



Specific Requirements for EDUC550 Professional Experience 2 (20 days) Master of Teaching (Primary)

EDUC550 Professional Experience 2 (20 days) Overview

The following information regarding the EDUC550 Professional Experience 2 (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.

EDUC550 is the first of two professional experience placements completed in a mainstream primary classroom in this degree. It is, however, the second professional experience unit in the *Master of Teaching (Primary)* degree and follows a preparatory, online professional experience unit called EDUC540.

For this placement, the teacher education student will be required to engage fully in the school experience as well as plan and teach across all subject areas relevant to the *Australian Curriculum, Assessment and Reporting Authority (ACARA)*. **In the initial week of the placement**, it is essential the teacher education student quickly gains an awareness of the school's ethos; the school's policy and procedures; student culture and diversity within the school; and any code of conduct adopted by the school which relates to professionalism and management of the students.

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

Coinciding with this, the teacher education student, particularly in Weeks One and Two, will be liaising with their supervising teacher to establish and then implement their **Reflective Research Project**. Data collection for this project will be recorded using a daily journal. At the conclusion of the 20-day placement, the teacher education student will then submit their research as a report to the [Unit Co-ordinator](#).

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.

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.

EDUC550 - 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 (2) lessons per day by Days Four and Five. Discussion with the supervising teacher about Reflective Research Project.</i>
Week 2	<i>With guidance from the supervising teacher, formal planning and teaching of two (2) lessons each day building to whole sessions (e.g. morning, middle, afternoon). Implement Reflective Research Project.</i>
Week 3	<i>Continued guided planning and teaching (now up to 12 hours per week), moving to a more independent approach. Focus on providing students with clear and well-directed instructions and effective progression and continuity when lessons are sequential.</i>
Week 4	<i>Independent planning and teaching for a 12-hour teaching load, taking full responsibility for classroom organisation, transitions, and 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**, EDUC550 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 3.1.1 3.2.1 4.3.1 4.4.1 5.3.1 5.4.1

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

12.1 1.3.1 1.4.1 2.1.1 2.3.1 2.5.1 3.3.1 3.5.1 4.1.1 4.2.1 5.1.1 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 EDUC550, 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 include 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 Pre-Placement tile in the PREXUS.

The teacher education student (TES) 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.
e.g. What are the goals for linking intervention for the targeted individual to whole class learning? How will baseline data be gathered in week one to prepare for the process of intervention in weeks two to four? What teaching methods/strategies and activities could be effective for connecting the intervention to the classroom learning?
- Discuss the requirements for the **Reflective Research Project** 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 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 and 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>. - Complete the attendance sheet each day outlining both teaching and observation. - 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). - Discuss the <i>Reflective Research Project</i> with the supervising teacher. The content required for its data collection should be considered from day one. - 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> <p>Classroom immersion; small-group and team-teaching activities, increasing to taking responsibility for two (2) lessons per day by days four and five.</p> <p>The supervising teacher will:</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. - 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. - Provide opportunity to observe implementation of a multi-tiered framework system of support (Tier 1 – instruction to all students, Tier 2 – targeted instruction, Tier 3 – intensive/individualised instruction if/as implemented in the classroom). - 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"> - Build to teaching two (2) lessons each day (or equivalent) with an increasingly independent approach to planning and organisation of resources as the week progresses. Then build to teaching whole sessions each day (e.g., morning, middle or afternoon). - Ensure lessons are well structured and logically sequenced in order for students to achieve realistic outcomes, seeking guidance from the supervising teacher. - Demonstrate the ability to spell accurately and use grammar correctly, in the appropriate context in all subject areas. - Focus on effective classroom management through using rules and routines, and through using 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.

- Continue to participate in all the routines and activities of the school day.
- 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?
- Ask permission to try out some ideas, where appropriate.
- Implement and finalise the **Reflective Research Project**. It is important that data collection for this project is completed by the end of the week in order to focus solely upon planning and teaching in Weeks Three and Four.
- 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).
- 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.

The supervising teacher will:

- Provide ongoing, meaningful feedback about the teacher education's progress and model teaching methods and strategies to assist teacher education student's teaching practice.
- 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).
- 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 opreports@une.edu.au, if you have yet to receive access to the **Interim Report**.

Mid-point (Day 10) of the EDUC 550 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 using a variety of resources including ICT. - Continue writing reflections in the <i>Professional Experience Folder</i> about their progress to date. - Complete the mandated PREXConnex tasks (Weeks 3 and/or 4): Engage in professional dialogue with an executive teacher about managing students with challenging behaviours; and professional dialogue with supervising teacher (or another teacher) about developing curriculum for Aboriginal and Torres Strait Islander students (see the PREXConnex task description at the end of this document). <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.
<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"> - Plan, mostly independently, and teach a minimum of 12 hours for the week. - 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 and knowledge of related outcomes across subject areas should be evident at this stage of the professional experience. - Take full responsibility for lessons from start to finish with increasing skills in effective pacing and timing. - Complete the mandated PREXConnex tasks (Weeks 3 and/or 4): Engage in professional dialogue with an executive teacher about managing students with challenging behaviours; and, professional dialogue with supervising teacher (or another teacher) about developing curriculum for Aboriginal and Torres Strait Islander students (see the PREXConnex task description at the end of this document). - 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. - Complete the Post-Placement Goal Setting Form. <p>The supervising teacher will:</p>

	<ul style="list-style-type: none"> - Facilitate the teacher education student in undertaking the mandated PREXConnex tasks (Week 3 and/or 4): Engage in professional dialogue with an executive teacher about managing students with challenging behaviours; and, professional dialogue with supervising teacher (or another teacher) about developing curriculum for Aboriginal and Torres Strait Islander students (see the PREXConnex task description at the end of this document). - Complete the Post-Placement Goal Setting Form. - Complete the Final Professional Experience Report. - Please contact oplreports@une.edu.au, if you have yet to receive access to the Final Report.
<p>IMPORTANT</p> <p>Final day or days of the professional experience placement</p>	<ul style="list-style-type: none"> - The TES will meet with the supervising teacher regarding the outcome of their final Professional Experience Report to review and 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 as part of the final Professional Experience Report and placement assessment. - The TES will complete the Preservice Teacher Response section within the Final Professional Experience Report, to acknowledge the completion of the Report. <p>The Professional Experience Report must be submitted within two weeks of the final day of the placement</p> <p>Please contact oplreports@une.edu.au, if any difficulties are experienced regarding access to the Final Report.</p>

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 EDUC550 are undertaken by the teacher education student during weeks 1, 2, 3 and/or 4.

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 (GTSDs 4.3.1, 4.4.1, 6.3.1). During weeks 1 and/or 2 of your EDUC550 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 1 and 2, 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.

PREXConnex task 3 – professional dialogue about managing students with challenging behaviours (GTSDs 4.3.1, 4.4.1, 6.3.1). During weeks 3 and/or 4 of your EDUC550 professional experience you will:

Engage in professional dialogue with an executive teacher about managing students with challenging behaviours.

1. Discuss the following questions with an executive teacher (Stage coordinator, Deputy or Principal, or another teacher in the school if executive members are unavailable):
 - How was the school-wide approach to behaviour management and managing students with challenging behaviours developed? Staff/student/parent/community consultation? How and when is it reviewed?
 - To what extent are they effective? Why/Why not?
 - If they could change any aspect of them, what would that be and why?

PREXConnex task 4 – review of classroom and school environment curriculum (GTSD2.4.1). During weeks 3 and/or 4 of your EDUC550 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 Strait 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.

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