



Professional Experience Guidelines

Master of Teaching Practice

Staff Contact Details

The Work Integrated Learning Team is the point of contact for educational settings. The WIL team administers placements in all programs, arranges placements for pre-service teachers, liaises with education setting leaders, site coordinators and supervising educators and oversees report and record keeping.

The WIL Academic Mentor will address specific questions about academic expectations of placement, including pre-service teacher practice or progress and may direct these to the relevant Course Coordinator, Program Manager or the Associate Dean Partnerships.

WIL Team	Nicole Tucker: WIL Administrator (Primary) Sharon Murphy: WIL Administrator (Secondary) Taylor Wild: WIL Administrator (Primary and Secondary) education.placements@rmit.edu.au
WIL Academic Mentor	Sue Rook (Primary): sue.nicola.rook@rmit.edu.au (Secondary): TBC
Program Manager	Dr Gideon Boadu gideon.boadu@rmit.edu.au
Associate Dean Partnerships	Associate Professor Kathy Smith kathy.smith@rmit.edu.au

Professional Experience Outline

Professional experience provides the opportunity for pre-service teachers to put into practice the theory learned in the university lectures and tutorials alongside developing a practical understanding of a primary context. It also provides pre-service teachers with a variety of opportunities for the development and maintenance of effective relationships with children and colleagues.

Each professional experience is tied to a specific course, and pre-service teachers **must 'pass' each placement course to pass each course**, which involves summative feedback from the mentor teacher and meeting all the expectations around attendance and the RMIT Student Charter. Each professional experience course will have accompanying assessment tasks that may require specific data collection during the professional experience.

Course Name:	Introduction to Teaching (TCHE2605)
Year of program:	1 (semester 1)
Number of placement days:	10 days
Course Coordinator:	TBC
Course overview:	Pre-service teachers will use their placement to build their teaching philosophy and personal identity, learn about key professional standards and legal responsibilities, and develop practical teaching tools. By the end of the placement, they should understand the school environment, build relationships, participate in diverse teaching activities, observe a range of lessons, and demonstrate initiative and active involvement in the classroom and school community.
Assessment categorization:	Novice
Teaching requirements:	<p><u>WEEK 1</u></p> <p>Day 1: Observe teaching, and assist in teaching one-on-one and small groups, where appropriate. Focus on watching classroom routines (e.g. how students enter and leave the classroom) and learning student names.</p> <p>Day 2: Continue to observe and assist in teaching one-on-one and small groups, where appropriate. Focus on classroom management strategies (e.g. how the teacher gains attention or controls unruly behaviours) and learning student names.</p> <p>Day 3: Continue to observe and teach one-on-one and small groups. Focus on learning names and how your mentor teacher transitions from one activity to the next within a lesson.</p> <p>Day 4: Continue to observe, with more purpose (select a purpose from the observation sheets) and teach one-on-one and in small groups. If appropriate teach a whole class activity or part of a lesson. Focus on</p>

