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## **EDLA315 Professional Experience (20 days) Overview**

The following requirements are for the teacher education student and their supervisor. As the placement progresses, the supervisor will assess the teacher education student using 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.

EDLA315 (20 days) applies specifically to teacher education students enrolled in the ***Bachelor of Education (K-6 Teaching)*** degree who have chosen a language teaching elective professional experience, and through consultation with the placement school **prior** to placement, will select from one of the following projects:

- a) A primary school where the subject of *Language other than English*, **is** part of the school's curriculum;
- b) A primary school where the subject of *Language other than English*, **is not** part of the school's curriculum and through negotiation with the supervising teacher, will introduce the language to the class/classes by way of a pre-planned unit of work;
- c) A primary school where the subject of *Language other than English* is part of the school's **language immersion or bilingual program**.

For all three of these options, providing the key focus of the professional experience is the investigation and implementation of plurilingual teaching models and programs, the teacher education should adopt an innovative and multi-modal approach. Candidates undertaking this placement will use the [NSW Education Standards Authority Language K-10 Framework](#) to form the basis of their planning, teaching and assessment.

Prior to the commencement of the placement the teacher education student is required to complete a *Pre-Placement Plan (Language Teaching Specialisation)* by establishing their goals and any projects they will undertake throughout 20 days of professional experience. This is a mandatory component of the placement and should be discussed with the designated supervising teacher prior to the placement's commencement. Goals and outcomes noted in this plan should indicate the teacher education student's familiarity with the *Languages K-10 Framework* by incorporating specific syllabus outcomes. To align with the needs of learners in the class, the supervising teacher can make recommendations to the teacher education student about this *Plan* ensuring its effectiveness as part of a teaching and learning cycle.

### **Elaborations**

#### **Option a)**

In a mainstream primary school classroom where a *Language other than English* is taught **as a regular part of the school's curriculum**, the teacher education student can:

- Work with either the supervising teacher's or the specialist language teacher's program, planning for a series of progressive lessons over 20 days.

**or**

- Plan a four-week (20-day) unit of work drawing on students' current knowledge, working across all stages of the school to enhance their understanding of the language through cultural immersion, rich tasks and where appropriate, mini-projects. The teacher education students may also negotiate to plan and coordinate a culminating class or whole-school project/celebration (e.g. French Cultural Day, Oktoberfest).

#### **Option b)**

In a mainstream primary school where a *Language other than English* **is not** taught as part of the school's curriculum, the teacher education student will introduce the language to students by:

- Consulting with the designated supervising teacher to plan and write a class or whole-school based four-week unit of work, introducing the language to students via a wide-range of activities and mediums. Planning will be based on the syllabus outcomes.

or

- Undertake a regular professional experience placement, teaching across all subject areas with a focus on introducing the language to the students for up to 30% of the teaching load (e.g. afternoon sessions twice a week over the four weeks).

#### Option c)

In a **bilingual/immersive language primary school** where a *Language other than English* is offered to students in equal capacity as subjects taught in English, the teacher education students will:


- Follow the school's immersion/bilingual program and in consultation with the supervising teacher, plan to teach across the Stages 1, 2 and 3 in the school.

or

- Follow the school's immersion/bilingual program, taking responsibility for one class (e.g. Year 5) for the duration of the placement.

**With Options a) b) and c), the teacher education student will be required to increase their teaching load to a minimum of 10 hours a week by Weeks 3 and 4.**

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 or marking.

<b>EDLA315 20 days at a glance – Weekly Guide for options a), b) and c)</b>	
<b>Prior to Placement</b>	<ol style="list-style-type: none"> <li>1. First contact with placement school then  select Option a), b) or c) depending on the type of school and consultation between the teacher education student and supervising teacher (or/and school principal).</li> <li>2. Submit Pre-Placement Plan (Language Teaching Specialisation)* to the OPL and wait for approval. Teacher education student is welcome to email or call the OPL during this process if seeking clarification.</li> <li>3. Second contact with placement school, meeting to establish planning/program of work. Establish timelines for planning, unit of work, projects and culminating activities.</li> </ol> <p>* Please note: The Pre-Placement Plan will <b>replace</b> the Pre-and Post-Goal Setting Form used in other placements, for the purpose of this professional experience unit.</p>
<b>Week 1</b>	<ol style="list-style-type: none"> <li>1. Classroom immersion, establishing students' prior knowledge of the language, some observation,</li> <li>2. Small group and team-teaching, assisted planning and teaching (at least two full lessons by Day Five with guidance from the supervising teacher.</li> </ol>
<b>Week 2</b>	<ol style="list-style-type: none"> <li>1. Working towards teaching two lessons each day.</li> <li>2. Continued close collaboration with the supervising teacher.</li> </ol>
<b>Week 3</b>	<ol style="list-style-type: none"> <li>1. Exploring a range of teaching strategies with clear learning goals, and assisted planning by teaching of up to 10 hours for the week.</li> <li>2. Implementing planning through a variety of innovative and multi-modal resources.</li> </ol>
<b>Week 4</b>	<ol style="list-style-type: none"> <li>1. Planning for and teaching up to a minimum of 10 hours per week.</li> <li>2. Possible implementation of a whole class or whole school culminating cultural activity/project.</li> </ol>

