



Specific Requirements for PrEx 201 Professional Experience 1 (20 days)

Primary Teaching

PrEx 201 – Overview

The following information regarding the PrEx201 Professional Experience 1 (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.

This is the first professional experience placement in a UNE Initial Teacher Education degree. 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 all 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 in their degree. By Weeks Three and Four of the placement, the minimum teaching load will build to 10 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 or marking.

<i>Weekly Guide - PrEx1 20 days at a glance</i>	
<i>Week 1</i>	<i>Classroom immersion, small group and team teaching, assisted planning and teaching a full session on Day Five (guidance from the supervising teacher).</i>
<i>Week 2</i>	<i>Working towards teaching of 2 lessons each day (with assistance from supervising teacher).</i>
<i>Week 3</i>	<i>Exploring a range of teaching strategies with clear learning goals, and assisted planning for teaching of up to 10 hours for the week.</i>
<i>Week 4</i>	<i>Planning for and teaching no less than 10 hours per week and transitioning students between sessions.</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)

Placement Requirements

All criteria specified below is only a guide as to the minimum requirements for the first placement. 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.

Numbers appearing at the end of some points link Requirements for this placement to the related Standard Descriptors in the Australian Professional Standards for Teachers.

Supervising teachers and teacher education students may increase the load as teaching confidence or ability develops throughout the placement.

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

Prior to the placement

For handy hints about starting placement, teacher education student visit the Pre-Placement tile in the PREXUS.

The Teacher Education Student (TES) will:

- Arrange a meeting by phone, email or face-to-face to discuss with the supervising teacher how best to prepare for the scheduled placement*(e.g. 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?). **(1.6.1)**
- Complete and discuss the **Pre-Placement Goal Setting Form. (3.1.1)**
- Ensure the supervisor has received the email containing the professional experience documents.
- 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 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. **(3.4.1)**
- Negotiate a mutually suitable time with the supervising teacher for each of the four weeks. 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 party have concerns, please remember to contact the OPL immediately. **(3.6.1)**

** see 'Ice-breaker' questions in the PREXUS*

<p>WEEK 1</p> <p>Days 1 to 5 of the placement</p>	<p>The Teacher Education Student (TES) will:</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 then to the designated class with a game or engaging activity with the intention of learning students' names as quickly as possible. - Observe and consider how and why learners are engaged or disengaged in the classroom and explore the concept of different teaching methods to cater for a variety of learning needs. (1.2.1, 1.5.1) - Observe and reflect upon the dynamics between the teacher and the students with a developing awareness of the importance of connectedness and inclusivity, even with a diverse range of students. (1.2.1, 1.3.1, 1.4.1) - 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 one full lesson on Day 5. (3.1.1) <p>Recommendations for supervising teachers:</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 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 resources relating to the topics they will teach. (2.1.1)
<p>WEEK 2</p> <p>Days 6 to 10 of the placement</p>	<p>The Teacher Education Student (TES) will:</p> <ul style="list-style-type: none"> - On Days Six, Seven and Eight, build to teaching two assisted lessons per day. On Days Nine and Ten increase to taking responsibility for whole sessions (morning, middle or afternoon) with a growing awareness of how effective learning is a result of carefully planned and sequenced lessons. (2.2.1, 3.2.1, 4.2.1) - Observe closely how goals are used to achieve outcomes. (3.1.1) - Share their ideas and ask what worked well in the lesson and what will work better next time and why. (6.3.1) - Focus on effective classroom management through explicit communication and keen organisation along with quality preparation of lessons (and related resources). (3.5.1)
<p>Mid-point (Day 10) of the professional experience</p> <p>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>	

<p>WEEK 3</p> <p>Days 11 to 15 of the placement</p>	<p>The Teacher Education Student (TES) will:</p> <ul style="list-style-type: none"> - Increase responsibility (with less direction from the supervising teacher) for formal planning of up to 10 hours for the week across a variety of subjects. (3.2.1) - Explore a range of teaching strategies with clearly documented learning goals for planning. (3.3.1) - Share own ideas with the supervising teacher and asking permission to try them during a lesson. (3.3.1) - Demonstrate the capacity to apply constructive feedback from the supervisor in order to improve pedagogy and ask for feedback. What worked well in the lesson and what will work better next time and why? (6.3.1) - Work to assist individual pupils and the whole class to meet learning outcomes whilst ensuring their well-being and safety at all times. (4.4.1, 6.4.1) - Continue participation in all routines and activities of the school day. - Continue writing reflections about progress to date for entry in the Professional Experience Folder and aim to gather as many resources as possible for future planning and teaching. (3.4.1)
<p>WEEK 4</p> <p>Days 16 to 20 of the placement</p>	<p>The Teacher Education Student (TES) will:</p> <ul style="list-style-type: none"> - Plan for and teach no less than 10 hours for the week and transitioning the students between sessions. Consider the students' prior knowledge before creating learning goals. (3.2.1) - In this final week of the placement, undertake some independent planning where possible, seeking constructive feedback and recommendations from the supervising teacher. (3.2.1) - Request guidance and feedback about appropriate selection and use of a range of resources (including ICT) to engage students and enhance their understanding. (2.6.1, 3.4.1) - At this stage of the placement (where applicable), the teacher education student has been introduced to and observed different examples of assessment and how it is used to track students' progress. (2.3.1, 5.1.1) - Demonstrate an increasing awareness of the importance of competency in Literacy and Numeracy across all subjects. (2.5.1) - Proactively acquire a variety of resources for their Professional Experience Folder to take with them after they have completed the placement. This folder is for personal use and not for assessment. (3.4.1)
<p>IMPORTANT</p> <p>Final day or days of 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>