



Specific Requirements for EDSP324 Professional Experience 3 (20 days) Bachelor of Education

EDSP324 Professional Experience 3 (20 days) Overview for students enrolled in:

- Bachelor of Education (Secondary Arts)
- Bachelor of Education (Secondary STEM)
- Bachelor of Education (K-12 Teaching)

The following information regarding the EDSP324 Professional Experience 3 (20 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.

This is the third professional experience placement in the *Bachelor of Education (Secondary Arts)*, *Bachelor of Education (Secondary STEM)* and *Bachelor of Education (K-12 Teaching)* degree and follows the preparatory online professional experience unit (EDUC106), and the second 20-day, initial placement (EDLT302). A specific context for the 3rd placement, EDSP324, is required.

Contextual Requirements	
If Enrolled in Bachelor of Education (Secondary Arts) or Bachelor of Education (Secondary STEM)	If Enrolled in Bachelor of Education (K-12 Teaching)
The EDSP324 placements needs to be completed in a mainstream secondary school classroom , the teacher education student will be required to engage fully in the school experience as well as plan and teach in their chosen subject area/s relevant to the <i>Australian Curriculum, Assessment and Reporting Authority (ACARA)</i> , to the extent of the study they have completed thus far during their Bachelor of Education (Secondary Arts) or Bachelor of Education (Secondary STEM) degree.	The EDSP324 placements need to be completed 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 the Key Learning Areas/Subjects, relevant to the relevant to the <i>Australian Curriculum, Assessment and Reporting Authority (ACARA)</i> , to the extent of the study they have completed thus far during their Bachelor of Education (K-12 Teaching) degree.
Advice for students undertaking the Special Education specialised teaching role in the Bachelor of Education (Secondary Arts) or Bachelor of Education (Secondary STEM) This professional experience is undertaken in a mainstream school setting. Bachelor of Education (Secondary Arts) students who are undertaking the Special Education specialised teaching role must have a focus on working with students with special needs in this inclusive environment. Students with special	Advice for students undertaking a NESA primary specialisation in the Bachelor of Education (K-12 Teaching) must focus on English. Students who undertake a NESA primary specialisation in language must also teach that language specific during the EDSP324 placement. This means these students will undertake two focus areas for this placement. If students are undertakings a NESA primary specialisation in mathematics or science and technology, they are expected to make the NESA

needs refers to a wide range of learners, including students with learning difficulties and/or disabilities	primary specialisation a focus of their professional experience in either EDLT302 or EDSP324. They must also complete EDSP324 with a focus on primary English.
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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.

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

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EDSP324 - 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.</i>
Week 2	<i>Increasingly independent, formal planning and teaching of two (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 for a 12 hour teaching load, 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)

Specific Placement Requirements

*In conjunction with the **Fundamental Skills**, EDSP324 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 2.6.1 3.2.1 3.5.1 4.3.1 5.1.1

Teacher education students will consolidate their knowledge of the Standard Descriptors introduced in previous units of study:

1.2.1 1.3.1 2.1.1 2.3.1 2.4.1 2.5.1 3.1.1 3.3.1 3.4.1 4.2.1 4.4.1 4.5.1 5.2.1 6.3.1

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 EDSP324's 20-day professional experience assessment, please refer to the Professional Experience Final Report for this unit.

The information presented in the Specific Placement Requirements for this unit include a suggested guide as well as mandated tasks, called 'PREXConnex tasks', described at the end of this document. Both suggested and mandated tasks relate 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

For handy hints about starting your placement, visit the Pre-Placement tile in the PREXUS.

The Teacher Education Student (TES) will:

- Email the supervising teacher to set up a meeting by phone, email or face-to-face to discuss with the supervisor how to best prepare for the scheduled placement* (e.g. *What topics/units of work will be covered during the placement? What resources may be used? Are there any specific students' needs? What is the dress code for staff? What is the timetable for the week?*)
- Complete and then discuss the **Pre-Placement Goal Setting Sheet** with the supervising teacher.
- Check the supervisor has received the email containing the professional experience documents.
- The teacher education student will update their Professional Experience Folder. In this placement they will continue to use this folder to gather resources such as 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).