## 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 students 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)

### **EDLA315 Placement Requirements**

*The criteria specified below is only a guide for the minimum requirements for EDLA315. 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 PREX 1 column in the Standards Assessment Continuum on UNE's website.*

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

#### **Prior to the placement**

##### **First point of contact with the placement school/supervising teacher**

- The teacher education student sets up a meeting with the supervising teacher by phone, email or face-to-face to discuss how best to prepare for the scheduled *Language other than English Specialisation* placement. This includes establishing which Option (a, b, or c) will work best in that specific school setting.
- Consider and discuss with the supervising teacher 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?
- Ensure the supervisor has received the email containing the professional experience documents.
- Discuss and complete the *Pre-Placement Plan (Language Teaching Specialisation)*
- Submit the *Pre-Placement Plan (Language Teaching Specialisation)* to the Program Support Coordinator in the OPL through AskUNE.
- The teacher education student should locate their *Professional Experience Folder* used on previous placements to gather resources such as hard copies of lesson plans, administrative letters, programming templates, written reflections, lesson evaluations, formal feedback and copies of student work samples (in line with Privacy laws). These samples may be key for portfolios.

##### **Second point of contact with the placement school/supervising teacher**

- The teacher education student will negotiate a mutually suitable time with the supervising teacher to participate in a *Weekly Review (not the final week)*. It is essential these meetings take place every week in order to facilitate a set time to weekly progress to date or any areas of concern. Should either parties have concerns, please remember to contact the OPL immediately. Written feedback from the *Weekly Review Sheet* 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*.
- During this second point of contact, the teacher education student should negotiate with the supervising teacher to establish clear timelines and expectations relating to planning/programming/projects and any culminating cultural activities or events.

<p><b>WEEK 1</b></p> <p><b>Days 1 to 5 of the placement</b></p>	<p><b>The teacher education student will:</b></p> <ul style="list-style-type: none"> <li>- Familiarise themselves with the school's code of conduct, motto and ethos and read the school's behaviour management policy</li> <li>- Meet with the supervising teacher to see the classroom/s and tour the school building.</li> <li>- Introduce themselves to the teaching and office staff before or at the start of the placement.</li> <li>- Introduce themselves to the class/es 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).</li> <li>- Complete the <i>Weekly Review Sheet</i> in collaboration with the supervising teacher.</li> <li>- Participate in classroom immersion, small-group and team-teaching activities increasing to taking teaching responsibility for at least two lessons by Days Five.</li> <li>- Determine the class's (and where possible individual student's) prior knowledge of the language through pre-test activities and consultation with the supervising teacher.</li> <li>- Remember that for the purposes of this language specialisation placement, an innovative and engaging approach is key (especially where the language is being introduced to the school).</li> </ul> <p><b>The supervising teacher will:</b></p> <ul style="list-style-type: none"> <li>- 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 consolidating how to write a planning or programming document in the subject area, the supervising teacher may recommend 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.</li> <li>- Complete the <i>Weekly Review Sheet</i> in collaboration with the teacher education student.</li> </ul>
<p><b>WEEK 2</b></p> <p><b>Days 6 to 10 of the placement</b></p>	<p><b>The teacher education student will:</b></p> <ul style="list-style-type: none"> <li>- Undertake guided planning and teaching of two lessons each day (or equivalent).</li> <li>- Work collaboratively with the supervising teacher to identify learning needs of individuals and differentiation in planning when appropriate.</li> <li>- Learn how well-structured and logically sequenced lessons facilitate effective learning for students.</li> <li>- Demonstrate proficient skills in spelling and grammar and across all areas of teaching practice and a strong command of the specialist language.</li> </ul>

