

EDUC206 Professional Experience 2 (15 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.

EDUC206 15 days is the second professional experience unit, however, the first placement completed in a mainstream primary school classroom.

EDUC206 is preceded by EDUC106 10 days which is an online, preparatory professional experience unit. In this unit, the teacher education student will be required to engage fully in the school experience as well as plan and teach across Key Learning Areas/subjects 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.

Advice for students undertaking a NESA primary specialisation. If you are undertaking a NESA primary specialisation in mathematics or science and technology, you are expected to make your specialisation a focus of at least one of your professional experiences – EDUC206 or EDUC306.

In addition, you must complete either EDUC306 or your graduating professional experience (EDSP411) with a focus on primary English. If you are undertaking a NESA primary specialisation in language, you focus on your specialisation in your professional experience for EDLA315. You may focus on language in EDUC206 or EDUC306, but you do not have to do so. In addition, you must complete your graduating professional experience (EDSP411) with a focus on primary English.

By Weeks Two and Three of the placement, the minimum teaching load will build to 10 hours per week.

When a teacher education student experiences periods of non-teaching, this time can be negotiated for activities such as: immersion in 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.

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.

EDUC206 15 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 lessons by Day Five. Supervising teacher to model teaching and provide examples of planning and resources.</i>
Week 2	<i>With guidance from the supervising teacher, planning and teaching of two lessons each day building to whole sessions (e.g. morning, middle, afternoon).</i>
Week 3	<i>Formalised, less guided and more independent approach to planning and teaching up to a minimum of 10 hours per week. Focus on providing students with clear and well-directed instructions and effective progression and continuity when lessons are sequential.</i>

Fundamental Skills

Teacher education students across all UNE initial teacher education degrees must demonstrate a set of basic 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**, EDUC206 15 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:

1.2.1, 2.1.1, 2.3.1, 2.5.1, 2.6.1, 3.3.1, 3.4.1, 4.2.1, 4.3.1, 4.5.1, 5.1.1 and 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 the EDUC206 15-day professional experience assessment, please refer to the **Professional Experience Report** for this unit.

The information presented in the **Specific Requirements** for this unit are 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.

The teacher education student will:

- Set up a meeting by phone, email or face-to-face to discuss with the supervisor how to best prepare for the placement (*e.g. What topics/units of work will be covered? What resources may be used? Are there any specific students' needs? What is the dress code for staff? What is the timetable?*).
- Visit the school's website to become familiar with the school's rules, policies, procedures, calendar, bell times etc.
- Check the supervisor has received the email containing the professional experience documents.
- Complete and then discuss the **Pre-Placement Goal Setting Sheet** with the supervising teacher.
- Create a **Professional Experience Folder**. Use this 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 the supervising teacher for each of the three weeks, to participate in a **Weekly Review** (Weeks One and Two) and the **Post-Placement Goal Setting Sheet** (Week Three).

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 and read the school's behaviour management policy and learn the school's process for roll marking. - Complete the attendance sheet daily outlining teaching and observation. - Meet with the teacher to see classroom the classroom and general school building and discuss relevant material for their Professional Experience Folder. - 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). - Complete the Weekly Review in collaboration with the supervising teacher. <p>Suggested Classroom Activity:</p> <ul style="list-style-type: none"> - Classroom immersion, small-group and team-teaching activities increasing to taking teaching responsibility (although not planning unless teacher education student is confident) for a minimum of one lesson per day by Days four and five. <p>The supervising teacher will:</p> <ul style="list-style-type: none"> - Guide the teacher education student in the initial planning of formal lesson plans and provide examples of their own programming where applicable. As the teacher education student will still be learning how to compose a planning document, the supervising teacher may recommend that lessons be based on existing programming for the term. The teacher education student should, however, make efforts to create some of their own resources relating to the topics they will teach. - Complete the Weekly Review in collaboration with the teacher education student.
<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"> - Undertake guided planning and teaching of up to two lessons each day. - Working collaboratively with the supervising teacher to identify learning needs of individuals and differentiation in planning when appropriate. - Learn how well-structured and logically sequenced lessons facilitate effective learning for students. - Demonstrate proficient skills in spelling and grammar across all areas of teaching practice. - Learn about 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. <i>What worked well in the lesson and what will work better next time and why?</i> - 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.

	<ul style="list-style-type: none"> - Observe and practice ways to transition 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>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 Weekly Review session) if there are any areas requiring attention in order to successfully 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. The supervising teacher will also support the teacher education student by working with them to achieve goals negotiated in an 'At Risk' Action Plan, if required.</p>	
<p>WEEK 3</p> <p>Days 10 to 15 of the placement</p>	<p>The teacher education student will:</p> <ul style="list-style-type: none"> - Plan with increasing independence, linking class activities to specific goals and learning outcomes aligned with the Australian Curriculum. - Teach up to 10 hours over the week and effectively transition classroom students between sessions (where appropriate). - Seek constructive feedback and recommendations from the supervising teacher. - Work to assist individual pupils and the whole class to meet learning outcomes while ensuring their well-being and safety at all times. - Engage students in their learning by exploring 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 Post Goal Setting Sheet in collaboration with the supervising teacher. <p>The supervising teacher will:</p> <ul style="list-style-type: none"> - Ensure the teacher education student is teaching required load and is taking increasing responsibility for the planning and resourcing of lessons. - Complete the Professional Experience Report.
<p>IMPORTANT</p> <p>Final day or days of the 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 to discuss areas for improvement for the next placement and use the Goal Setting Form to document this meeting. - Ensure they provide the supervising teacher with the Attendance Sheet so it can be included in the email to the OPL with the Professional Experience Report. - Review your Professional Experience 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 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>