

EDSP510 Professional Experience 3 (30 days) - Overview

The following information regarding the **EDSP510 Graduating Professional Experience 3 (30 days)** placement requirements support the teacher education student (TES) and their supervisor to guide the teacher education student according to these requirements and guidelines based on the skills they demonstrate as the placement progresses. The supervising teacher will collaborate with the teacher education student to assist them in collecting student data and evidence and attaining skills based on the specific criteria for their current level of teacher training.

EDSP510 Graduating Professional Experience 3 (30 days) is the second and final professional experience placement to be completed in a mainstream classroom in this degree. It is a *Graduate Level* placement and is the capstone unit of study in the *Master of Teaching (Secondary)* degree. It is preceded by EDUC540 10-days (online) Professional Experience 1, and EDUC550 20-days Professional Experience 2.

During this placement in a mainstream secondary school the teacher education student's teaching performance will be evaluated as one who has reached a level of competency where they are ready to enter the profession as a classroom teacher. The teacher education student will be required to engage fully in the school experience as well as plan, teach and assess across their chosen subject area/s 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 Four to Six of the placement, the teaching load will build to a minimum of 14 hours per week.

Please note: During this final professional experience placement, teacher education students are required by NESA to complete a **Graduate Teacher Performance Assessment (GTPA)**. Teacher education students will be advised about the details of what is required to complete the GTPA in their final trimester of study. It will involve gathering evidence to demonstrate the impact on the learning of three students in the class with different ability levels.

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; working on the GTPA.

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

EDSP510 – 30 days at a glance - Weekly Guide	
Week 1	<i>Classroom immersion on Days One and Two, small-group and team-teaching on Day Four, independent planning and teaching of up to two lessons per day by Days Five.</i>
Week 2	<i>Collaborative planning and teaching of two (2) lessons each day focussing on identifying the varied needs of learners, implementation of differentiated learning outcomes for individuals within the class.</i>
Week 3	<i>Mostly independent teaching of no less than 12 hours per week where responsibility for planning/programming incorporates a range of assessment tasks to evaluate student/class outcomes.</i>

Weeks	<i>Independent planning and teaching of no less than 14 hours per week, taking full responsibility for the class (individually and as a collective) by guiding them to achieve planned goals and learning outcomes. This may be for day-to-day planning or for integrated units of work. Demonstrating the ability to act accountably as a classroom teacher who interacts professionally and pro-actively with colleagues, parents, students and the wider school community at all times. Completing the Graduate Teaching Performance Assessment task.</i>
4 - 6	

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 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**, EDSP510 30 days will facilitate opportunities for the teacher education student to consolidate their knowledge of the [Standard Descriptors](#) including those introduced at this point in their teacher training:

1.6.1, 2.4.1, 2.6.1, 3.4.1, 3.6.1, 3.7.1, 4.5.1, 5.5.1, 7.1.1, 7.2.1, 7.3.1, 7.4.1

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 EDSP510, 30-day professional experience assessment, please refer to the Professional Experience Graduating Final Report for this unit.

The information presented in the Specific Placements Requirements is 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.

Prior to the placement

The Teacher Education Student is expected to take ownership of the upcoming placement to ensure it is a well-structured professional learning experience. Guidelines, in addition to the Specific Requirements are available on the OPL and PREXUS website

Teacher education student will:

- Arrange a meeting by phone, email or face-to-face to discuss with the supervisor how best to prepare for the placement (e.g. time to arrive at school, *what topics/units of work will be covered during the placement? What resources may be used or are available? Are there any specific students' needs? What is the dress code for staff? What is the timetable?*)
 - **Confirm with the supervisor that the email containing the professional experience documents and requirements were received.**
- Complete and discuss the **Pre-Placement Goal Setting Sheet** with the supervising teacher
- Continue using the **Professional Experience Folder (electronic or hard copy)** 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).
- Ensure awareness and knowledge of the requirements for the Graduate Teacher Performance Assessment (GTPA) prior to the commencement of the placement.

It is essential that meetings between the supervising teacher and the teacher education student take place every week at a set time where possible to provide an opportunity to discuss the teacher education teacher's progress to date. Should either of you have concerns, please remember to contact the OPL immediately. Concerns can be raised at any time throughout the placement using the [Assistance Request Form](#).

