

EDUC550 Professional Experience 2 (20 days) Overview

The following requirements are for the teacher education student and their supervisor. As the placement progresses, the supervisor will determine the requirements for the teacher education student from these guidelines. The supervising teacher will collaborate with the teacher education student to assist them in attaining skills based on the specific criteria for their current level of teacher training.

EDUC550 is the first of two professional experience placements completed in a mainstream primary classroom in this degree. It is, however, the second professional experience unit in the *Master of Teaching (Primary)* degree and follows a preparatory, online professional experience unit called EDUC540.

For this placement, the teacher education student will be required to engage fully in the school experience as well as plan and teach across all subject areas relevant to the *Australian Curriculum, Assessment and Reporting Authority* (ACARA). **In the initial week of the placement**, it is essential the teacher education student quickly gains an awareness of: the school's ethos; the school's policy and procedures; student culture and diversity within the school; and any code of conduct adopted by the school which relates to professionalism and management of the students.

By Weeks Three and Four of the placement, the teaching load will build to a minimum of 12 hours per week.

Coinciding with this, the teacher education student, particularly in Weeks One and Two, will be liaising with their supervising teacher to establish and then implement their **Reflective Research Project**. Data collection for this project will be recorded through the use of a daily journal. At the conclusion of the 20-day placement, the teacher education student will then submit their research as a report to the [Unit Co-ordinator](#).

When a teacher education student experiences periods of non-teaching, this time can be negotiated for activities such as: immersion into other classes to gain a perspective of whole-school teaching and learning; preparation; collection of data or resources; written reflection and self-evaluation; marking and assisting with classroom activities.

Teacher education students are required to '*shadow*' their supervising teachers each day, including timely arrival and departure from the school, yard duties, staff meetings and extra-curricular activities (where appropriate). Lesson plans **must** be sighted and approved by the supervising teacher prior to lesson delivery.

EDUC550 - 20-days at a glance – Weekly Guide

Week 1	<i>Classroom immersion, focussing on building professional rapport with students, small-group and team-teaching, assisted planning and teaching of up to two (2) lessons per day by Days Four and Five. Discussion with the supervising teacher about Reflective Research Project.</i>
Week 2	<i>With guidance from the supervising teacher, formal planning and teaching of two (2) lessons each day building to whole sessions (e.g. morning, middle, afternoon). Implement Reflective Research Project.</i>
Week 3	<i>Continued guided planning and teaching (now up to 12 hours per week), moving to a more independent approach. Focus on providing students with clear and well-directed instructions and effective progression and continuity when lessons are sequential.</i>
Week 4	<i>Independent planning and teaching for a 12 hour teaching load, taking full responsibility for classroom organisation, transitions, and students' learning and engagement.</i>

Fundamental Skills

Teacher education students across all UNE initial teacher education degrees must demonstrate a set of basic skills to indicate they possess the required aptitude for the teaching profession. This suite of skills has been derived from the Standard Descriptors in the [Australian Professional Standards for Teachers](#) and is considered to be fundamental to teaching. A teacher education student will strive to develop and move towards demonstrating all of these attributes before the completion of their teacher training. If a candidate cannot demonstrate one or more of the Fundamental Skills while undertaking a professional experience placement, they may be required to postpone their progression to the next level of teacher training until they have consolidated their skills:

- Demonstrates rapport with students and engages in activities to promote student learning (1.1.1, 2.4.1, 4.1.1)
- Presents and conducts themselves professionally and adheres to all school or setting administrative, legislative and/or organisational requirements (7.1.1, 7.2.1, 7.3.1)
- Exhibits knowledge of the Australian Professional Standards for Teachers and their application to teaching (6.1.1)
- Constructively receives feedback by demonstrating resilience and responsiveness to suggested areas for improvement from the supervising teacher, school staff, UNE representative and/or other relevant participants (6.3.1)
- Attends required professional learning activities, staying back as required, and uses relevant professional learning when planning for student work or when engaging with students (6.2.1, 6.4.1)
- Shows respect for student and staff from different backgrounds and abilities, including the promotion of respectful relationships with Aboriginal and Torres Strait Islanders (1.1.1, 1.6.1, 2.4.1)

Specific Placement Requirements

In conjunction with the **Fundamental Skills**, EDUC550 20-days will facilitate opportunities for the teacher education student to integrate their knowledge of the [Standard Descriptors](#) specifically introduced at this point in their teacher training:

1.5.1 2.2.1 3.1.1 3.2.1 4.3.1 4.4.1 5.3.1 5.4.1

Teacher education students are required to become familiar with each descriptor prior to the placement and consolidate their knowledge of the ones learnt to date. To view the criteria for the EDUC550, 20-day professional experience assessment, please refer to the **Professional Experience Report** for this unit.

