

## EDLT301 Professional Experience 2 (15 days) Overview

The following information regarding the EDLT301 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.

This is the second professional experience placement in the *Bachelor Education (EC/Primary)* degree and follows the preparatory online professional experience EDUC106 unit (accredited as a 10-day placement). The EDLT301 placement is completed in a mainstream primary school classroom, the TES 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.**

Periods of non-teaching for the TES 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.

EDLT301 Professional Experience 2 (15 days) at a glance - Weekly Guide	
<b>Week 1</b>	<i>Classroom immersion, small group and team teaching, assisted* planning and teaching sessions on days four and five.</i>
<b>Week 2</b>	<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>
<b>Week 3</b>	<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 will consolidate their knowledge of the Standard Descriptors introduced in previous units of study:*

**1.5.1 1.6.1 3.1.1 5.1.1 5.2.1 5.3.1**

*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 EDLT301 (15 days) professional experience assessment, please refer to the **Professional Experience Final Report** for this unit.*

*The information presented in the Specific Placement 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.*

<p><b>Prior to the placement</b></p> <p>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</p>	<p><b>The Teacher Education Student will:</b></p> <ul style="list-style-type: none"> <li>- Arrange a meeting by phone, email or face-to-face to discuss with the supervisor how to best prepare for the scheduled placement* (e.g. time to arrive at school, <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>)</li> <li>- <b>Confirm with the supervising teacher that the email containing the professional experience documents and requirements were received.</b></li> <li>- Complete and discuss the <b><i>Pre-Placement Goal Setting Form</i></b>.</li> <li>- Create a personal 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.</li> </ul> <p>It is essential that meetings between the supervising teacher and the TES 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 <a href="#"><u>Assistance Request Form</u></a>.</p>
<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>- Introduce themselves to the teaching and office staff before or at the start of the placement.</li> <li>- Introduce themselves to their supervising teacher and offer to engage in an introduction activity to the designated class, for example, with a game or activity with the intention of learning students' names as quickly as possible.</li> <li>- Complete the mandated PREXConnex task: focussed narrative observations of lessons conducted by the supervising teacher (see the PREXConnex task description at the end of this document).</li> </ul> <p><b>Suggested classroom activity:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b>The supervising teacher will:</b></p> <ul style="list-style-type: none"> <li>- Guide the TES 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.</li> <li>- Provide opportunity to observe implementation of a multi-tiered framework system of support.</li> <li>- Facilitate the mandated PREXConnex task: focussed narrative observations of lessons conducted by the supervising teacher (see the PREXConnex task description at the end of this document).</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>- Engage in teaching two (2) lessons each day (or equivalent) with an increasingly independent approach to planning and organisation of resources as the week progresses. Then progress to teaching whole sessions each day (e.g., morning, middle or afternoon).</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 pedagogy.</li> <li>- Share their ideas and ask what worked well in the lesson and what will work better next time and why?</li> <li>- Where appropriate, the teacher education student <b>can ask permission to try out some of their ideas.</b></li> <li>- Focus on effective classroom management through using rules and routines, explicit communication and thorough organisation along with quality preparation of lessons (and related resources).</li> <li>- Complete the mandated PREXConnex tasks: engage in professional dialogue about moderation and plan and evaluate a lesson sequence (completed in Week 2 or 3) (see the PREXConnex task description at the end of this document).</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's progress and model teaching methods and strategies to assist teacher education student's teaching practice.</li> <li>- Complete the <b>Interim Report at mid-point of the placement</b> 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.</li> <li>- Please contact <a href="mailto:opreports@une.edu.au">opreports@une.edu.au</a>, if you have yet to receive access to the <b>Interim Report</b>.</li> </ul>
<p><b>Mid-point (Day 7/8) of the EDLT301 Professional Experience</b></p> <p>At this point of the placement, the supervising teacher will advise the teacher education student (while completing the <b>Interim Report</b>) 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 <a href="#">Assistance Request Form and received an 'At Risk' Action Plan</a>. The OPL and supervising teacher will support the teacher education student by working with them to achieve goals negotiated in an <b>'At Risk' Action Plan</b>, as required.</p>	
<p><b>WEEK 3</b></p> <p><b>Days 10 to 15 of the placement</b></p>	<p><b>The teacher education student will:</b></p> <ul style="list-style-type: none"> <li>- Complete 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 professional experience placement the teacher education student will undertake independent lesson planning as much as practicable, seeking constructive verbal and written feedback and recommendations from the supervisor.</li> <li>- Assist individual pupils and the whole class to meet learning outcomes whilst ensuring their well-being and safety at all times.</li> </ul>

