

Two weeks of open doors to classrooms

One way to improve the quality of a professional experience placement is to encourage preservice teachers (PST) to observe students in different KLAs/stages and in different settings. This strategy requires willing and enthusiastic staff to open their classrooms to PSTs to demonstrate a variety of teaching styles. These observations are pre-negotiated before the commencement of placements. PSTs are then given a timetable during Day 1 induction with the list of classes (online or face to face) they can visit.

Who implements this strategy

Professional Experience Coordinator (PEXC) and/or Supervisor (ST)

How is it implemented?

- ST nominates two lessons per week to feature on the PST observation timetable
- Observation timetables are made available to PSTs for their first two weeks of practicum
- PSTs note lessons on the Observation Timetable in their Teaching Journal. They are encouraged to observe lessons based on the classes they will be teaching during their placement or based on their professional experience goals.
- PEXC or ST facilitates discussion for PST to unpack their observations.

Variations:

- ST provides feedback on their choice of lessons to be observed.
- Lessons are selected after reviewing the PSTs professional experience goals.
- Adjust the idea to best suit your situation.
- Arrange lesson observations informally.

What are the benefits of implementing this strategy?

- Provides opportunity for PSTs to see their students in different settings and deepen their understanding of classroom management strategies and Standard 1 — know the students and how they learn.
- Removes the barrier of PSTs negotiating the lesson observation with other teachers.
- Provides opportunity for classroom teachers to share their best practice with PSTs.
- All school staff can contribute to the professional experience program and introduces classroom teachers to the role of a mentor/supervisor .
- Increases the PST professional network in the school and allows PST to gain a holistic understanding of the school environment.

Outcomes

- An indicator that the strategy is working as intended: There is an increased number of cross KLA observations and PST values the post observation discussion groups. There is an increased number of classroom teachers opening their classroom doors to PSTs and there is a whole school responsibility to provide opportunities during a professional experience placement .
- An indicator that the strategy is not working as intended: There was limited or no guided self reflection for the PST post observations . The PST did not value the experience as they did not know how to use/reflect on 'what they saw.' There is a reduction in the number of staff opening their classroom.