Professional Experience – Pre-service Teacher Information

EDU80003 Professional Internship: Research Project

Required days: 20 days, any missed days should be made up in negotiation with the mentor.

Required setting: Lower Primary Setting (Years F-2)
Or Middle-Upper Primary Setting (Years 3 – 6)

Overview:
This is the final Professional Experience Unit of the Master of Teaching (Primary). You are required to complete 20 days of supervised professional experience within the allocated teaching block. The in-school experience aims to provide Pre-service Teachers to achieve a high level of professional autonomy and accountability as well as an opportunity to conduct a small scale self-study research project. Whilst on professional experience, Pre-service Teachers are expected to involve themselves in the life of the school and reflect on their practice and performance in discussion with their Mentor and their Swinburne Online eLearning Advisor (online tutor, also known as eLA).

The responsibilities of the Pre-service Teacher:
- Familiarise yourself with all of the unit assessment tasks related to your professional experience and prepare for these prior to commencing your placement.
- Familiarise yourself with the Swinburne Online Education Community: Practicums and Our Profession community site, Professional Experience Handbook and general information.
- Discuss the professional experience requirements with your Mentor.
- Collect and familiarise yourself with your school’s policies and procedures.
- 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.
- Involve yourself in all aspects of the school life when appropriate (e.g. extra-curricular activities, staff meetings, level meetings, yard duty etc.).
- Demonstrate initiative by asking for opportunities to assist where possible.
- Accurately document and organise all observations, planning and reflections.
- Negotiate all planning templates with your Mentor Teacher.
- Initiate and engage in professional discussions with your Mentor about the interconnected relationship between curriculum, planning and assessment.
- With the support and guidance of your Mentor, embed a range of classroom management and teaching strategies within your practice.
- Be open and willing to receive feedback constructively.
- Take the lead in establishing learning goals for yourself throughout the professional experience.
- Notify your Mentor/school and the Professional Placements Team in the event of an absence and make up any missed days. Any missed days need to be made up in consultation with the Mentor Teacher and in accordance with the missed days policy outlined in the Professional Experience Handbook.
- Gained required informed consent and carry out your research project.

The reporting responsibility of the Pre-service Teacher:
- Pre-service teachers should initiate scheduled meetings with their Mentors. You are expected to provide detailed schedules and agendas for the meeting; articulate your goals and how they are aligned with the learning objectives of the unit as well as the Australian Professional Standards for Teachers, along with related evidence to support your statements. You will be assessed against the Graduate level of the Australian Professional Standards for Teachers. However, you should aim to move towards the next level—Proficient Teacher.
- Obtain a copy of the Professional Experience Final Report from your Mentor for your own records.
Weekly Expectations:

Throughout this internship, Pre-service Teachers are expected to set specific teaching goals that are aligned with learning objectives of this unit as well as the Australia Professional Standards for Teachers (Graduate). The Pre-service Teacher should also be guided to move forward from the Graduate to Proficient level. The following template is an example only. Pre-service Teachers are encouraged to create, in consultation with their Mentors, their own templates that are the most suitable.

<table>
<thead>
<tr>
<th>Weekly goals</th>
<th>Pre-service Teacher Teaching expectations</th>
<th>Mentor expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Comments</td>
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<td>Evidence</td>
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Unit Assessment Requirements:

Throughout the professional experience, the Pre-service Teacher will be expected to work towards the following assessment tasks.