	<ul style="list-style-type: none"> <li>- Continue to participate in all the routines and activities of the school day.</li> <li>- 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</li> <li>- Complete the mandated PREXConnex task: plan and evaluate a lesson sequence (see the PREXConnex task description at the end of this document).</li> </ul> <p><b>The supervising teacher will:</b></p> <ul style="list-style-type: none"> <li>- Ensure the TES is teaching required load and is taking increasing responsibility for the planning and resourcing of lessons.</li> <li>- Discuss the PrExConnex task, in collaboration with the teacher education student.</li> <li>- Complete the <b>Final Professional Experience Report on the final day of the placement.</b></li> <li>- Contact <a href="mailto:oplreports@une.edu.au">oplreports@une.edu.au</a>, if any difficulties are experienced regarding access to the <b>Final 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 TES will meet with the supervising teacher regarding the outcome of their final <b>Professional Experience Report</b> to review and discuss areas for improvement for future teaching and use the <b>Goal Setting Form</b> to document this meeting.</li> <li>- Ensure the supervising teacher is provided with the <b>Attendance Sheet</b> (if required) so it can be included as part of the final <b>Professional Experience Report and placement assessment.</b></li> <li>- The TES will complete the <b>Preservice Teacher Response</b> section within the <b>Final Professional Experience Report</b>, to acknowledge the completion of the Report.</li> </ul> <p><b>The Professional Experience Report must be submitted within two weeks of the final day of the placement</b></p> <ul style="list-style-type: none"> <li>- Please contact <a href="mailto:oplreports@une.edu.au">oplreports@une.edu.au</a>, if any difficulties are experienced regarding access to the <b>Final Report.</b></li> </ul>

## 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 EDUC306 are undertaken by the teacher education student during weeks 1, 2 and 3.

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.

