



Specific Requirements for EDUC206 Professional Experience 2 (15 days)

EDUC206 Professional Experience 2 (15 days) Overview

The following information regarding the EDUC206 Professional Experience 2 (15 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.

Included are '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. 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.

The PREXConnex tasks **do not** need to be submitted anywhere for marking.

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.

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

Periods of non-teaching for the teacher education student while on placement 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. It can also be used for meetings with the supervising teachers to discuss feedback, progress and lesson planning.

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 Professional Experience 2 (15 days) 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>

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, 5.3.1 and 6.3.1

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

1.5.1, 3.5.1, 4.4.1, 5.2.1 and 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 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 includes 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

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

The teacher education student will:

- Arrange a meeting by phone, email or face-to-face to discuss with the supervisor how to best prepare for the placement (e.g. *time to arrive at school, 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.
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- **Confirm with the supervising teacher that the email containing the professional experience documents and requirements were received**
- Complete and then discuss the **Pre-Placement Goal Setting Sheet** with the supervising teacher.
- Create a personal **Professional Experience Folder (Electronic or hard copy)**. 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).

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 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 using rules and routines, 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.
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	<ul style="list-style-type: none"> - Observe and practice ways to transition students between lessons and activities. - Complete the mandated PREXConnex task: engage in professional dialogue about moderation (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. <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. - Complete the Interim Report at mid-point of the placement in collaboration with the TES. 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 yet to receive access to the Interim Report.
<p>Mid-point (Day 7/8) of the EDUC206 Professional Experience 2 (15 days) Placement</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>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>Recommendations for supervising teachers:</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 Final Professional Experience Report. - Please contact oplreports@une.edu.au, if you have yet to receive access to the Final Report.

<p>IMPORTANT Final day or days of the professional experience placement</p>	<ul style="list-style-type: none"> - The TES will meet with the supervising teacher about their Professional Experience Report to 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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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 EDUC206 are undertaken by the teacher education student during weeks 1 and 2.

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.

<p>PREXConnex task 1 - focused narrative observations. During weeks 1 and/or 2, the teacher education student will:</p>
<ol style="list-style-type: none"> 1. Conduct two focused narrative observations of lessons conducted by the supervising teacher (this is the observation type we used in EDUC106 Module 1 – Week 3) <ol style="list-style-type: none"> a. The focus for one of the observations is <i>differentiating to meet the needs of learners across the full range of abilities (GTSD 1.5.1)</i> b. The focus for the other observation: <ol style="list-style-type: none"> i. teaching strategies to support participation and learning of students with disability (<i>GTSD 1.6.1</i>) 2. Make notes and discuss your focused narrative observation with your supervising teacher during your weekly review. <p>NB. The lessons to be observed should be negotiated with the supervising teacher. The observed lessons may also be conducted by a colleague of the supervising teacher.</p>

PREXConnex task 2 – professional dialogue about moderation. During week 2, you will:

Consider how data is used to inform learning and how teachers work together to undertake *moderation*. *Moderation* is a collaborative process that teachers undertake to ensure that there is consistency in their judgements about assessed items. It is a process where teachers reach agreement on the standards for student work.

1. Discuss the following questions with your supervising teacher in one of your weekly reviews:
 - What data do teachers gather in your school and how do they use it to inform their teaching and support student learning? (*GTSD 5.1.1*)
 - What processes of moderation do teachers use to ensure that their judgements about student assessment are accurate? (*GTSD 5.3.1*)
2. Make notes of your discussion.

The diagram in Figure 1 may help you to think about how teachers observe, engage in learning conversations with students, and use assessment tools. (Figure 1 Sources of Data Teachers use to make informed judgements about student achievement. Diagram adapted from Poskitt & Mitchell, 2012).

Observation of Process

Evidence obtained from informal assessment opportunities, incorporating the observation of

process, such as:

- Focused classroom observation
- Student work books
- Tasks: e.g. maths tasks,
- Running records
- Student peer assessment

Teacher Judgement

Range of data used to signpost student learning and achievement

Tool Outcomes

Evidence obtained from assessment tools, including standardised tools, such as:

- NAPLAN results
- English Online Interview (EOI)
- Diagnostic Assessment Tools in English.
- Diagnostic Mathematics Online Interview (MOI)
- Fractions and Decimals Online Interview (FDOI)
- Tools for Enhancing Assessment Literacy for teachers of EAL students (TEAL)
- Abilities Based Learning and Education Support (ABLES)
- International Schools' Assessment (ISA)

Learning Conversations

Evidence arising from learning conversations, such as:

- Conferencing
- Interviewing
- Questioning
- Explaining
- Discussing