	<p>learning student names and how your mentor teacher begins and ends each lesson.</p> <p>Day 5: Continue to observe, with more purpose (as selected from the observation sheets) and teach one-on-one and small groups. If appropriate teach a whole class activity or part of a lesson. Focus on learning student names and how learning intentions and success criteria are used in the lessons.</p> <p><u>WEEK 2</u></p> <p>Day 1: Continue to observe and teach one-on-one and small groups, Plan for and teach the whole class for set tasks, or small lesson segments (e.g. an introductory or closing activity), gradually increasing to teach an entire lesson per day over the week, where appropriate</p> <p>Day 2: Continue to observe and teach one-on-one and small groups, Plan for and teach the whole class for set tasks, or small lesson segments, gradually increasing to teach 2-3 entire lessons over the week, where appropriate. Seek feedback, reflect on practice, and demonstrate responsiveness to feedback.</p> <p>Day 3: Continue to observe and teach one-on-one and small groups, Plan for and teach the whole class for set tasks, or small lesson segments, gradually increasing to teach 2-3 entire lessons over the week, where appropriate. Seek feedback, reflect on practice, and demonstrate responsiveness to feedback.</p> <p>Day 4: Continue to observe and teach one-on-one and small groups, Plan for and teach the whole class for set tasks, or small lesson segments, gradually increasing to teach 2-3 entire lessons over the week, where appropriate. Seek feedback, reflect on practice, and demonstrate responsiveness to feedback.</p> <p>Day 5: Continue to observe and teach one-on-one and small groups, Plan for and teach the whole class for set tasks, or small lesson segments, gradually increasing to teach 2-3 entire lessons over the week, where appropriate. Seek feedback, reflect on practice, and demonstrate responsiveness to feedback.</p> <p><i>Throughout both weeks, PST's are expected to familiarise themselves with the school as a work environment both inside and outside the classroom, shadow the mentor for meetings, yard duty etc., mix with other staff, and observe other classes where possible. They must attend school every day, arrive at least 30 minutes before school commences and stay until your mentor has finished for the day.</i></p>
Assignments:	<p>Assignment 1: Principles, Ethics & Policies While this assignment is not completed on placement, the principles are expected to be enacted on placement.</p> <p>Assignment 2: Observation of practice & critical reflection This task is introduced during coursework and undertaken in the professional experience setting. PST's use the materials provided to critically reflect on aspects of teaching and learning in order to inform your practice. This assessment is in two parts:</p>

	<p>Part 1: An observation of a teacher on each day of placement and the completion of the PST classroom observation sheet for five of these days.</p> <p>Part 2: A discussion and critical reflection of ONE of the teaching practices investigated using the 4Rs model.</p> <p>Purpose:</p> <p>One way of becoming more aware of the nature and key skills of teaching is to observe experienced teachers at work. It is useful to both observe different teachers and to observe the teaching of different aspects of your subject/year setting. During the observation, PST's might look at how the teacher begins and ends a lesson, how they have designed routines to help classroom organisation, the way they use questioning to gauge student learning, monitor safety etc.</p> <p>This task encourages students to observe experienced teachers and to identify the skills they use to manage their classroom and to support student learning.</p> <p>The use of classroom peer observation is a growing aspect of teacher continuing professional development and is not only a process used for pre-service teachers. It is likely that once PST's qualify as a teacher, they will be expected to observe and be observed by their peers.</p> <p>Assignment 3: Lesson Planning, Teaching and Critical Reflection</p> <p>Not completed on placement</p>
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Course Name:	Thinking about learning – Towards praxis (TCHE2679)
Year of program:	Year 1 (Semester 2)
Number of placement days:	15 days
Course Coordinator:	Dr Phillip Poulton phil.poulton@rmit.edu.au TBC
Course overview:	<p>Preservice teachers in this course study key theories and research on quality teaching, memory, and motivation to shape their classroom practices. They learn to design effective, responsive lessons for diverse student needs, and explore strategies for managing challenging behaviours, including trauma-informed approaches. By the end of placement, they build positive relationships, adjust lessons for student backgrounds, reflect on learning and behaviour, and actively participate in teaching and school activities.</p>
Assessment categorization:	Novice
Teaching requirements:	<p>Week 1 <i>In the first week of placement, the PST should focus on understanding the diversity of student backgrounds, needs, and interests in their classroom or classes.</i></p> <p>Day One: Focus on observing existing routines and teaching approaches used within the classroom and by the supervising teacher. Priority should be placed on starting to know and memorise student names.</p> <p>For the remainder of the week:</p> <ul style="list-style-type: none"> Collect detailed observation notes of the diverse backgrounds, needs, and interests of students in the class.

- Begin by teaching the whole class for small segments of an entire lesson, before teaching 1 entire lesson by the end of the week.
- At other times, observe supervising teacher and assist in team-teaching when required.
- Make time with the supervising teacher to share observation notes and ask questions about effective teaching strategies that respond to student diversity.
- Identify 4-5 whole lessons to teach in Week 2 and collaboratively plan with supervising teacher.