1. Reflective Journal
2. Research Report
3. Mentor’s Report

A range of information and resources regarding code for research conducts, research ethics, policies and forms are available on: http://www.research.swinburne.edu.au/ethics/integrity/
Overview:
This is the final Professional Experience Unit of the Master of Teaching (Primary). Pre-service Teachers are to complete 20 days of professional experience within the allocated teaching block. In preparation for their professional experience in schools, Pre-service Teachers will engage with unit materials that prepare them for professional experience in a primary school setting. The in-school experience encourages Pre-service Teachers to achieve a high level of professional autonomy and accountability as well providing an opportunity to conduct a small scale self-study research project. Whilst on professional experience, Pre-service Teachers are expected to involve themselves in the life of the school and reflect on their practice and performance in discussion with their Mentor and their Swinburne Online eLearning Advisor (online tutor, also known as eLA). Pre-service Teachers will teach individual children, small groups, and will teach whole class lessons. This is an internship after the 'Ready to Teach' practicum, therefore the Pre-service Teacher is expected to engage in all aspects in the role of primary teaching with support of a Mentor and on-line teaching. The role of the Mentor in the professional setting is crucial to both the University and the Pre-service Teacher in facilitating and supporting professional experience, and we acknowledge and appreciate the significant time that is devoted to this task. In an effort to ensure that this experience is rewarding for all parties, we hope that the information contained in this document, clarifies and assists in defining the role.

Learning Objectives of this Unit

<table>
<thead>
<tr>
<th>Learning Objectives</th>
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<tbody>
<tr>
<td>1. Plan and assess for effective teaching, creating and maintaining safe and</td>
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<tr>
<td>challenging learning environments and reflect critically on teaching and learning</td>
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<tr>
<td>in primary school settings.</td>
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<td>2. Collaborate with other teachers in teaching and learning.</td>
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<td>3. Apply professional knowledge, and engagement in addressing key issues confronting</td>
</tr>
<tr>
<td>the teaching profession.</td>
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<tr>
<td>4. Design, conduct and report on a small research project related to issues</td>
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<tr>
<td>encountered within the classroom.</td>
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</tbody>
</table>

The expectations from the Mentor:
- Familiarise yourself with the Swinburne Online Professional Experience Handbook and Mentor website
- Discuss the professional experience requirements with the Pre-service Teacher and provide a school induction.
- Communicate school policies and procedures.
- Set expectations for professional conduct. I.e. Start and finish times that mirror the Mentors work hours.
- Encourage the Pre-service Teacher’s involvement in all aspects of the school life when appropriate (e.g. staff/level meetings, yard duty etc.).
- Guide the Pre-service Teacher in establishing and maintaining professional relationships with students, staff and families.
- Encourage increasing responsibility for teaching as the professional experience progresses.
- Provide the Pre-service Teacher with support and guidance with all aspects of teaching.
- Negotiate planning time with the Pre-service Teacher (e.g. specialist timetable or after school hours).
- Share your planning and assessment.
- Model and explain techniques and strategies for teaching.
- Share and discuss classroom management strategies.
- Observe the Pre-service Teacher teaching, and provide ongoing, honest and constructive feedback.
- Schedule regular meetings to discuss planning and progress.
EDU80003 Professional Internship: The Research Project

Assessment 3: Mentor's report on professional experience

Weighting: 20%

Assessment overview

This report is to be completed by the mentor teacher and is aimed at reviewing intern performance throughout the four weeks of their internship.

You will see that the following proforma offers a Likert scale for you to grade student performance and a space for comments and observations. The Likert scale completed by you, will then be converted to a percentage grading in the following manner:

\[
\text{percentage} = \frac{\text{the total score}}{20} \times 100
\]

This percentage will then be converted to a Pass → HD rating for the student.

Assessment details

<table>
<thead>
<tr>
<th>Student teacher:</th>
<th>Student number:</th>
</tr>
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Number of days completed:
Please note: Missed days should be made up in negotiation with the mentor.

Missed days: Days made up:

School address and contact details:

Mentor: Signature: Principal
Pre-Servicer Teacher Coordinator or Nominated Supervisor Date: Year level:

The reporting responsibility of the Mentor:

1. Engage with the student in professional discussions throughout the internship. During the discussions, the Pre-service Teacher should be encouraged to articulate their understanding of the learning objectives of this unit aligned with the Australian National Professional Standards for Teachers (graduate) as well as their professional goals. The student teacher is required to provide evidence to demonstrate how the learning outcomes and standards are met. Please note

2. Based on the discussions and your professional judgement assess the student's performance according to the 1-5 Likert scale:

<table>
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<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>Neutral</td>
<td>Good</td>
<td>Very Good</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>
3. In your comments, please include a brief summary of your discussion with the Pre-service Teacher, and your professional judgements as how the learning objectives are not met or met and how well they are met against the above the 1-5 Likert Scale.

