

EDSP510 Professional Experience 3 (30 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.

EDSP510 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 at the apex of study in the *Master of Teaching (Primary)* 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 primary 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 Teaching 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.

Advice about primary teaching courses and the GTPA - Primary teaching courses include an AITSL primary teaching specialisation in English/Literacy. Some courses also include a NESA primary teaching specialisation in Mathematics, Science and Technology, and Language.

Depending on your course, your GTPA must focus on your teaching specialisation:

Master of Teaching (Primary) - you **MUST** focus your GTPA on the Primary English KLA.

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.

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.

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 4 - 6	<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>

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

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

Teacher education student will:

- Set up a meeting by phone, email or face-to-face to discuss with the supervisor how best to prepare for the placement (e.g. *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?*)
- Check the supervisor has received the email containing the professional experience documents.
- Discuss the **Pre-Placement Goal Setting Sheet** with the supervising teacher
- Continue using the **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).
- Negotiate a mutually suitable time with their supervising teacher to participate in the **Weekly Review** for Weeks One to Five. It is essential this meeting takes place every week to discuss placement progress.
- Check the requirements for the Graduate Teaching Performance Assessment (GTPA) prior to the commencement of the placement.

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>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. Read the school’s behaviour management policy and learn the school’s process for roll-marking. - 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). - Classroom immersion on days one and two, small-group and team-teaching activities by day 3 (three) and taking responsibility for up to two (2) lessons per day by days four and five. - Complete Weekly Review. <p>Supervising teacher will:</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. 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. - Demonstrate effective ways to transition students between lessons and activities.
<p>WEEK 2</p> <p>Days 6 to 10 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. - Complete Weekly Review. <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.

<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. - 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. - 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 continues writing reflections in their Professional Experience Folder about their progress to date and engage in discussion about the GTPA. - Ensure the teacher education student is teaching the required load and is taking increasing responsibility for the planning and resourcing of lessons. - Complete the Weekly Review in collaboration with the teacher education student.
<p>Day 15 Review of EDSP510</p>	<p>Day 15 of professional experience</p> <p>At this stage of the placement the supervising teacher will advise the teacher education student (in the scheduled Weekly Review) if there are any areas requiring attention in order to 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. If required, the supervising teacher may also support the teacher education student by working with them to achieve goals negotiated in an 'At Risk' Action Plan, if required.</p>
<p>WEEKS 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 Professional Experience Folder. This folder is for personal use and not for assessment. - Complete the Weekly Review each week (up to Week Five) and the Professional Experience Graduating Report on the last day of the placement. <p>The supervising teacher will:</p> <ul style="list-style-type: none"> - Complete the Professional Experience Graduating Report.

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 Professional Experience Graduating Report to discuss areas for improvement for the next placement and use the Goal Setting Form to document this meeting.- Ensure the supervising teacher is provided with the Attendance Sheet so it can be included in the email to the OPL with the Professional Experience Graduating Report.- Review your Professional Experience Graduating Report 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 Graduating 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 and present the original copy to the teacher education student.</p>
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