



Specific Requirements for EDUC306 Professional Experience 3 (20 days)

EDUC306 Professional Experience 3 (20 days) Overview

The following **information regarding the EDUC306 Professional Experience 3 (20 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.

EDUC306 (20 days) is the third professional experience unit, however, the second placement completed in a mainstream primary school classroom.

EDUC306 is preceded by EDUC106 (10 days), online preparatory professional experience and EDUC206 (15 days), classroom professional experience. 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)*.

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

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.

Advice for students undertaking the Bachelor of Education (K-6 Teaching)

BEd (K-6 Teaching) students **who are undertaking a NESA primary specialisation** in Mathematics, Science and Technology, or Language must focus on this specialisation and also primary English in their final two placements – one specialisation per placement. Each of these students will focus on either their NESA primary specialisation area OR English in EDUC306. The other teaching area will be a focus of each student's Graduate Teaching Performance Assessment (GTPA) in EDSP410.

BEd (K-6 Teaching) students who are NOT undertaking a NESA primary specialisation are not required to have a curriculum focus for EDUC306. However, these students ARE REQUIRED to have a primary English focus in the Graduate Teaching Performance Assessment (GTPA) in EDSP410.

Advice for students undertaking the Bachelor of Special and Inclusive Education (Primary)

This professional experience is undertaken in a mainstream school setting. Bachelor of Special and Inclusive Education (Primary) students must have a focus on working with students with special needs in this inclusive environment. Students with special needs refers to a wide range of learners, including students with learning difficulties and/or disabilities.

EDUC306 20-days at a glance – 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 per day by Days Four and Five.</i>
Week 2	<i>Some independent and predominantly guided formal planning and teaching of two lessons each day building to whole sessions (e.g. morning, middle, afternoon).</i>
Week 3	<i>Mostly independent planning and teaching of up to 12 hours per week with a focus on effective transitioning of students between activities and awareness of the importance of keen organisational skills and preparation of resources.</i>
Week 4	<i>Independent planning and teaching for of up to 12 hours for the week, taking full responsibility (where appropriate) 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 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 while 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**, EDUC306 (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:*

1.3.1, 1.5.1, 2.2.1, 3.1.1, 3.2.1, 4.4.1, 5.3.1 and 5.4.1

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

1.2.1, 2.1.1, 2.3.1, 2.5.1, 2.6.1, 3.3.1, 3.4.1, 3.5.1, 4.2.1, 4.3.1, 4.5.1, 5.1.1, 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 EDUC306 20-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.*

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

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

Prior to the placement

For handy hints about starting your placement, visit the PrePlacement tile in the PREXUS.

The teacher education student will:

- Set up a meeting by phone, email or face-to-face to discuss with the supervisor how to best prepare for the placement (*e.g. 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.
- **Check the supervisor has received the email containing the professional experience documents.**
- Complete and then discuss the ***Pre-Placement Goal Setting Sheet*** with the supervising teacher.
- Create a ***Professional Experience Folder***. Use this folder to gather resources such as 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 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. Concerns can be raised at any time throughout the placement using the [Assistance Request Form](#).

<p>WEEK 1</p> <p>Days 1 to 5 of the placement</p>	<p>The teacher education student will:</p> <ul style="list-style-type: none"> - 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. - Meet with the teacher to see classroom the classroom and general school building and discuss relevant material for their <i>Professional Experience Folder</i>. - Introduce themselves to the teaching and office staff before or at the start of the placement. - 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 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). - Complete the mandated PrExConnex task: professional dialogue and plan for managing students with challenging behaviours (see the PrExConnex task description at the end of this document). <p>Suggested Classroom Activity:</p> <ul style="list-style-type: none"> - Classroom immersion, small-group and team-teaching activities increasing to taking teaching responsibility for a minimum of two lessons per day by Days Four and Five. <p>Recommendations for supervising teacher:</p> <ul style="list-style-type: none"> - 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 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 their own resources relating to the topics they will teach. - Facilitate the mandated PrExConnex task: professional dialogue and plan for managing students with challenging behaviours (see the PrExConnex task description at the end of this document).
<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 two lessons each day building to whole sessions where appropriate (e.g. morning, middle or afternoon). - Work 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. - Focus on proactive practices, including setting high expectations, building positive relationships, providing structure, and setting ambitious, achievable and personalised goals; simple prompts, pre-corrections and verbal feedback; and, use calm, consistent and proportional responses, behaviour modelling and feedback that gives attention to the desired behaviour rather than the undesired behaviour. 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. *What worked well in the lesson and what will work better next time and why?*
- Seek 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.
- Observe and practice ways to transition students between lessons and activities.
- Complete the mandated PrExConnex task: plan a sequence of lessons (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.