Week 2

In the second week of placement, the PST should start building confidence in responding to the diversity of student backgrounds, needs, and interests in their lesson planning. They should also practice behaviour management strategies modelled by the supervising teacher.

- Plan for and teach 4-5 whole lessons across the week. Ensure that in lesson planning, clear attempts are made to demonstrate pedagogical strategies responding to diverse student needs and backgrounds.
- If possible, at least 2 of these lessons should be sequential i.e., they build on from each other as part of a lesson sequence.
- At other times, observe supervising teacher and assist in team-teaching when required.
- Collect detailed observation and reflection notes on the types of student behaviours encountered during teaching.
- Reflect on lesson feedback from supervising teacher and ask question on suggested improvements required.
- Support supervising teacher with non-teaching duties like playground supervision and marking.

Week 3

In the third week of placement, the PST should be refining how they are responding to student backgrounds, needs, and interests in their lesson planning. They should start to take greater ownership of behaviour management within the classroom, and refine the strategies modelled to them by the supervising teacher.

- Teach 2 whole lessons per day, ensuring that lesson plans are provided to supervising teacher prior to lesson with ample time for feedback and guidance. Lessons should include clear evidence of suggested pedagogical strategies responding to student diversity.
- If possible, ensure that at least one lesson per day is part of an extended lesson sequence that the preservice teacher will plan for and teach across Day 1 to Day 5.
- At other times, continue observations of supervising teacher and engage in team-teaching.

	<ul style="list-style-type: none"> • Engage in professional conversation with supervising teacher about sequential lesson planning. • Aim for less intervention from supervising teacher when addressing off-task behaviours in the classroom. <p>Through this placement, PST's are expected to familiarise themselves with the school as a work environment both inside and outside the classroom. They must attend school every day, arrive at least 30 minutes before school commences and stay until their mentor has finished for the day.</p>
Assignments:	<p>This course does not have any assignments that require completion during placement periods, however, either prepare preservice teachers for these placements or enable critical reflection afterwards.</p> <p>Assignment 1: Microteaching activity and individual reflection In this task, preservice teachers draw on their emerging knowledge of learning theories to design and enact a short microteaching activity. The aim of this assessment is to help them focus on their pedagogical practices in preparation for the placement.</p> <p>Assignment 2: Case study discussion This task asks students to reflect on the class they taught or observed during this placement. <u>Students will be required to keep detailed observation notes about this class</u> that they can draw back on in this assessment. They will be provided with a scaffold to complete during their placement that helps them identify and reflect on:</p> <ul style="list-style-type: none"> A) The diverse cultural, linguistic, religious, and socioeconomic backgrounds of students in the class. B) Common challenging behaviours that emerged in the classroom <p>Strategies undertaken by the mentor teacher and the preservice teacher in addressing these challenging behaviours</p>

Course Name:	Inclusive Teaching (TCHE2707)
Year of program:	2 (semester 1)
Number of placement days:	15 days
Course Coordinator:	Dr Mariko Francis mariko.francis@rmit.edu.au
Course overview:	In this course, preservice teachers learn to create inclusive learning environments, expand their teaching strategies, and use strength-based approaches to support diverse student needs. They apply policy and legislation knowledge to improve student experiences. By the end of placement, they build positive relationships, adapt lessons for varied backgrounds and requirements, reflect on learning and behaviour, and show initiative and self-reflection in their teaching and school involvement.
Assessment categorization:	Consolidating
Teaching requirements:	<p><u>Week 1</u></p> <p><i>In the first week of placement, the PST should focus on understanding the diversity of student backgrounds, needs, and interests in their classroom or classes.</i></p> <p>Day One: Focus on observing existing routines and teaching approaches used within the classroom and by the supervising teacher. Priority should be placed on starting to know and memorise student names.</p> <p>For the remainder of the week:</p> <ul style="list-style-type: none"> • Collect detailed observation notes of the diverse backgrounds, needs, and interests of students in the class. • Begin by teaching the whole class for small segments of an entire lesson, before teaching 1 entire lesson by the end of the week. • At other times, observe supervising teacher and assist in team-teaching when required. • Make time with the supervising teacher to share observation notes and ask questions about effective teaching strategies that respond to student diversity and the range of adjustments planned for students on formal individual education plans (or equivalent). • Identify 4-5 whole lessons each day to teach in Week 2 and collaboratively plan with supervising teacher. • Plan for and teach 4-5 whole lessons across the week. Ensure that in lesson planning, clear attempts are made to demonstrate pedagogical strategies responding to diverse student needs and backgrounds. • If possible, at least 2 of these lessons should be sequential i.e., they build on from each other as part of a lesson sequence. • At other times, observe supervising teacher and assist in team-teaching when required. • Collect detailed observation and reflection notes on the types of student behaviours encountered during teaching. • Reflect on lesson feedback from supervising teacher and ask question on suggested improvements required. • Support supervising teacher with non-teaching duties like playground supervision and marking. <p><u>Week 2</u></p>