	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.
WEEK 1 Days 1 to 5 of the placement	The Teacher Education Student (TES) will: - The TES will familiarise themselves with the school's code of conduct, motto and ethos. Read the school's behaviour management policy and learn the school's process for roll-marking. - Meet with the teacher to see classroom etc. and will show their Professional Experience Folder from the previous placement. - I Introduce themselves to the teaching and office staff before or at the start of the placement. They will 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). - Discuss and complete the PREXConnex task: professional dialogue and plan for managing students with challenging behaviours (see the PREXConnex task description at the end of this document). Suggested classroom activity: - Classroom immersion, small-group and team-teaching activities increasing to taking responsibility for two lessons per day by days three to five Recommendations for supervising teachers: - In this first week, the supervising teacher will guide the TES in the 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. Where appropriate the teacher education student will create their own resources relating to the topics scheduled for teaching. - Facilitate the mandated PREXConnex task: professional dialogue and plan for managing students with challenging behaviours (see the PREXConnex task description at the end of this document).
WEEK 2 Days 6–10 of the placement	The teacher education student will: - On days one and two, teach 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 for students to achieve realistic outcomes. - Demonstrate the ability to spell accurately and use grammar correctly across all areas of teaching. - Focus on effective classroom management practices through proactive practices, including setting high expectations, building positive relationships, providing structure, and setting ambitious, achievable and personalised goals; simple prompts, pre-corrections and verbal feedback; and, use calm, consistent and proportional responses, behaviour modelling and feedback that gives attention to the desired behaviour rather than the undesired behaviour

	- 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? - Seek permission to try out some of their ideas where appropriate. - Complete the mandated PREXConnex task: professional dialogue and plan for managing students with challenging behaviours (see the PREXConnex task description at the end of this document). - 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. Recommendations for supervising teachers: - Facilitate the mandated PREXConnex task: professional dialogue and plan for managing students with challenging behaviours (see the PREXConnex task description at the end of this document). - Complete the Interim Report in collaboration with the TES. This would have been sent as a link in a separate email to the confirmation package. - Please contact oplreports@une.edu.au, if you have yet to receive access to the Interim Report.
Mid-point (Day 10) of the EDSP324 professional experience 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.	
WEEK 3 Days 10 to-15 of the placement	The teacher education student will: - Complete mostly independent planning, linking class activities to specific goals and learning outcomes aligned with the NSW or Australian Curriculum. - Teach up to 12 hours over the week and transitioning students between sessions (where appropriate) - Seek constructive feedback and recommendations from the supervisor. - Work to assist individual pupils and the whole class to meet learning outcomes whilst ensuring their well-being and safety at all times. - Engage students in their learning by using a variety of resources including ICT. - Continue writing reflections in the Professional Experience Folder about their progress to date. - Complete the mandated PREXConnex tasks (Weeks 3 and/or 4): Engage in professional dialogue with an executive teacher about managing students with challenging behaviours; and, professional dialogue with supervising teacher (or another teacher) about developing curriculum for Aboriginal and Torres Strait Islander students (see the PREXConnex task description at the end of this document). Recommendations for supervising teachers: - Facilitate the teacher education student in undertaking the mandated PREXConnex tasks (Week 3 and/or 4): Engage in professional dialogue with an executive teacher about

