

Course Requirements – MOLT

EDM5000 Planning for Learning

This course provides an introduction for preservice teachers entering the teaching profession to the basic concepts and developmental issues connected to research and the skills and strategies for learning to teach in an educational setting. Preservice teachers will begin to explore a range of planning styles, ranging from single lessons to a sequence of learning episodes, and then to unit plans, with provisions made for diversity among learners. The course aims to provide opportunities for preservice teachers to develop their general teaching skills and pedagogical content knowledge through systematic reflection and the integration of assessment (for, through and of) content, learning and teaching. Embedded within the course is a 15 day Professional Experience under the supervision of a mentor teacher.

Minimum teaching loads

WEEK 1 and 2 (DAY 1–10)

Introductory Phase: Increasing teaching load until 30% of full-time load

DAY 1 and 2: ORIENTATION AND OBSERVATION

- School induction process (OH&S processes, timetables, contacts, schedules, expectations)
- Lesson planning (match between planning and implementation)
- Teacher presentation (voice, body language, non-verbals)
- Class environment (classroom setup, seating plans, resource availability, ICTs)
- Behaviour expectations (approaches to managing challenging behaviour, behaviour plans and strategies)
- Classroom management (giving instructions and directions)
- Shadow mentor or other staff in all other teaching duties (e.g. playground duty and bus duty, meetings, extra curricular activities)

DAY 3 and 4: OBSERVATION & CO-TEACHING

- Questioning skills (direct, indirect, overhead)
- Transitions (lesson beginnings, lesson endings, grouping strategies)
- Relationships (student wellbeing, rapport, managing and maintaining)
- Communication (internally between teachers and externally with parents)
- Identifying students requiring intervention (special needs, G&T, ESL, cultural diversity)
- Teaching – co-teaching of co-planned lesson (PST to teach some phases of lessons, mentor to teach the others)
- Building on previous focus areas, activities and observations

DAY 5 and 6: TEACHING, OBSERVATION & REFLECTION

- Teaching: fully plan and teach one lesson in collaboration with mentor each day; focus: lesson phases
- Personal reflection guide: self-reflection on areas of strengths and weaknesses each lesson
- Written and verbal mentor feedback highlighting areas of achievement and those requiring growth
- Complete and refine Day 1-4 observations
- Building on previous focus areas, activities and observations

DAY 7, 8 and 9: PRACTICING PHASE: TEACHING, OBSERVATION AND REFLECTION

- Teaching: full planning and teaching of lesson by PST, utilise explicit teaching model, lesson scaffolding clearly evident in instruction
- Clear use of classroom behaviour expectations
- Critical self-reflection

DAY 10: TEACHING, OBSERVATION, REFLECTING AND REPORTING

- Teaching: full planning and teaching of lesson by PST building on previous focus areas and observations.
- Observation, identification and utilisation of strategies for dealing with low level BM issues
- Planning and preparation for Intermediate phase

WEEK 3 (DAY 11–15)

Consolidating Phase: Increasing teaching load until 40% of full-time load.

DAY 11 to 15: TEACHING, REFLECTION AND ACTION

- One session per day with team teaching and small group work for remainder
- Written and verbal mentor feedback highlighting areas of achievement and those requiring growth
- 40% of full time teacher's load
- Ongoing, sustained and targeted critical self-reflection and mentor feedback undertaken.
- Written and verbal mentor feedback highlighting areas of achievement and those requiring growth
- Day 15: conclude involvement: farewell students, mentor, administration and other support networks in a professional manner. Complete set tasks, marking, reporting, return of materials, etc.