this journal can be used as evidence in the final teaching portfolio. Mentor teachers are asked to sight, or have an awareness of this journal, and make comment in Form C: 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

Teaching portfolio

The electronic teaching portfolio is presented to a school-based panel at the conclusion of the course. Evidence collected from professional experience in this unit is an important part of demonstrating pedagogical progression.

Support for learning

Examples and Templates relevant to this unit are available within the Student Resources tab on the InSchool site at: http://www.inschool.cdu.edu.au/

These include resources for observations and reflections, lesson activity and learning management plans.

In-school assessment

Each professional experience unit has one or more in-school tasks. These tasks demonstrate the ability of the pre-service teacher to use academic learning in a professional experience environment. The tasks for this unit are:

- Programming to suit context (at least 5 sequenced lessons)
- Daily journal

Mentor feedback 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.