

PrEx396 Internship Graduate Placement - Overview

The following requirements are for the intern (teacher education student) and the cooperating teacher (supervising teacher). The cooperating teacher will determine the requirements for the intern from these guidelines based on the skills they demonstrate as the placement progresses.

As the internship progresses, the intern’s teaching performance will be evaluated as one who is ready to enter the profession as a classroom teacher. The intern will be required to engage fully in the school experience as well as plan, teach and assess across all Key Learning Areas/subjects relevant to the *Australian Curriculum, Assessment and Reporting Authority (ACARA)*. By Phase 2 of the placement, teaching will build to 0.6 of a load each week. In Phase 2, the intern will, at times, work with the class unsupervised.

When an intern 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; action research, written reflection and self-evaluation; or marking.

Weekly Guide – PrEx396 Internship Graduate Placement at a glance	
Phase 1	
<i>During the initial two to three weeks of the program the intern will be fully supervised by the cooperating teacher, and will not assume independent teaching responsibility. The Phase 1 report must be emailed to the OPL (opireports@une.edu.au) when it has been determined the teacher education student is moving to Phase 2 of the Internship placement.</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 3 lessons per day by Days Four and Five.</i>
Week 2	<i>Increase teaching load to no less than 12 hours for the week, focussing on identifying the varied needs of learners and the implementation of differentiated learning outcomes for individuals within the class.</i>
Transition	
<i>Interns generally move into Phase 2 in Week Three of the placement. At the end of the first two weeks of the program, the cooperating teacher, in discussion with the intern and if necessary, the Education Liaison Coordinator in the Office for Professional Learning, will ascertain whether the intern can transition to full intern status, as appropriate to Phase 2 of the program. If the intern, however, has not yet had ample opportunity to demonstrate readiness for a more intensive teaching load or their teaching practice indicates they require more time with full supervision from their cooperating teacher, they can remain in Phase 1 for up to six weeks. If the cooperating teacher decides to withhold the intern’s transition to Phase 2 beyond the recommended two weeks, it is requested they contact the OPL immediately to communicate any areas of concern.</i>	
Phase 2	
<i>During the eight weeks of this phase (or less if Phase 1 is extended), interns will assume up to 0.6 of a teaching load as established within the University of New England Internship Agreement and move to independent teaching responsibilities at the discretion of the Principal, in consultation with the Office for Professional Learning .</i>	
Week 3	<i>Independent planning and teaching of no less than 14 hours per week where responsibility for planning/programming across the Key Learning Areas/subjects incorporates a range of assessment tasks to evaluate student/class outcomes.</i>
Week 4	<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. Demonstrate 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.</i>
Weeks 5 to 10	<i>Responsibility for teaching all lessons as per the regular duties of the cooperating teacher. The advised teaching load should equate to up to a 0.6 load each week, in alignment with their cooperating teacher’s method of daily planning and overviews (e.g. Day Book), rather than detailed plans for every lesson. Planning will include a schedule of outcomes, differentiated tasks, resources, goals and assessment task activities (where applicable).</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 PrEx396. 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 fourth column (Graduate) 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.

Cooperating teachers and interns may increase the load as teaching confidence or ability develops and in this Graduating Placement, should teach no less than the specified load each week (or equivalent).

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

More information about the two phases of the PrEx396 Internship

Phase 1

- During Phase 1, interns will use observations and other data gathering techniques to produce a reconnaissance as a precursor to the development of an Action Research question. The reconnaissance includes baseline data.
- The cooperating teacher will provide written feedback on at least one lesson each day in the first week and ensure the intern clearly understands his/her strengths and weaknesses.
- The intern will prepare detailed lesson plans for some lessons in the first week so the cooperating teacher can assess the candidate's understanding of effective planning.

Phase 2

- For the intern, the 0.4 time not allocated to classroom teaching allows them to pay close attention to quality program development and evaluation. Additionally, interns will need to use some of this time, ideally in blocks, for their Action Research Project. They are expected to remain at school for the full teaching week.
- The structure of the 0.6 teaching load is to be negotiated by the school with the intern. This structure should allow the Intern to teach across all sections of the timetable. Interns are expected participate fully in school-based activities over the course of each week.
- The relationship between the intern and the cooperating teacher should be that of co-teaching as would occur if an experienced teacher were sharing the class with a beginning teacher. Communication around joint planning and teaching evaluation needs to be established and maintained.

Prior to the placement

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

- Intern sets up a meeting by phone, email or face-to-face to discuss with the cooperating 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 cooperating teacher has received the email containing the professional experience documents.
- The intern will continue using their Professional Experience 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). These samples will be key for portfolios. **(3.4.1)**
- The intern will negotiate a mutually suitable time with the cooperating teacher for each of the ten weeks, to participate in a **Progress Guide — Weekly Review (for Weeks One to Nine)** 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)**