	<p><i>In the second week of placement, the PST should be refining how they are responding to student backgrounds, needs, and interests in their lesson planning. They should start to take greater ownership of behaviour management within the classroom, and refine the strategies modelled to them by the supervising teacher.</i></p> <ul style="list-style-type: none"> • Teach 2-3 whole lessons per day, ensuring that lesson plans are provided to supervising teacher prior to lesson with ample time for feedback and guidance. Lessons should include clear evidence of suggested pedagogical strategies responding to student diversity. • If possible, ensure that at least one lesson per day is part of an extended lesson sequence that the preservice teacher will plan for and teach across Day 1 to Day 5. • At other times, continue observations of supervising teacher and engage in team-teaching. • Engage in professional conversation with supervising teacher about sequential lesson planning. • Aim for less intervention from supervising teacher when addressing off-task behaviours in the classroom. <p><u>Week 3</u></p> <p><i>In the third week of placement, the PST should continue refining how they are responding to student backgrounds, needs, and interests in their lesson planning and general documentation of student support requirements. They should have predominant ownership of behaviour management within the classroom, and refine the strategies modelled to them by the supervising teacher.</i></p> <ul style="list-style-type: none"> • Teach 4 whole lessons per day, ensuring that lesson plans are provided to supervising teacher prior to lesson with ample time for feedback and guidance. Lessons should include clear evidence of suggested pedagogical strategies responding to student diversity. • If possible, ensure that at least one lesson per day is part of an extended lesson sequence that the preservice teacher will plan for and teach across Day 1 to Day 5. • At other times, continue observations of supervising teacher and engage in team-teaching. • Engage in professional conversation with supervising teacher about adjustments to lesson plans to meet the diverse needs of the student cohort. • Aim for less intervention from supervising teacher when addressing off-task behaviours in the classroom. <p>Through this placement, PST's teachers are expected to familiarise themselves with the school as a work environment both inside and outside the classroom. They must attend school every day, arrive at least 30 minutes before school commences and stay until their mentor has finished for the day.</p>
Assignments:	This course does have one assignment that requires completion during the placement period, as well as one other that will enable critical reflection afterwards.

Assignment 1 - Inclusive SMART Goals (prior to placement)

This assessment task requires PST's to first examine an overview of a student, focusing on the functional impact of their disability and entry skills in two educational areas. They then, create two SMART goals, one for each area, and write a justification for each goal, demonstrating how they meet the SMART criteria.

Purpose of this assessment

This assessment is designed to build a student's capacity to create measurable and individualised progression plans by guiding them through the process of analysing a student's specific needs and setting appropriate educational goals. By focusing on the development of SMART goals, it ensures that each goal is Specific, Measurable, Achievable, Relevant, and Time-bound, essential components for effective educational planning. Additionally, the requirement to justify each goal in detail cultivates a deeper understanding of how to align educational strategies with individual student needs, fostering a skill set crucial for successful inclusive education.

Assignment 2 - Evidence-Based Practices: Annotated Bibliographies (during placement)

For this assignment, PST's will write three annotated bibliographies, selecting pieces of literature from a provided list of journal articles and other materials related to evidence-based practices and adjustments. Each annotated bibliography should consist of three paragraphs: a summary, an evaluation, and a reflection on the text's applicability in an inclusive school or classroom context.