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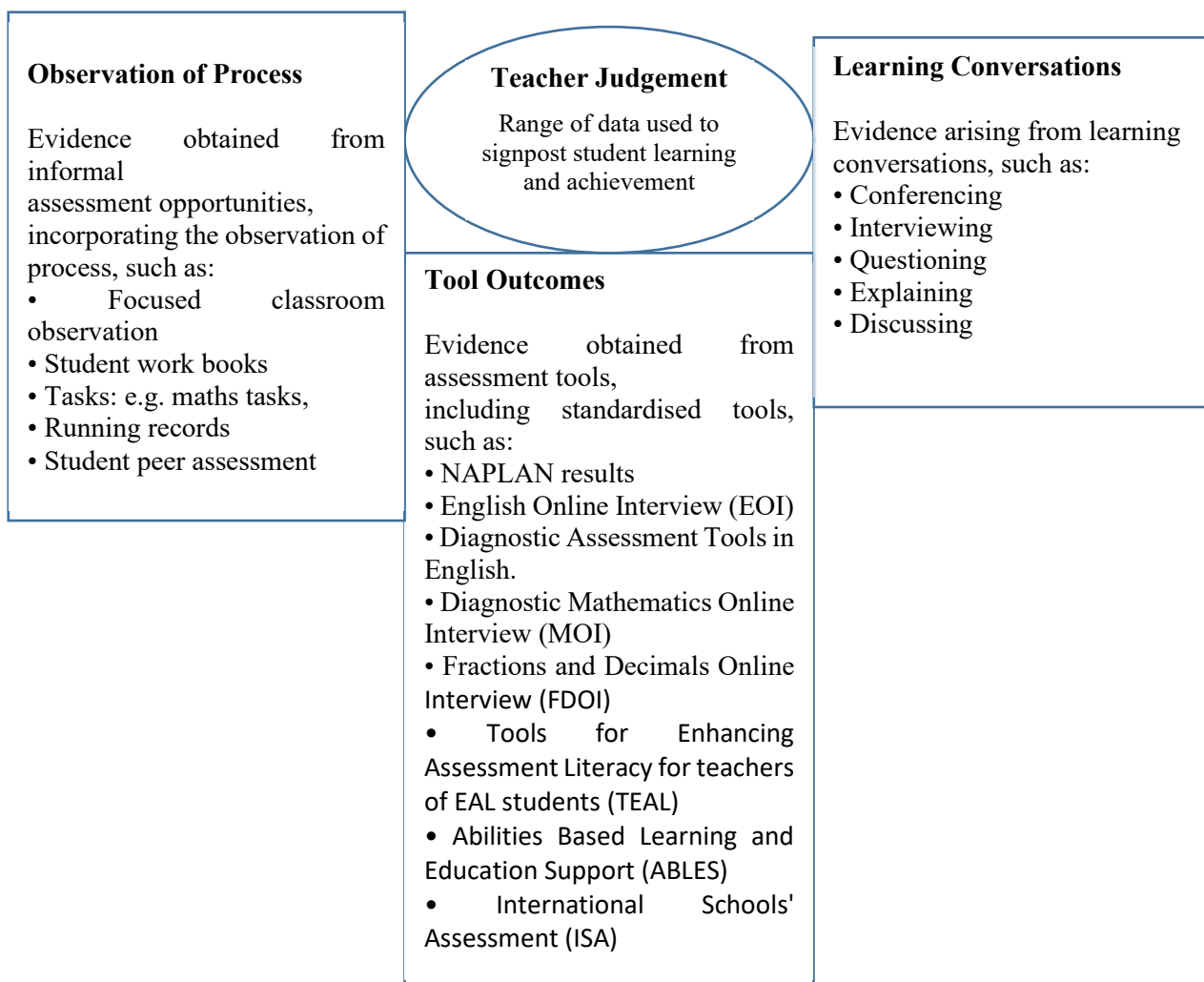
<p>NB. The lessons to be observed should be negotiated with the supervising teacher. The observed lessons may also be conducted by a colleague of the supervising teacher.</p>
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**PREXConnex task 2 - professional dialogue about moderation. During Week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

**PrExConnex task 3 - *Plan* and *evaluate* a lesson sequence. During weeks 2 and 3, the teacher education student will:**

During the preparation, delivery and evaluation of a lesson sequence, focus on Graduate Teaching Standard 3.1.1.

For this PrExConnex task there will be a *planning phase* and an *evaluation phase*.

The **PLANNING PHASE** occurs before the lessons take place. During this phase, work with your supervising teacher and:

- discuss how you will set learning goals that provide achievable challenges for students of varying abilities and characteristics (3.1.1);

Indicate on your lesson plans (e.g., with notation) when and how the teaching strategies relevant to 3.1.1 will occur.

The **EVALUATION PHASE** occurs after you have taught your lesson sequence and will involve you reflecting on your teaching practice.

Use these questions for reflection and subsequent discussion with your supervising teacher:

- Were the strategies that were planned to facilitate the attainment of learning goal/s successful? Why/why not?
- On reflection, in what way could the strategies that were applied be adapted to more adequately cater to the needs of the children in the classroom?
- On reflection, what other strategies could have been applied to facilitate the attainment of learning goals during the lesson/s?
- Moving forward, what changes in your teaching practice could be made to successfully facilitate or continue to successfully facilitate the attainment of learning goals?
- Were the modes of assessment that were used successful? Why/why not?

Summarise your responses to the questions listed above and attach to your lesson plan.