<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"> - Introduce and familiarise themselves with the school’s staff, code of conduct, norms and ethos. - Read the school’s behaviour management policy and learn the school’s process for recording absentees. <p>Suggested classroom activities:</p> <ul style="list-style-type: none"> - Introduce themselves to the students 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). - Classroom immersion on Days One and Two, small-group and team-teaching activities by Day Three and taking responsibility for up to two lessons per day by Days Four and Five. <p>Recommendations for supervising teachers:</p> <ul style="list-style-type: none"> - Guide the teacher education student in the initial planning of formal lessons and provide examples of their own programming where applicable and share information how to collect student data and evidence for the completion of the GTPA. - Make recommendation for this week’s lessons based on existing programming and guide/encourage the teacher education student to create their own resources relating to the topics scheduled for teaching. - Demonstrate effective ways to transition students between lessons and activities.
<p>WEEK 2</p> <p>Days 6 to10 of the placement</p>	<p>The teacher education student will:</p> <ul style="list-style-type: none"> - Guided planning and teaching two lessons each day. - Working collaboratively with the supervising teacher to identify learning needs of individuals and differentiation in planning when appropriate. - Ensure that lessons are well structured and logically sequenced in order for students to achieve rich yet realistic outcomes. - Proficient skills in spelling and grammar across all areas of teaching practice. - 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. - Participate in all routines and activities of the school day as per the duties of the supervising teacher. - Focus on pro-active and engaging communication with parents of students (where appropriate) whilst maintaining a strong sense of professionalism and confidentiality at all times. - 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? - The teacher education student may ask permission to try out some of their ideas where appropriate as well as seek ongoing feedback from the supervisor in order to improve their teaching practice. - Practice effective transitioning of students between lessons and activities. <p>Recommendations for supervising teachers:</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.
<p>WEEK 3</p> <p>Days 11 to 15 of the placement</p>	<p>The teacher education student will:</p> <ul style="list-style-type: none"> - Teach no less than 12 hours during this week. - Plan with increasing independence, linking class activities to specific goals and learning outcomes aligned with the Australian Curriculum. - In consultation with the supervising teacher, consider appropriate assessment tasks to be included in planning/programming and ensure that evaluation for students is varied and meaningful. - Work to assist individual students and the whole class to meet learning outcomes while ensuring their well-being and safety at all times. - Provide students with useful feedback in a manner that facilitates clearer understandings about specific concepts and enhances their learning. - Engage students in their learning by using a variety of resources including ICT. - The teacher education student should continue writing reflections in the Professional Experience Folder about their progress to date. - Discuss and Complete the Interim Report in collaboration with the supervising teacher, this will help guide the remaining time of the placement to help know how some of the Standard Descriptor can be better met. <p>The supervising teacher will:</p> <ul style="list-style-type: none"> - Ensure the teacher education student continues writing reflections in their Professional Experience Folder (Electronic or hard copy) about their progress to date and engage in discussions about the GTPA requirements and criteria (GTPA Booklet p. 12). - Ensure the teacher education student is teaching the required load and is taking increasing responsibility for the planning, student data and evidence collection as well as resourcing of lessons. - Complete the Interim Report at mid-point of the placement in collaboration with the TES. This would have been sent as a link in a separate email to the confirmation package. The purpose of the interim reporting is to engage in timely identification of areas of growth and to stimulate discussions to enhance focused professional learning experiences. This Interim Report template would have been sent as a link in a separate email to the supervising teacher in addition to the UNE placement confirmation package. - Please contact oplreports@une.edu.au, if you have to access or did not receive the link to the online Interim Report.
<p>Mid-point (Day 15) of the EDSP510 Graduating Professional Experience 3 (30 days)</p> <p>At this point of the placement, the supervising teacher will advise the teacher education student (while completing the Interim Report) if there are Australian Professional Standard for Teacher (APST) focus areas requiring attention to improve or successfully proceed with the remainder of the placement. If significant improvement is needed, the supervising teacher need to (or may have already) alert/ed the OPL by submitting the Assistance Request Form and received an ‘At Risk’ Action Plan. The OPL and supervising teacher will support the teacher education student by working with them to achieve goals negotiated in an ‘At Risk’ Action Plan, as required.</p>	

<p>WEEKS</p> <p>4 - 6</p> <p>Days 16 to 30 of the placement</p>	<p>The teacher education student will:</p> <ul style="list-style-type: none"> - Independently plan and teach no less than 14 hours. - Demonstrate increasing skills in imparting curriculum content to students in a manner that is articulate, inclusive of all learners and successfully leads the class to achieve planned outcomes within designated time frames. - At this stage of the professional experience placement, the teacher education student can learn to perform assessment tasks and record results as per the school's specific framework/system of evaluation. The teacher education student, however, is not required to participate in the completion of formal end-of-term reporting documents. - Take full responsibility of lessons from start to finish with increasing skills in effective pacing and timing. - Demonstrates the ability to act accountably as a teaching professional within the school environment and is a potential candidate for teacher employment. - Check a wide range of resources have been gathered for the GTPA task and Professional Experience Folder. This folder is for personal use and not for assessment. - Engage in discussions with the supervising teachers regarding the completion of the Final Professional Experience Graduating Report to be competed on the final day of the placement. <p>The supervising teacher will:</p> <ul style="list-style-type: none"> - Complete Final Graduate Professional Experience Report on the final day of the placement and submit it to the OPL within two weeks of the final day of the placement. - Contact oplreports@une.edu.au, if any difficulties are experienced regarding access to the Final Report.
<p>IMPORTANT</p> <p>Final day or days of the professional experience placement</p>	<ul style="list-style-type: none"> - The TES will meet with the supervising teacher regarding the outcome of their Final Professional Experience Report to review and discuss areas for improvement for future teaching and use the Goal Setting Form to document this meeting. - Ensure the supervising teacher is provided with the Attendance Sheet (if required) so it can be included as part of the Final Professional Experience Report and placement assessment. - The TES will complete the Preservice Teacher Response section within the Final Professional Experience Report, to acknowledge the completion of the Report. <p>The Professional Experience Report must be submitted within two weeks of the final day of the placement</p> <p>Please contact oplreports@une.edu.au, if any difficulties are experienced regarding access to the Final Report.</p>

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