Purpose of this assessment

This assessment is valuable as it develops critical analysis and synthesis skills by requiring the creation of annotated bibliographies, a key component in academic research and writing. It enhances understanding of evidence-based practices and adjustments in inclusive education, encouraging students to engage deeply with relevant literature. Additionally, the task promotes reflection on the practical application of these practices in inclusive school or classroom settings, bridging the gap between theory and real-world educational environments.

Assignment 3 - Personalised Planning (following placement)

For this assessment, PST's are required to create a presentation based on a Personalised Learning and Support Plan (PLSP) focusing on a student from their most recent professional experience placement. The four stages of the PLS cycle that should be mentioned include: assessment, planning, implementation, and evaluation stages. While they will be providing this presentation at the conclusion of their placement, they are encouraged to reflect on and action each stage of the cycle throughout their placement. With this information, they must then prepare an audio-visual presentation, up to twelve minutes in length, detailing the PLSP process, strategies, and their role as an inclusive educator. They will use scholarly literature to justify the evidence-basis of their claims and teaching decisions. Finally, they will submit two files: the presentation (as a video or a link) and a

	<p>document with a reference list in APA 7th edition format, all through the Canvas online platform.</p> <p>Please note that it is imperative that no identifying details about the student are mentioned (e.g., their actual name, the name of the school, names of classmates, any information that could reasonably or foreseeably risk the identity of the child being known to anybody apart from yourself, etc</p> <p><i>Purpose of Assessment</i></p> <p>The purpose of this assessment is to practice writing a formal PLSP for a student with additional needs. Approximately 19.9% of students in a school have a diagnosed or imputed disability. This means that on average one in every five of your future students will require their own PLSP. This assessment tasks will build their knowledge and skills for how to write an accurate, purposeful, and appropriate PLSP for a student.</p> <p>This assessment is designed to enhance their teaching skills in inclusive education by immersing themselves in the process of developing and implementing a tailored Personalised Learning and Support Plan (PLSP) for a student with a disability. Through this task, they will gain practical experience in identifying and addressing the unique educational needs and strengths of diverse learners, fostering a deeper understanding of student-centered planning and inclusive teaching strategies. Additionally, the requirement to articulate their approach and decisions in an audio-visual presentation will refine their communication skills, essential for collaboration with students, parents, and educational professionals in real-world inclusive settings.</p>
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Course Name:	Teaching Performance Assessment (TCHE2608)
Year of program:	2 (MC219ACC/MC220ACC: semester 1) 2 (MC219/MC220: semester 2)
Number of placement days:	20
Course Coordinator:	Thembi Mason thembi.mason@rmit.edu.au
Course overview:	<p>The final professional experience consists of a 20-day placement or Permission to Teach (PTT) and focuses on all aspects of planning, teaching, and assessing. Preservice teachers must show readiness to teach by engaging in the full teaching cycle and completing the Graduate Teaching Performance Assessment (GTPA). They participate in daily school life, observe and discuss the teacher's role, and teach lessons in their major (and possibly minor) methods. By the end, preservice teachers are expected to demonstrate strong educational knowledge and skills, apply critical and creative thinking, work ethically and inclusively, and commit to ongoing professional growth.</p> <p>THE GRADUATE TEACHING PERFORMANCE ASSESSMENT (GTPA)</p> <p>This is a major assessment where preservice teachers demonstrate their ability to meet Graduate Teacher Standards by planning, teaching, assessing,</p>