	managing students with challenging behaviours; and, professional dialogue with supervising teacher (or another teacher) about developing curriculum for Aboriginal and Torres Strait Islander students (see the PREXConnex task description at the end of this document). - Ensure the teacher education student is teaching the required load and is taking increasing responsibility for the planning and resourcing of lessons.
WEEK 4 Days 15 to 20 of the placement	The teacher education student will: - Conduct independent planning and teaching of a minimum of 12 hours for the week. - In this final week of the placement, the teacher education student will demonstrate an awareness of how to differentiate students' learning by adapting their planning to their specific needs. Consider the theories you have learnt to date, underpinning reasons why students learn differently. - Develop an increasing command of content knowledge and 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.- The teacher education student should check they have gathered as many resources as possible for their Professional Experience Folder to take with them after they have completed the placement. This folder is for personal use as part of their portfolios. - Complete the mandated PREXConnex tasks (Weeks 3 and/or 4): Engage in professional dialogue with an executive teacher about managing students with challenging behaviours; and, professional dialogue with supervising teacher (or another teacher) about developing curriculum for Aboriginal and Torres Strait Islander students (see the PREXConnex task description at the end of this document). The supervising teacher will: - Complete the Final Professional Experience Report. - Please contact oplreports@une.edu.au, if you have yet to receive access to the Final Report.
IMPORTANT Final day or days of the professional experience placement	- 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. The Professional Experience Report must be submitted within two weeks of the final day of the placement - Please contact oplreports@une.edu.au, if any difficulties are experienced regarding access to the Final Report.

PrExConnex tasks

As part of professional experience, teacher education students are asked to complete mandated tasks, called PrExConnex tasks. PrExConnex tasks complement the suggested specific requirements for this professional experience. They are designed to make explicit links between the theoretical knowledge and skills learned in units of study with practice during professional experience placement. The tasks are also building blocks towards the GTPA undertaken on the final professional experience.

The PrExConnex tasks for EDSP324 are undertaken by the teacher education student during weeks 1, 2, 3 and/or 4.

Notes or materials generated as part of PREXConnex tasks should be kept by the teacher education student and used as part of their professional portfolio.

PREXConnex task 1 – professional dialogue and planning for managing students with challenging behaviours (GTSDs 4.3.1, 4.4.1, 6.3.1). During weeks 1 and/or 2 of your EDSP324 professional experience you will:
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Work with colleagues to develop and implement practical approaches to managing challenging behaviours in the classroom in a whole-school context.

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| <ol style="list-style-type: none">1. Identify and review the school policy/policies related to behaviour management. Is there an overarching whole-school model in place? (e.g. Positive Behaviour for Learning)2. Discuss the following questions with your supervising teacher:<ul style="list-style-type: none">• How does the supervising teacher implement the school-wide approach in their class (primary) or classes (secondary)?• Which approaches to managing students with challenging behaviours work best with the students in the professional experience class/es?3. Determine the approaches to managing challenging behaviour that you will take in the first two weeks of professional experience.4. Review the effectiveness of your approach with your supervising teacher |
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PREXConnex task 2 – professional dialogue about managing students with challenging behaviours (GTSDs 4.3.1, 4.4.1, 6.3.1). During weeks 3 and/or 4 of your EDSP324 professional experience you will:

Engage in professional dialogue with an executive teacher about managing students with challenging behaviours.
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| <ol style="list-style-type: none">1. Discuss the following questions with an executive teacher (Stage coordinator, Deputy or Principal, or another teacher in the school if executive members are unavailable):<ul style="list-style-type: none">• How was the school-wide approach to behaviour management and managing students with challenging behaviours developed? Staff/student/parent/community consultation? How and when is it reviewed?• To what extent are they effective? Why/Why not?• If they could change any aspect of them, what would that be and why? |
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PREXConnex task 3 – review of classroom and school environment curriculum (GTSD2.4.1). During weeks 3 and/or 4 of your EDSP324 professional experience you will:

Engage in professional dialogue with the supervising teacher or another teacher in the school.

1. Identify if there is a school-wide process or other activity or resource in place for developing curriculum that is relevant and inclusive of Aboriginal and Torres Islander students.
2. Ask the supervising teacher or colleague to share how they develop curriculum that is relevant and inclusive of Aboriginal and Torres Strait Islander cultures and also share any programming that demonstrates relevance and inclusivity.

Reflect on what you have learned about the classroom and school environment curriculum, and the extent to which Aboriginal and Torres Strait Islander students might see themselves reflected in their schooling.