4. To complete and submit the final report form, **immediately** on or the day after the final placement day.

**The reporting responsibility of the pre-service teacher is:**

Pre-service Teachers should initiate scheduled meetings with their Mentors. Pre-service Teachers are expected to provide detailed schedules and agendas for the meeting; articulate their goals and how these are aligned with the learning objectives of the unit as well as the Australian National Professional Standards for Teachers, along with related evidence to demonstrate how the goals and learning objectives are met.

**Please note:**

- That the Pre-service Teachers will be assessed against the graduate level. However, they should be guided to move towards the proficient level of the Australian National Professional Standards.

- Internship EDU80003 is the last unit and the last professional experience in the programme of Master Teaching (primary). The student teacher should have passed all her or his required practicum for graduate teachers. They should have met all the national standards for graduate teachers and is at the beginning phase of working towards the next level of being a Proficient teacher. A high expectation of their performance is expected.

Should you have any queries and/or concerns at any time throughout the practicum, please contact the Swinburne Online Professional Placement Team directly:

**Swinburne Online Professional Placement Team**  
Phone: 1300 797 765  
Email: placements@swinburneonline.com
<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>National graduate standards</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Plan and assess for effective teaching</td>
<td>0------1-------2-------3------4</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create and maintain safe and challenging learning environments</td>
<td>0------1-------2-------3------4</td>
<td></td>
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<tr>
<td>Comments</td>
<td></td>
<td></td>
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<tr>
<td>Reflect critically on teaching and learning in primary school settings</td>
<td>0------1-------2-------3------4</td>
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<tr>
<td>Comments</td>
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<tr>
<td>Collaborate with other teachers in teaching and learning.</td>
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**Total:**

**Overall Comments:**
The reporting responsibility of the Mentor:
We acknowledge the challenge and responsibility that comes with assessing Pre-service Teachers. While we may not physically visit the school, support is available through the Professional Placement Team. You are welcome to approach us anytime to discuss a Pre-service Teachers’ performance or professionalism. We place great faith in your professional judgement and request an honest validation of the Pre-service Teacher’s progress and final assessment.

To give a Pre-service Teacher the best chance of success, a Support Plan can be submitted at any time throughout the professional experience. If you feel that an unsatisfactory result is warranted, your decision will be supported and appreciated by the University.

1. The Pre-service Teacher is expected to initiate and schedule regular meeting with the Mentor to discuss their goals aligned with along with evidence and reflection to demonstrate how the goals are achieved. The Pre-service Teacher is expected to take initiative in their teaching of your class.

2. Please complete and submit the final report form, immediately on or the day after the final placement day. For a detailed explanation of the assessment and reporting process, please refer the Professional Experience Handbook. The Mentor is required to sign off on the number of completed days. Any missed days need to be made up in consultation with the Mentor Teacher and the missed days policy outlined in the Professional Experience Handbook.

Weekly Expectations:
Throughout this internship, Pre-service Teachers are expected to set specific teaching goals that are aligned with learning objectives of this unit, as well as the Australian Professional Standards for Teachers (Graduate). The Pre-service Teacher should be guided to move forward from the Graduate to Proficient level within these standards. The following template is an example only. Pre-service Teachers are encouraged to create in consultation with their Mentors, their own templates that is most suitable.

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3. Mentor’s Report

Note: As a Mentor your feedback on teaching performance, written plans and reflective practice is important however you are not required to ‘mark’ written work.

A range of information and resources regarding code for research conducts, research ethics, policies and forms are available on: [http://www.research.swinburne.edu.au/ethics/integrity/](http://www.research.swinburne.edu.au/ethics/integrity/)