

EDLT301 Professional Experience 2 (15 days) Overview

The following requirements are for the teacher education student and their supervisor. The supervisor will determine the requirements for the teacher education student from these guidelines based on the skills they demonstrate as the placement progresses.

This is the second professional experience placement in the *Bachelor Education (ECE/Primary)* degree and follows the preparatory online professional experience unit (EDUC104). For this placement in a mainstream primary school classroom, 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)*, to the extent of the study they have completed thus far during their degree.

By Weeks Two and Three of the placement, the teaching load will build to a minimum of 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.

EDLT301 Professional Experience 2 (15 days) at a glance - Weekly Guide	
Week 1	<i>Classroom immersion, small group and team teaching, assisted* planning and teaching sessions on days four and five.</i>
Week 2	<i>Teaching two assisted lessons per day on days one, two and three. Increase to more independent approach for teaching of whole sessions (morning, middle or afternoon) on days four and five.</i>
Week 3	<i>Formalised, less guided and more independent approach to planning and teaching up to a minimum of 10 hours per week.</i>
<i>*with assistance and guidance from the supervising teacher</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**, EDLT301 (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 3.1.1 3.3.1 3.4.1 4.2.1 4.5.1 5.2.1

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 EDLT301 (15 days) 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>Prior to the placement</p> <p>For handy hints about starting your placement, visit the Pre-Placement tile in the PREXUS.</p>	<p>The Teacher Education Student will:</p> <ul style="list-style-type: none"> - 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. <i>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?</i>) - Check the supervisor has received the email containing the professional experience documents. - Complete and discuss the Pre-Placement Goal Setting Form. - Create a Professional Experience Folder to take with them on this and all other placements. This folder will be used 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). These samples will be key for portfolios. - Negotiate a mutually suitable time with the supervising teacher for each of the three weeks, to participate in a Progress Guide — Weekly Review (for weeks one and two) and the Post-Placement Goal Setting Form (final week). 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 Progress Guide — 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 <i>Progress Guide — Assistance Request Form</i>. <p><i>*see 'Ice-breaker' questions in the PREXUS</i></p>
<p>WEEK 1</p> <p>Days 1 to 5 of the placement</p>	<ul style="list-style-type: none"> - Introduce themselves to the teaching and office staff before or at the start of the placement. - Introduce themselves to their supervising teacher and after to the designated class with a game or engaging activity with the intention of learning students' names as quickly as possible. - Classroom immersion, small-group and team-teaching activities increasing to taking teaching responsibility (not planning unless teacher education student is confident to do so) for a minimum of one lesson per day by days three to five. - 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. 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 resources relating to the topics they will teach.
WEEK 2 Days 6 to 10 of the placement	<ul style="list-style-type: none"> - For days one, two and three teach two (2) assisted lessons per day and increase to taking responsibility for whole sessions (morning, middle or afternoon) for Days Four and Five of this week. - 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 pedagogy. - The teacher education student can share their ideas and ask what worked well in the lesson and what will work better next time and why? - Where appropriate, the teacher education student can ask permission to try out some of their ideas. - Focus on effective classroom management through explicit communication and thorough organisation along with quality preparation of lessons (and related resources).
Day 10 of professional experience At this stage of the placement, the supervising teacher will advise the teacher education student (in the scheduled Progress Guide — 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 Progress Guide — Assistance Request Form . The supervising teacher will also support the teacher education student by working with them to achieve goals negotiated in a Progress Guide — ‘At Risk’ Action Plan .	
WEEK 3 Days 10 to 15 of the placement	<ul style="list-style-type: none"> - Guided planning for and teaching up to ten (10) hours for the week and transitioning the students between sessions. In this final week of the practicum the teacher education student will undertake independent lesson planning as much as practicable, seeking constructive feedback and recommendations from the supervisor. - The teacher education student will work to assist individual pupils and the whole class to meet learning outcomes whilst ensuring their well-being and safety at all times. - Continue to participate in all the routines and activities of the school day. - Continue writing reflections about progress to date for the Professional Experience Folder with the aim to acquire as many resources as possible in a folder for portfolios
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 Report and discuss areas of strength or improvement they may need to address in future placements. Use the Goal Setting Form to document this meeting. - Review the Professional Experience Report with the supervising teacher and ensure it has been signed, dated and stamped by the school. <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 and present the original copy to the teacher education student.</p>

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