	<p>reflecting, and appraising student learning in a focused, four-week classroom sequence. Preservice teachers collect and analyse data, adapt their practice for diverse learners, reflect on their impact, and show evidence of thoughtful, effective teaching and professional growth.</p> <p>The collection of data occurs initially to inform planning and teaching decisions. During teaching, a range of data is continually collected. Formative assessment of student work, including feedback to students contributes to evidence of learning and further informs adjustments to planning and teaching. In moderation, preservice teachers share their understandings of how achievement standards apply to student work. In this cycle, preservice teachers continually reflect on their work to appraise its impact on student learning and to inform next-step planning of teaching. This demonstration of practice includes: making adjustments to meet the learning needs of all students in the class; making connections between theory and practice; providing evidence of pedagogic decision-making, teaching practices and learning outcomes; and the opportunity to express their emerging professional agency in learning and teaching.</p> <p>The data that preservice teachers collect, analyse and use as part of the GTPA is of the range and type that the classroom teacher and the preservice teacher routinely access to inform decisions about planning for optimal student learning. This includes data for formative and summative purposes, as well as whole class, small group and individual teaching data.</p> <p>The role of the supervising teacher</p> <p>The supervising teacher's role in the GTPA is mainly consultative, supporting the preservice teacher in planning, assessment, and moderation without taking on extra administrative tasks. Supervising teachers help with selecting student data and reviewing standards, and are responsible for completing the Professional Experience Report during the 20-day placement. Preservice teachers are graded as Pass or Fail, with both the supervising teacher and RMIT staff needing to confirm standards are met; any standards not encountered should be noted. If there are concerns about a student's progress, supervising teachers must alert the RMIT WIL Team promptly if they have any concerns that might indicate that a preservice teacher is At Risk of not passing the professional experience placement.</p>
Assessment categorization:	Graduating
Teaching requirements:	<p>Pre-placement visit: Discuss with supervising teacher which class they might consider for the GTPA focus and collect any available data to assist in initial planning.</p> <p>Week 1:</p> <p>Day one: Observation and preparation.</p> <p>Remainder of week one, preservice teachers should:</p> <ul style="list-style-type: none"> • Become familiar with all aspects of the classroom routines, school policies and processes;

	<ul style="list-style-type: none"> • Conduct a diagnostic assessment for the focus class for their GTPA. • Plan the learning sequence for the GTPA class to share with the supervising teacher; • Start teaching at least 3 classes a day. At least one class to be designated for independent teaching for GTPA. • Write or adapt full lesson plans for week 2 with final approval of supervising teacher; • Assist the supervising teacher when not engaged in other duties. <p>Week 2:</p> <ul style="list-style-type: none"> • Teach at least 3 classes per day. At least one class to be designated for independent teaching for GTPA. • Write full lesson plans for week 3 with final approval of supervising teacher. <p>Week 3:</p> <ul style="list-style-type: none"> • Teach 3 to 4 classes per day. At least one class to be designated for independent teaching for GTPA. Write full lesson plans for week 4 with final approval of supervising teacher; <p>Week 4:</p> <ul style="list-style-type: none"> • Teach 3 to 4 classes per day. At least one class to be designated for independent teaching for GTPA. • Conduct a summative assessment and moderate the focus students' work samples from the assessment with supervising teacher.
Assignments:	<p>GTPA Task - 100%</p> <p>The GTPA is an authentic culminating assessment designed to demonstrate your competence in classroom practice assessed against the <u>Graduate Teacher Standards</u>. (Australian Professional Standards for Teachers, AITSL, 2011). In completing the GTPA you will demonstrate a complete planning, teaching, and assessing cycle and show how you use evidence of student learning during your final-year professional experience placement. You can access information and resources on the <u>GTPA website</u>.</p> <p>Successful Completion</p> <p>This is a Critical Task that demonstrates your readiness to teach in schools or education contexts and will be embedded in your final placement. You must pass this task in order to satisfactorily complete this course and graduate from the MTP program.</p> <p>** Please note that to pass the GTPA you must meet the required standard for at least 4 out of 5 assessment criteria.</p> <p>This assessment task is a standardised assessment task that has been validated by AITSL as meeting the requirements of the Australian Initial Teacher Education program standards for graduate teachers. The completed tasks will be assessed and moderated by a minimum of two university staff and selected samples will be further moderated for comparability and reliability by staff at other Australian universities. Feedback will be provided on this assessment task.</p>