

EDU40012

Ready to Teach

Practicum 4P

Bachelor of Education (Primary)

Placement Expectations and Requirements

Required days

20 days full time

Required Setting

Upper Primary Setting

Grades 3 – 6



Overview

Practicum EDU40012 is the final primary practicum in the Bachelor of Education (Primary or Early Childhood/primary) courses. In order to satisfactorily complete this practicum, pre-service teachers must be assessed against all of the Australian Professional Standards for Teachers at Graduate stage.

The role of the Supervising Teacher in the professional setting is crucial to both the University and the PSTs in facilitating and supporting professional experience.

We acknowledge and appreciate the significant time devoted to this task by supervising teachers. 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 **Supervising Teacher** 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.

Prepare to discuss expectations:

- Read the Swinburne Professional Experience Handbook.
- Familiarise yourself with the AITSL standards assessed in the Professional Experience Report
- PSTs develop and maintain a neat and organised professional experience folder.

Arrange a plan for week 1 including:

- Complete a school induction.
- PSTs to familiarise themselves with the school's policies and procedures.
- Supervising teacher and PST to review all of the unit assessment tasks and Professional Experience Report prior to commencing professional experience
- Discuss individual children's development, interests, needs and relevant background information
- Encourage PST to identify (and where appropriate, implement) 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)

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 to Provide constructive feedback on all aspects of teaching and set goals

Supervising teacher is expected to:

- Continue to provide constructive feedback on all aspects of teaching and encourage reflective practice.
- Provide prompts to 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.

Further information:

Online Learning Advisor (OLA)

Should you have any queries and/or concerns at any time throughout the practicum, please contact the Pre-service Teacher's Online Learning Advisor directly. The Pre-service Teacher can provide contact details if required, however the OLA will reach out to you 48 prior to the placement commencement.

Student Advisors

For urgent concerns our Student Advisors are also available by phone (1300 937 765) 7 days a week between 8am - 9pm Monday to Friday and 10am - 6pm on weekends (AEST/AEDT) or via email (help@swinburneonline.com).

Week-by-week teaching expectations

Pre-service teacher expectations

Supervising teacher expectations

Day 1 – 5

- Familiarise yourself with the setting and relevant policies and procedures
- Discuss and unpack the practicum expectations with your Supervising Teacher
- Establish practicum goals and benchmarks with your Supervising Teacher
- Establish professional relationships with your Supervising teacher, students, staff and families
- Observe classes, routines and children's needs/interests and accurately document all observations
- Observe and identify classroom behaviours and management strategies, as modelled by the Supervising teacher
- Scaffold learning with individual children, support small group work and plan/teach whole class lessons. Teaching responsibilities should equate to Approx. 10-12 hours.
- Record reflections that demonstrate your ability to develop professional relationships with students, families and staff

- Introduce Pre-service Teacher (PST) to students, families and staff
- Discuss practicum expectations and establish practicum goals with PST
- 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
- Provide opportunities for the PST to scaffold learning with individual children and support small group work as they get to know the students and become familiar with the setting early in the week. By the end of the week, PSTs are expected to be planning and teaching whole class lessons. Teaching responsibilities should equate to approximately Approx. 10-12 hours.
- Support and guide the planning and development of lessons and a unit of work; help to interpret observations, share knowledge, question PST's intentions and discuss ideas
- Provide prompts to encourage reflective practice
- Schedule a meeting with the Pre-service Teacher by the end of the first week to discuss progress and establish goals for the following week

Day 6 – 10

- Take responsibility for a minimum of Approx. 15-18hrs including planning and teaching lessons and the day-to-day running of the class
- Teach and model literacy and numeracy skills
- Continue to reflect on your practice and ask your Supervising teacher for feedback about all aspects of your teaching practice including your lesson/unit planning and communication with students, staff and families

- Provide opportunities for the PST to take increased teaching responsibility minimum of Approx. 15- 18hrs including planning and teaching lessons and the day-to-day running of the class
- Continue to support the planning and development of lessons and a unit of work; help to interpret observations, share knowledge, question PST's intentions and discuss ideas
- Discuss and encourage active participation in assessment and moderation processes
- Schedule a meeting with the PST to complete and submit the Interim Progress Report at the end of 10 days of placement
- **If PST is making UNSATISFACTORY progress, please contact your PSTs OLA as soon as possible.**

Week-by-week teaching expectations

Day 11 – 20

Pre-service teacher expectations

- Assume full teaching responsibilities for the final 10 days
- Draw on a range of teaching strategies to support the participation and learning for each student
- Reflect on and evaluate your professional experience
- Negotiate and schedule any missed days
- Schedule a meeting with the supervising teacher to complete and submit the Final Assessment on the last day of placement (Day 20)
- Save a copy of the interim and final report for your personal records

Supervising teacher expectations

- Negotiate and schedule any missed days
- Encourage and support the PST as they assume full teaching responsibilities for the final ten days
- In collaboration with the PST complete the Final Report on the last day of placement (Day 20).
- Save a copy of the Final Report for your personal records.
- Email a copy of the report to your PSTs OLA.

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.				●