The information presented in the Specific Requirements for this unit are a suggested guide and relates to the teacher education student's current level of teacher training. Supervising teachers and teacher education students may negotiate an increased load as the candidate's confidence and skills develop throughout the placement.

Should you have any questions please contact the OPL through AskUNE or by phone on (02) 6773 3898.

<p>Prior to the placement</p> <p>For handy hints about starting your placement, visit the Pre-Placement tile in the PREXUS.</p>	<p>The teacher education student will:</p> <ul style="list-style-type: none">- Set up a meeting by phone, email or face-to-face to discuss with the supervisor how to best prepare for the placement (e.g. <i>what topics/units of work will be covered? What resources may be used? Are there any specific students' needs? What is the dress code for staff? What is the timetable?</i>).- Visit the school's website to become familiar with the school's rules, policies, procedures, calendar, bell times etc.- Check the supervisor has received the email containing the professional experience documents.- Complete and then discuss the Pre-Placement Goal Setting Sheet with the supervising teacher.- Discuss the requirements for the Reflective Research Project with the supervising teacher.- Create a Professional Experience Folder. Use this folder to gather resources such as hard copies of lesson plan examples, administrative letters, lesson plan/program templates, written reflections, lesson evaluation sheets, formal feedback and copies of student work samples (in line with Privacy laws).- Negotiate a mutually suitable time with the supervising teacher for each of the three weeks, to participate in a Weekly Review (Weeks One, Two and Three) and the Post-Placement Goal Setting Sheet (Week Four). <p>It is essential that meetings take place every week in order to provide both the teacher education student and the supervising teacher with a set time to discuss their progress to date. Should either of you have concerns, please remember to contact the OPL immediately. Written feedback from the Weekly Review does not need to be submitted to the OPL unless concerns are raised regarding the placement. Concerns can be raised at any time throughout the placement using the Assistance Request Form.</p>
<p>WEEK 1</p> <p>Days 1 to 5 of the placement</p>	<p>The teacher education student will:</p> <ul style="list-style-type: none">- Familiarise themselves with the school's code of conduct, motto and ethos and read the school's behaviour management policy and learn the school's process for roll marking.- Meet with the teacher to see classroom the classroom and general school building and discuss relevant material for their Professional Experience Folder.- Complete the attendance sheet each day outlining both teaching and observation.- Introduce themselves to the teaching and office staff before or at the start of the placement.- Introduce themselves to the class in a friendly and positive manner, establishing their role as a teacher-in-training whose expectations for the students' learning are the same as the supervising teacher's. Endeavour to build a professional rapport with the students and learn their names as quickly as possible (through a game or engaging activity).