	<ul style="list-style-type: none"> <li>- Learn about 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>- Participate in all routines and activities of the school day as per the duties of the supervising teacher.</li> <li>- 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.</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 as well as seek ongoing feedback from the supervisor in order to improve their teaching practice.</li> <li>- Observe and practice ways to transition students between lessons and activities.</li> <li>- Receive feedback from the Weekly Review Sheet in a scheduled meeting with the supervising teacher.</li> </ul> <p><b>The supervising teacher will:</b></p> <ul style="list-style-type: none"> <li>- Provide ongoing, meaningful feedback about the teacher education students' progress and model teaching methods and strategies to assist the teacher education student's teaching practice.</li> <li>- Ensure the teacher education student is on track with the goals and outcomes they have presented in their <i>Pre-Placement Plan</i>.</li> <li>- Complete the <i>Weekly Review Sheet</i> in collaboration with the teacher education student.</li> </ul>
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### Day 10 of professional experience

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 there are concerns, 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 the 'At Risk' *Action Plan*.

<p><b>WEEK 3</b></p> <p><b>Days 11 to 15 of the placement</b></p>	<p><b>The teacher education student will:</b></p> <ul style="list-style-type: none"> <li>- Plan with increasing independence, linking class activities to specific goals and learning outcomes aligned with the <a href="#">Languages K-10 Framework</a>.</li> <li>- Teach up to 10 hours over the week with a focus on promoting not only an understanding of the language as a means of interacting and exchange for the purposes communication, but also providing information about the values, traditions and attitudes within that culture. This includes thoughtful and organised planning of resources.</li> </ul>
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	<ul style="list-style-type: none"> <li>- Seek constructive feedback and recommendations from the supervising teacher.</li> <li>- Work to assist individual pupils and the whole class to meet learning outcomes while ensuring their well-being and safety at all times.</li> <li>- Engage students in their learning by exploring a variety of resources including ICT.</li> <li>- The teacher education student should continue writing reflections in the <i>Professional Experience Folder</i> about their progress to date.</li> <li>- Complete the <i>Weekly Review Sheet</i> in collaboration with the supervising teacher.</li> <li>- Focus on explicit teaching skills with keen lesson and resource preparation.</li> </ul> <p><b>The supervising teacher will:</b></p> <ul style="list-style-type: none"> <li>- Ensure the teacher education student is teaching the required load and is taking increasing responsibility for the planning and resourcing of lessons.</li> <li>- Complete the <i>Weekly Review Sheet</i>.</li> </ul>
<p><b>WEEK 4</b></p> <p><b>Days 16 to 20 of the placement</b></p>	<p><b>The teacher education student will:</b></p> <ul style="list-style-type: none"> <li>- Independently plan and teach a minimum of 10 hours for the week. 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.</li> <li>- Consider the theories learnt to date, underpinning reasons why students learn differently.</li> <li>- Demonstrate an increasing command of content knowledge, linking outcomes across subject areas where applicable.</li> <li>- Refer to the <i>Pre-Placement Plan (Language Specialisation)</i> to ensure any cultural activities /projects/culminating events have been implemented successfully in a manner that is enriching for a diverse range of learners. Check that planned activities align with proposed outcomes in this document.</li> <li>- Take full responsibility for lessons from start to finish with increasing skills in effective pacing and timing.</li> <li>- Gather as many resources as possible for their <i>Professional Experience Folder</i> to take with them after they have completed the placement. This folder is for personal use as part of their portfolios.</li> </ul> <p><b>The supervising teacher will:</b></p> <ul style="list-style-type: none"> <li>- Ensure the teacher education student is teaching the required load and has taken increasing responsibility for the planning and resourcing of lessons, with a commitment to implementing or overseeing a cultural project/event or culminating activity.</li> <li>- Complete the <i>Professional Experience Report</i>.</li> </ul>

<p><b>IMPORTANT</b></p> <p><b>Final day or days the of professional experience placement</b></p>	<p><b>The teacher education student will:</b></p> <ul style="list-style-type: none"> <li>- Meet with the supervising teacher about their <i>Professional Experience Report</i> to review achievements and recommendations for improvement.</li> <li>- Ensure they provide the supervising teacher with the <i>Attendance Register</i> so it can be included in the email to the OPL with the <i>Professional Experience Report</i>.</li> <li>- Ensure the <i>Professional Experience Report</i> includes the date as well as the supervising teacher's signature as well as the school stamp (if the school has one) before submitting to the OPL at the completion of the placement.</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:oplreports@une.edu.au">oplreports@une.edu.au</a>.</b></p>
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