Recommendations for supervising teacher:

- Provide ongoing meaningful feedback about the teacher education students' progress and model teaching methods and strategies to assist teacher education student's teaching practice.
- Facilitate the mandated PrExConnex task: plan a sequence of lessons (see the PrExConnex task description at the end of this document).
- Complete the **Interim Report** in collaboration with the TES. This would have been sent as a link in a separate email to the confirmation package.
- Please contact oplreports@une.edu.au, if you have yet to receive access to the **Interim Report**.

Mid-point (Day 10) of the EDUC306 professional experience

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>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 12 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. - Continue writing reflections in the Professional Experience Folder about their progress to date. - Complete the mandated PrExConnex tasks: evaluate a sequence of lessons; and professional dialogues about school policies (see the PrExConnex task description at the end of this document). - Focus on explicit teaching skills with keen lesson and resource preparation. <p>Recommendations for supervising teacher:</p> <ul style="list-style-type: none"> - Ensure the teacher education student is teaching the required load and is taking increasing responsibility for the planning and resourcing of lessons. - Facilitate the mandated PREXConnex tasks: evaluate a sequence of lessons; and professional dialogues about school policies (Task 3), and about developing curriculum for Aboriginal and Torres Strait Islander students (Task 4) (see the PREXConnex task description at the end of this document).
<p>WEEK 4</p> <p>Days 15 to 20 of the placement</p>	<p>The teacher education student will:</p> <ul style="list-style-type: none"> - Independently plan and teach a minimum of 12 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. - Consider the theories learnt to date, underpinning reasons why students learn differently. - Demonstrate an increasing command of content knowledge, linking outcomes across subject areas where applicable. - Take full responsibility for lessons from start to finish with increasing skills in effective pacing and timing. <p>Complete the mandated PrExConnex tasks: professional dialogues about school policies (Task 3) and about developing curriculum for Aboriginal and Torres Strait Islander students (Task 4) (see the PrExConnex task description at the end of this document).</p> <ul style="list-style-type: none"> - Gather 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. - Complete the Post Goal Setting Sheet in collaboration with the supervising teacher. <p>The supervising teacher will:</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 Post Goal Setting Sheet - Complete the Final Professional Experience Report. - Please contact oplreports@une.edu.au, if you have yet to receive access to the Final Report.

IMPORTANT Final day or days of the professional experience Placement.	<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 with the Professional Experience Report.- Review your Professional Experience Report with your supervising teacher. <p>Then the TES will complete the Preservice Teacher Response within the Professional Experience Report, to acknowledge the completion of the Report.</p> <p>The Professional Experience Report must be completed within two weeks of the final day of the placement.</p> <ul style="list-style-type: none">- Please contact oplreports@une.edu.au, if you have yet to receive access to the Final Report.
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Updated May 2025

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.

PREXConnex task 1 – professional dialogue and planning for managing students with challenging behaviours. During Week 1 of your EDUC306 professional experience you will:

Work with colleagues to develop and implement practical approaches to managing challenging behaviours in the classroom in a whole-school context.

1. Identify and review the school policy/policies related to behaviour management. Is there an overarching whole-school model in place? (e.g. Positive Behaviour for Learning)
2. Discuss the following questions with your supervising teacher:
 - How does the supervising teacher implement the school-wide approach in their class (primary) or classes (secondary)?
 - Which approaches to managing students with challenging behaviours work best with the students in the professional experience class/es?
3. Determine the approaches to managing challenging behaviour that you will take in the first two weeks of professional experience.
4. Review the effectiveness of your approach with your supervising teacher.

