

Specific Requirements for PrEx 2 Professional Experience 2 (20 days)

Primary Teaching

PrEx 2 - Overview

The following requirements are for the teacher education student and their supervisor. The supervisor will determine the requirements for the teacher education student from these guidelines based on the skills they demonstrate as the placement progresses.

This is the second professional experience placement in a UNE Initial Teacher Education degree. For this placement in a mainstream primary school classroom, the teacher education student will be required to engage fully in the school experience as well as plan and teach across all Key Learning Areas/subjects relevant to the *Australian Curriculum, Assessment and Reporting Authority* (ACARA), to the extent of the study they have completed thus far in their degree. By Weeks Three and Four of the placement, the minimum teaching load will build to 12 hours per week.

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 or marking.

<i>Weekly Guide – PrEx2 at a glance</i>	
Week 1	<i>Classroom immersion focussing on building professional rapport with students, small group and team teaching, assisted planning and teaching of up to 2 lessons per day by Days Four and Five (guidance from the supervising teacher).</i>
Week 2	<i>Increasingly independent, formal planning and teaching of 2 lessons each day building to whole sessions (e.g. morning, middle, afternoon).</i>
Week 3	<i>Mostly independent planning and teaching of up to 12 hours per week.</i>
Week 4	<i>Independent planning and teaching of no less than of 12 hours per week, taking full responsibility for classroom organisation, students' learning and engagement.</i>

Fundamental Skills

Teacher education students across all UNE initial teacher education degrees must demonstrate a set of fundamental 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 whilst 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)

Placement Requirements

All criteria specified below is only a guide as to the minimum requirements for the second placement. For a more comprehensive view of examples of teaching practice as markers of achievement against the Australian Professional Standards for Teachers, please refer to the PREX 2 column in the Standards Assessment Continuum on UNE's website.

Numbers appearing at the end of some points link Requirements for this placement to the related Standard Descriptors in the Australian Professional Standards for Teachers.

Supervising teachers and teacher education students may increase the load as teaching confidence or ability develops throughout the placement.

Should you have any questions, please contact the OPL through AskUNE or phone 02 6773 3898.

<p>Prior to the placement</p> <p>For handy hints about starting placement, teacher education students visit the Pre-Placement tile in the PREXUS.</p>	<ul style="list-style-type: none">- Teacher Education Student to set up a meeting by phone, email or face-to-face to discuss with the supervising teacher how best to prepare for the scheduled placement*(e.g. What topics/units of work will be covered during the placement? What resources should be used? Are there any specific students' needs such as a student with a disability? What is the dress code for staff? What is the timetable for the week?). (1.6.1)- Complete and discuss the Pre-Placement Goal Setting Form. (3.1.1)- Ensure the supervisor has received the email containing the professional experience documents.- The teacher education student will continue using the Professional Experience Folder to take with them on this placement. As with the first placement, this folder will be used 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). These samples will be key for portfolios. (3.4.1)- The teacher education student will negotiate a mutually suitable time with the supervising teacher for each of the four weeks, to participate in a Progress Guide — Weekly Review (for weeks one, two and three) and the Post-Placement Goal Setting Form (final week). 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 parties have concerns, please remember to contact the OPL immediately. Written feedback from the Progress Guide — 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 Progress Guide — Assistance Request Form. (3.1.1)
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* see 'Ice-breaker' questions in the PREXUS