	<ul style="list-style-type: none"> - Discuss the Reflective Research Project with the supervising teacher. The content required for its data collection should be considered from day one. - Complete the Weekly Review in collaboration with the supervising teacher. <p>Suggested Classroom Activity:</p> <p>Classroom immersion; small-group and team-teaching activities, increasing to taking responsibility for two (2) lessons per day by days four and five.</p> <p>The supervising teacher will:</p> <ul style="list-style-type: none"> - Guide the teacher education student in the initial planning of formal lesson plans and provide examples of their own programming where applicable. - May recommend this week's lessons be based on existing programming. Where appropriate the teacher education student will create their own resources relating to the topics scheduled for teaching.
WEEK 2 Days 6 to 10 of the placement	<p>The teacher education student will:</p> <ul style="list-style-type: none"> - On Days One and two (2) lessons each day (or equivalent) with an increasingly independent approach to planning and organisation of resources as the week progresses. On Days Three, Four and Five, build to teaching whole sessions each day (e.g., morning, middle or afternoon). - Ensure lessons are well structured and logically sequenced in order for students to achieve realistic outcomes, seeking guidance from the supervising teacher. - Demonstrate the ability to spell accurately and use grammar correctly, in the appropriate context in all subject areas. - Focus on effective classroom management through explicit communication and keen organisation along with quality preparation of lessons (and related resources). - Explore a range of teaching strategies with clear learning goals and demonstrate the capacity to apply constructive feedback from the supervisor in order to improve teaching practice. - Continue to participate in all the routines and activities of the school day. - Share ideas with the supervisor and ask for their feedback. What worked well in the lesson and what will work better next time and why? - Ask permission to try out some ideas, where appropriate. - Implement and finalise the Reflective Research Project. It is important that data collection for this project is completed by the end of the week in order to focus solely upon planning and teaching in Weeks Three and Four. - Complete the Weekly Review in collaboration with the supervising teacher. <p>The supervising teacher will:</p> <ul style="list-style-type: none"> - Provide ongoing, meaningful feedback about the teacher education's progress and model teaching methods and strategies to assist teacher education student's teaching practice. - Complete the Weekly Review in collaboration with the teacher education student.

Day 10 of Professional Experience

At this stage of the placement, the supervising teacher will advise the teacher education student (in the scheduled **Weekly Review** session) if there are any areas requiring attention in order to successfully proceed with the remainder of the placement. If this is the case, the supervising teacher may have already alerted the OPL by submitting the **Assistance Request Form**. The supervising teacher will also support the teacher education student by working with them to achieve goals negotiated in an '**At Risk' Action Plan**, if required.

WEEK 3 Days 10 to 15 of the placement	<p>The teacher education student will:</p> <ul style="list-style-type: none"> - Plan with increasing independence, linking class activities to specific goals and learning outcomes aligned with the Australian Curriculum. - Teach up to 12 hours over the week and effectively transition classroom students between sessions (where appropriate). - Seek constructive feedback and recommendations from the supervising teacher. - Work to assist individual pupils and the whole class to meet learning outcomes while ensuring their well-being and safety at all times. - Engage students in their learning by using a variety of resources including ICT. - The teacher education student should continue writing reflections in the <i>Professional Experience Folder</i> about their progress to date. - Complete the Weekly Review in collaboration with the supervising teacher. <p>The supervising teacher will:</p> <ul style="list-style-type: none"> - Ensure the teacher education student is teaching required load and is taking increasing responsibility for the planning and resourcing of lessons. - Complete Weekly Review in collaboration with the teacher education student.
WEEK 4 Days 15 to 20 of the placement	<p>The teacher education student will:</p> <ul style="list-style-type: none"> - Plan, mostly independently, and teach a minimum of 12 hours for the week. - Demonstrate an awareness of how to differentiate students' learning by adapting their planning to their specific needs, consider the theories learnt to date, underpinning reasons why students learn differently. - Demonstrate an increasing command of content and knowledge of related outcomes across subject areas should be evident at this stage of the professional experience. - Take full responsibility for lessons from start to finish with increasing skills in effective pacing and timing. - Check they have gathered as many resources as possible for their <i>Professional Experience Folder</i> to take with them after they have completed the placement. This folder is for personal use as part of their portfolios. <p>The supervising teacher will:</p> <ul style="list-style-type: none"> - Complete the <i>Professional Experience Report</i>.
IMPORTANT Final day or days of the professional experience placement	<ul style="list-style-type: none"> - The teacher education student will meet with the supervising teacher about their <i>Professional Experience Report</i> to discuss areas for improvement for the next placement and use the Goal Setting Form to document this meeting. - Ensure they provide the supervising teacher with the Attendance Sheet so it can be included in the email to the OPL with the <i>Professional Experience Report</i>. - Review your <i>Professional Experience Report</i> with your supervising teacher. Ensure the report includes the date and signatures of both you and your supervisor, and school stamp (if the school has one) before submitting to the OPL at the completion of the placement. <p>The <i>Professional Experience Report</i> must be completed by the final day of the professional experience placement. The supervising teacher is required to email the report and the attendance sheets to the Office for Professional Learning oplreports@une.edu.au</p>

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