PrExConnex task 2 - Plan and evaluate a lesson sequence. During weeks 2 and 3 of your professional experience in EDUC306, you will:

Work with your supervising teacher to choose a focus student who displays either learning difficulties and/or disability, or who is considered gifted and/or talented. If you and your supervising teacher are unable to do this, choose a student who is achieving at a higher or lower level. Set a learning goal or goals for the focus student, and plan and evaluate a lesson sequence that differentiates learning.

During the preparation, delivery and evaluation of a lesson sequence, focus on Graduate Teaching Standards 1.5.1, 3.1.1, 5.1.1 and 5.4.1. You may also need to include 1.6.1, depending on the learning needs of your focus student.

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:

- choose a focus student;
- discuss how you will set learning goals that provide achievable challenges for that student (3.1.1);
- discuss strategies for differentiating learning (1.5.1); and
- choose which modes of assessment will be applied during the lesson/s (5.1.1). Although there are several different modes of assessment mentioned in the 5.1.1 standard, your choice/s will depend on the teaching context.

Indicate on your lesson plans when and how the teaching strategies relevant to 3.1.1 and 1.5.1, and assessment modes relevant to 5.1.1 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:

- Was the learning goal selected appropriate, and the strategies that were planned to facilitate 3.1.1 and 1.5.1 successful? Why/why not?
- On reflection, in what way could the strategies be adapted to more adequately cater to the needs of your case study student? What other strategies might be used?
- Moving forward, what changes in your teaching practice could be made to successfully facilitate or continue to successfully facilitate 3.1.1 and 1.5.1?
- Were the modes of assessment that were used successful? Why/why not?
- Standard 5.1.1 addresses informal, formal, diagnostic, formative and summative assessment approaches. Which of these were and were not applied during the lessons? At which phases of the lesson were the modes of assessment applied?
- On reflection, what changes could have been made during the lesson/s to more successfully apply various modes of assessment?
- Moving forward, what changes to your teaching practice could be made to continue to successfully facilitate the modes of assessment?

- What does the assessment tell you about your case study student's attainment of the learning goal and the differentiation strategies you used (3.1.1, 1.5.1, 5.4.1)?
 - Based on your interpretation of assessment data, what modifications did you make in your lesson sequence? Why?
 - Based on your interpretation of assessment data, what are the next steps in learning for your case study student? Why?

PrExConnex task 3 - identify and document school policies and engage in professional dialogues. During weeks 3 and/or 4, the teacher education student will:

1. Identify and document what the schools' policies are on the following areas:
 - Classroom behaviour management (4.1.1)
 - Bullying – all forms (4.4.1)
 - ICT management - use and abuse (4.5.1)

It is understood that school policies enact governing policies e.g., a State's Department of Education policies relating to these issues. You are required to focus on your school's in-house policies.

2. After locating and making a copy of these policies (if permitted), **arrange to engage in professional dialogue with up to three teachers about these topics:**
 - What they think about the schools' policies i.e., are they outdated, miss the mark, spot on, etc. for their school student population. Do they work and are they effective?
 - If they could change any aspect of them, what would that be and why?

PrExConnex task 4 – review of classroom and school environment curriculum. During weeks 3 and/or 4 of your EDUC306 professional experience you will:

Engage in professional dialogue with the supervising teacher or another teacher in the school.

1. Identify if there is a school-wide process or other activity or resource in place for developing curriculum that is relevant and inclusive of Aboriginal and Torres Islander students.
2. Ask the supervising teacher or colleague to share how they develop curriculum that is relevant and inclusive of Aboriginal and Torres Strait Islander cultures, and also share any programming that demonstrates relevance and inclusivity.

Reflect on what you have learned about the classroom and school environment curriculum, and the extent to which Aboriginal and Torres Strait Islander students might see themselves reflected in their schooling.

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