WEEK 1 Days 1 to 5 of the Placement	<ul style="list-style-type: none"> - Classroom immersion, small group and team teaching activities increasing to taking responsibility for two lessons per day by Days Four and Five. (3.1.1) - The teacher education student will study the school's code of conduct, motto and ethos. They will read the school's behaviour management policy and learn the school's process for roll-marking. They should also study examples of Risk Assessment, Duty of Care and Hygiene/Health and Safety policies used to support students with disabilities (1.6.1, 7.2.1) - The teacher education student will introduce themselves to the teaching and office staff before or at the start of the placement. They will also introduce themselves to their supervising teacher and then to the designated class with a game or engaging activity with the intention of learning students' names as quickly as possible. - Observe, consider and note the diverse range of learning needs and abilities of the class as a means of goal setting and forward planning for the weeks to follow. Through discussion with the supervising teacher, the teacher education student will explore the idea of how pre-testing activities can be used to assess students' prior knowledge before commencing the teaching of a new concept or topic. (1.3.1, 1.4.1, 5.1.1) - Study (and where appropriate discuss with the supervising teacher) the class's prior knowledge and understandings of content across all subject areas. (1.5.1) - Establish and maintain a friendly yet professional demeanour with the students at all times. (3.5.1) - In this first week, the supervising teacher will guide the teacher education student in initial planning of formal lesson plans and provide examples of their own programming where applicable. The supervising teacher may recommend this week's lessons be based on existing programming. In this case, the teacher education student will examine the supervising teacher's planning and programming in order to identify how syllabus documents are used for effective preparation. Where appropriate the teacher education student will create their own resources relating to the topics they will teach. (1.5.1, 2.1.1, 2.2.1) - Complete and discuss the <i>Progress Guide — Weekly Review.</i> (3.6.1, 6.3.1)
WEEK 2 Days 6 to 10 of the placement	<ul style="list-style-type: none"> - Days Six and Seven teach 2 lessons each day (or equivalent) with an increasingly independent approach to planning and organisation of resources as the week progresses. On Days Eight, Nine and Ten, build to teaching whole sessions each day (e.g. morning, middle or afternoon). (2.2.1, 3.2.1, 4.2.1) - Lesson plans (although still prepared in some consultation with the supervising teacher), should now be well structured, logically sequenced and reflect an increasing understanding of the learning cycle. (3.2.1) - The teacher education student will focus on effective classroom management through explicit communication and keen organisation along with quality preparation of lessons (and related resources). (3.5.1, 4.2.1) - Developing an inclusive approach to engaging learners and exploring a range of teaching strategies with clear learning goals. This includes providing positive reinforcement to individuals and the class as a whole. (4.1.1, 5.2.1) - Demonstrate the capacity to apply constructive feedback from the supervisor in order to improve teaching pedagogy. (6.3.1) - Continue pro-active participation in all routines and activities of the school day. - The teacher education student will engage in professional discussions by sharing ideas with the supervisor and asking for their feedback about the strategies they used to engage the learners and encourage active participation from the class (what worked well in the lesson and what will work better next time and why?) (3.3.1) - Complete and discuss the <i>Progress Guide — Weekly Review.</i> (3.6.1, 6.3.1)

<p>Day 10 of professional experience</p> <p>At this stage of the placement, the supervising teacher will advise the teacher education student (in the scheduled Progress Guide — Weekly Review session) if there are any areas requiring attention in order to successfully proceed with the remainder of the placement. If there are concerns, the supervising teacher may have already alerted the OPL by submitting the Progress Guide — Assistance Request Form. The supervising teacher will also support the teacher education student by working with them to achieve goals negotiated in a Progress Guide — 'At Risk' Action Plan. (3.1.1)</p>	
<p>WEEK 3</p> <p>Days 11 to 15 of the placement</p>	<ul style="list-style-type: none"> - Teaching up to 10 hours over the week with a focus on modelling increasingly accurate skills in Literacy and Numeracy, across all subject areas. (2.5.1) - Mostly independent planning, linking class activities to specific goals and learning outcomes aligned with the Australian Curriculum. (1.5.1, 2.1.1) - Endeavours to plan within the school's departmental Scope and Sequence for a subject. (2.2.1) - Work to assist individual pupils and the whole class to meet learning outcomes whilst ensuring their well-being and safety at all times. (4.4.1) - Through precise language and clear instructions, the teacher education student will develop the ability to transition students smoothly between sessions whilst maintaining clear behavioural boundaries and expectations of the students. (4.2.1, 4.4.1) - Where possible, incorporate the use of multi-modal resources (including ICT) to target specific learning needs or to enrich student outcomes. (2.6.1) - Continue writing reflections about progress to date for entry in the Professional Experience Folder and aim to gather as many resources as possible for future planning and teaching. (3.4.1) - Complete and discuss the Progress Guide — Weekly Review. (3.6.1, 6.3.1)
<p>WEEK 4</p> <p>Days 16 to 20 of the placement</p>	<ul style="list-style-type: none"> - Independent planning and teaching of no less than 10 hours for the week. - In this final week of the placement the teacher education student will demonstrate they are becoming increasingly skilled in appropriate pacing and timing as well as varied dynamics within a lesson, to enhance learning. (1.5.1) - A growing command of content knowledge across subject areas should be evident at this stage of the professional experience (as well as accurate spelling and correct use of grammar in all Key Learning Areas). (2.5.1) - Through discussion with the supervising teacher, the teacher education student will reflect upon their teaching development using the Australian Professional Standards for Teachers framework. (6.1.1) - The teacher education student will ensure they have acquired a variety of resources for their Professional Experience Folder to take with them after they have completed the placement. This folder is for personal use and not for assessment. (3.4.1) - Complete the Post-Placement Goal Setting Form.
<p>IMPORTANT:</p> <p>Final day or days the of professional experience placement</p>	<ul style="list-style-type: none"> - The teacher education student will meet with the supervising teacher about their Professional Experience Report and discuss areas of strength or improvement they may need to address in future placements. Use the Post- Placement Goal Setting Form to document this meeting. - Review the Professional Experience Report with the supervising teacher and ensure it has been signed, dated and stamped by the school. (3.1.1, 6.3.1) <p>The Professional Experience Report 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>

