



**Specific Requirements for EDSP324  
Professional Experience 3 - 20 days  
(Primary)**

**EDSP324 Professional Experience 3 (20 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.

This is the third professional experience placement in the in this degree and follows the preparatory online professional experience unit, and the second 20-day primary school, beginning placement (EDLT302). For this placement in a mainstream **primary school**, the teacher education student will be required to engage fully in the school experience as well as plan across the Key Learning Areas/subjects, relevant to the *Australian Curriculum, Assessment and Reporting Authority (ACARA)*, to the extent of the study they have completed thus far during their degree.

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

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.

<b>EDSP324 Professional Experience 3 (20 days) at a glance – Weekly Guide</b>	
<b>Week 1</b>	<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>
<b>Week 2</b>	<i>Increasingly independent, formal planning and teaching of two (2) lessons each day building to whole sessions (e.g., morning, middle, afternoon).</i>
<b>Week 3</b>	<i>Mostly independent planning and teaching of up to 12 hours per week.</i>
<b>Week 4</b>	<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 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 EDSP324 (20 day) professional experience assessment, please refer to the Professional Experience 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.

<p><b>Prior to the placement</b></p> <p>For handy hints about starting your placement, visit the Pre-Placement tile in the PREXUS.</p>	<p><b>The Teacher Education Student will:</b></p> <ul style="list-style-type: none"> <li>- 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?)</li> <li>- Complete and then discuss the <b>Pre-Placement Goal Setting Sheet</b> with the supervising teacher.</li> <li>- Check the supervisor has received the email containing the professional experience documents.</li> <li>- Update their Professional Experience Folder. In this placement they will continue to 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).</li> <li>- Negotiate a mutually suitable time with the supervising teacher for each of the three weeks, to participate in a <b>Progress Guide — Weekly Review</b> (for weeks one, two and three) and the <b>Post-Placement Goal Setting Sheet</b> (final week). It is essential that meetings takes 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 <b>Progress Guide — Weekly Review</b> does <b>not</b> 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 <b>Progress Guide — Assistance Request Form</b>.</li> </ul> <p>*see 'Ice-breaker' questions in the PREXUS</p>
<p><b>WEEK 1</b></p> <p><b>Days</b></p> <p><b>1 to 5</b></p> <p><b>of the placement</b></p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher education student will meet with the teacher to see classroom etc. and will show their Professional Experience Folder from the previous placement.</li> <li>- 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</li> </ul>

	<p>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).</p> <ul style="list-style-type: none"> <li>- Classroom immersion, small-group and team-teaching activities increasing to taking responsibility for two lessons per day by days three to five</li> <li>- In this first week the supervising teacher will guide the teacher education student 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.</li> <li>- Complete <b>Weekly Review</b>.</li> </ul>
<p><b>WEEK 2</b></p> <p><b>Days 6 to 10 of the placement</b></p>	<ul style="list-style-type: none"> <li>- 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).</li> <li>- Ensure lessons are well structured and logically sequenced in order for students to achieve realistic outcomes.</li> <li>- Demonstrate the ability to spell accurately and use grammar correctly across all areas of teaching.</li> <li>- Focus on effective classroom management through explicit communication and keen organisation along with quality preparation of lessons (and related resources).</li> <li>- 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.</li> <li>- Continue to participate in all the routines and activities of the school day.</li> <li>- 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?</li> <li>- The teacher education student may ask permission to try out some of their ideas where appropriate.</li> <li>- Complete <b>Weekly Review</b>.</li> </ul>
<p><b>Day 10 of professional experience</b></p> <p>At this stage of the placement, the supervising teacher will advise the teacher education student (in the scheduled <b>Progress Guide — Weekly Review</b> 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 <b>Progress Guide — Assistance Request Form</b>. The supervising teacher will also support the teacher education student by working with them to achieve goals negotiated in a <b>Progress Guide — 'At Risk' Action Plan</b>.</p>	
<p><b>WEEK 3</b></p> <p><b>Days 11 to 15 of the placement</b></p>	<ul style="list-style-type: none"> <li>- Mostly independent planning, linking class activities to specific goals and learning outcomes aligned with the NSW or <a href="#">Australian Curriculum</a>.</li> <li>- Teaching up to 12 hours over the week and transitioning students between sessions (where appropriate)</li> <li>- Seek constructive feedback and recommendations from the supervisor.</li> <li>- Work to assist individual pupils and the whole class to meet learning outcomes whilst ensuring their well-being and safety at all times.</li> <li>- Engage students in their learning by using a variety of resources including ICT.</li> <li>- The teacher education student should continue writing reflections in the Professional Experience Folder about their progress to date.</li> <li>- Complete <b>Weekly Review</b>.</li> </ul>

<p><b>WEEK 4</b></p> <p><b>Days 16 to 20 of the placement</b></p>	<ul style="list-style-type: none"> <li>- Independent planning and teaching of a minimum of 12 hours for the week.</li> <li>- 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.</li> <li>- An increasing command of content knowledge and related outcomes across subject areas should be evident at this stage of the professional experience.</li> <li>- Take full responsibility for lessons from start to finish with increasing skills in effective pacing and timing.</li> <li>- 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.</li> <li>- Complete <b>Professional Experience Report</b>.</li> </ul>
<p><b>IMPORTANT</b></p> <p><b>Final day or days of the professional experience placement</b></p>	<ul style="list-style-type: none"> <li>- The teacher education student will meet with the supervising teacher about their <b>Professional Experience Report</b> and discuss areas for improvement for future placements. Use the <b>Goal Setting Form</b> to document this meeting.</li> <li>- Review the <b>Professional Experience Report</b> with the supervising teacher and ensure it has been signed, dated and stamped by the school.</li> </ul> <p><b>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 <a href="mailto:opreports@une.edu.au">opreports@une.edu.au</a> and present the original copy to the teacher education student.</b></p>

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