* see 'Ice-breaker' questions in the PREXUS

<p>WEEK 1</p> <p>Days 1 to 5 of the Placement</p>	<ul style="list-style-type: none"> - The intern will introduce themselves to staff and other members of the school (e.g. parents, carers) when appropriate. They will familiarise themselves with the school's regulations and policies (including Mandatory Reporting relating to Child Protection) and act accountably with colleagues, parents, students and the wider community at all times. (1.6.1, 7.3.1) - On Days One, Two and Three, classroom immersion, small-group and team-teaching activities and by Days Four and Five, taking responsibility for up to 3 lessons per day with a focus on providing timely, balanced and targeted feedback to enhance student performance. Also, focus on providing direction to students for future learning (goal setting) and promote meta-cognition amongst students to facilitate deeper understandings and critical thinking. (3.3.1, 5.2.1) - From Day One, promptly observe and notate the diverse range of learning needs and abilities of the class as a means of goal setting and forward planning and incorporate culturally sensitive resources, language and strategies into lessons. Encourage a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities. (1.3.1, 1.4.1, 1.6.1) - Support all students' learning by employing a range of teaching styles to meet the needs of the class and adapt and amend planning when students require additional support or enrichment (where possible, collaborate or consult with specialist student support staff). (1.5.1, 5.1.1) - Use effective oral and written communication skills, including the promotion of standard Australian English. Practice effective use of nonverbal communication such as teacher presence, pausing, circulating throughout the classroom, eye contact and varying gestures for student engagement and management. (3.5.1) - When planning, consider the cooperating teacher's feedback about content and student management (3.2.1) - Complete and discuss the <i>Progress Guide — Weekly Review</i>. (3.6.1, 6.3.1)
<p>WEEK 2</p> <p>Days 6 to 10 of the placement</p>	<ul style="list-style-type: none"> - Teaching the equivalent of 12 hours for the week, ensuring lessons are well structured and logically sequenced in order for students to achieve rich yet realistic outcomes. - Employ classroom routines consistently to maximise student learning and model an enthusiastic and positive attitude towards teaching and learning. (4.1.1, 4.2.1) - In collaboration with the cooperating teacher or other staff, the intern will learn how assessment data can be used for the purpose of planning and teaching, and will be shown how to collect, organise and store assessment data consistent with school policies and procedures. (5.4.1) - The intern will now demonstrate proficient skills in spelling and grammar across all subjects. - Develop planning (and where applicable programming) that links to syllabus outcomes/objectives, taking into account available resources, with a variety of ICT teaching and learning activities (e.g. project –based learning, web-based research, Web 2.0 tools, subject/KLA/stage appropriate software). (2.6.1) - Continue pro-active participation in all routines and activities of the school day and communicate with parents of students whilst maintaining a strong sense of professionalism and confidentiality at all times. (7.3.1) - 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 cooperating teacher will advise the intern (in the scheduled <i>Progress Guide — Weekly Review</i> session) if there are any areas requiring attention which will postpone their transition into Phase 2 of the internship. If there are concerns, the cooperating teacher may have already alerted the OPL by submitting the <i>Progress Guide — Assistance Request Form</i>. The cooperating teacher will also support the intern by working with them to achieve goals negotiated in a <i>Progress Guide — 'At Risk' Action Plan</i>. (3.1.1)</p>	
<p>The Phase I Professional Experience Report must be completed when the teacher education student has been deemed successful in Phase I. The supervising teacher is required to email this Phase I report and the attendance sheets to the Office for Professional Learning oplreports@une.edu.au.</p>	
<p>WEEK 3</p> <p>Days 11 to 15 of the placement</p>	<ul style="list-style-type: none"> - Teaching up to 14 hours over the week with a cross-curricular approach to Literacy and Numeracy. (2.5.1) - Implements lesson plans detailing objectives and outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher. (3.2.1) - Plans within the school's departmental Scope and Sequence for a subject. (3.2.1) - 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 intern will develop the ability to transition students smoothly between sessions whilst maintaining clear behavioural boundaries and expectations. (4.2.1, 4.4.1) - Where relevant, includes Aboriginal perspectives in lessons. (2.4.1) - The intern will continue using ICT resources with the class for enriched learning by providing students with guidelines and boundaries for their safe use (especially social media). Encourage students to become responsible digital citizens. (2.6.1, 3.4.1, 4.5.1)

	<ul style="list-style-type: none"> - Continue writing reflections about progress to date for entry in the Professional Experience Folder and ensure Action Research goals are on track. - The intern now clearly demonstrates a commitment to teaching and to continuous improvement of their practice. (6.4.1) - Complete and discuss the <i>Progress Guide — Weekly Review</i>. (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 14 hours for the week, using the Australian Professional Standards for Teachers framework to identify areas of strength and weakness in the development of teaching skills. (6.1.1) - Provides students with ample opportunities and time to consolidate knowledge through a range of activities. (3.3.1) - Considers how to draw upon resources within the community to enhance lesson/unit content. (3.7.1) - The intern will demonstrate effective strategies for engaging students as well as management techniques that are fair, appropriate and consistent. (4.1.1, 4.3.1) - Collaborates with the cooperating teacher to discuss the effectiveness of specific assessment tasks and studies students' results to track their development and progress. (5.4.1, 5.5.1) - Designs and delivers a variety of formative and summative assessment activities to formally monitor student learning. (5.1.1)
<p>WEEKS 5&6</p> <p>Days 21 to 30</p>	<ul style="list-style-type: none"> - Teaching independently with a 0.06 load each week with a pro-active approach to monitoring when students have or have not attained a learning goal. (3.1.1) - Engages innovatively within the limits of their responsibilities and capabilities and is learning that teachers are agents of their own professional learning. (6.4.1) - Plans with increasing adeptness at differentiating the curriculum and related learning goals to accommodate learning needs. (3.1.1) - Develops lesson plans, observation notes and discussion about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy and/or numeracy achievement. (2.5.1) - Communicates effectively and interacts professionally with colleagues and reflects critically on personal and professional practice. (7.1.1, 7.2.1) - 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 and not for assessment. - Complete the <i>Post-Placement Goal Setting Form</i>. (3.1.1)
<p>IMPORTANT:</p> <p>Final day or days the of professional experience placement</p>	<ul style="list-style-type: none"> - The intern will meet with the cooperating teacher about their <i>Professional Experience Report</i> and discuss areas of strength or improvement they may need to address in the future. Use the <i>Post-Placement Goal Setting Form</i> to document this meeting. - Review the <i>Professional Experience Report</i> with the cooperating teacher and ensure it has been signed, dated and stamped by the school. (3.1.1, 6.3.1) <p>The Phase II 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>