Professional Experience Handbook

**EDLA488
*Teaching English as a Second/Additional Language II***

**EDLI504
*TESOL II***

**Trimester 2, 2022**

**Office for Professional Learning**

**School of Education**

**University of New England**

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EDLA488 and EDLI504 - Professional Experience
Trimester 2, 2022

*Theory without practice is a bird that never lands.
Practice without theory is a bird that never flies.*

*Theory without practice is empty.
Practice without theory is blind (Immanuel Kant).*

*Nothing is as practical as a good theory (Lewin).*

## Preface

This handbook provides teacher education students enrolled in the **EDLA488** *Teaching English as a Second/Additional Language II* and **EDLI504**: *TESOL II* with information about the professional experience component of the units.

The purpose of professional experience is to develop and/or extend teaching competence and expertise. It ties the theoretical study of TESOL to teaching practice. The professional experience component of **EDLA488/EDLI504** also ensures that those who wish to be awarded a qualification in TESOL – whether they are already working in the TESOL field or whether they wish to enter the field in the future – have recent and evaluated experience in working with learners of English as an additional language (EAL), as required by accreditation authorities and reputable employers both in Australia and overseas.

Please read all the information in this handbook carefully. If after reading the handbook, you have any questions, please contact the unit coordinator.

**Important**

For **EDLA488** and **EDLI504**, you must achieve a grade of ***Satisfactory***, or higher, for the professional experience placement.

## EDLA488/EDLI504 Professional Experience Checklist

**Step 1:**

Read **Professional Experience Requirements** (p. 6) and **the Professional Experience Placement** (pp. 7-11).

**Step 2:**

Log in to the Professional Experience Nexus (PREXUS) Moodle site. This site contains all relevant information required by teacher education students to assist in arranging a Professional Experience Placement.

Click on the green **Enrol Me** button.

Follow the prompts, including selection of your degree.

From the **Placement Form** tile, identify which of the following placement forms you will be using.

* Placement Offer
Use this form to arrange your own placement.
* Request for Placement Assistance
Identify at least three schools and/or centres that would be suitable for your placement, keeping in mind your future teaching plans, location, course dates and availability of a supervising teacher.
* In-Service Placement
If you are already teaching English to speakers of other languages, either within Australia or overseas, you may choose to undertake professional experience in your own classroom.

**Step 3:** Return **placement forms** to the Office for Professional Learning (OPL) by ***Friday, July 29, 2022*** at least 10 days prior to placement start date.

***Or***

**A placement cannot begin until the OPL has emailed you a letter of confirmation.** When the placement has been confirmed with the centre in which you wish to undertake the placement, documents will be emailed directly to your supervising teacher.

Submit Assignment 1 before the end of the trimester, your placement should be completed by

**Friday, September 23, 2022.** If you need to negotiate a placement that finishes after that date, please apply for a Special Extension of Time (SET).

**Step 4:** Read **Professional Experience Placements: additional Information** (p. 12

**Step 5:** Confirm with the supervising teacher they have received the confirmation email from UNE, which the following attachments:

 **\* Final assessment and report.**

 \* Attendance register.

 \* Summary of Expectations.

 \* **EDLI504/EDLA488** TESOL Handbook.

 \* Claim form

 \* Taxation declaration

1 A copy of *Professional Experience: The role of the supervising teacher* (pp. 14 -15)

2. Copies of *Supervising teacher’s evaluations of specific lessons* (pp. 16-17) to complete during placement (*all placements*)

During the placement, the supervising teacher copies this form as many times as needed to provide you with *lesson evaluations*. The supervising teacher uses these evaluations to complete the final *Professional Experience Report*. Collect copies of the supervising teacher’s evaluations for your *resource file*, which, along with your *journal*, you will use as the basis for ***EDLA488/EDLI504*** *Assignment 1 – Part 1*.

**Step 6:** **Final assessment and Professional Experience Report**

First, the supervising teacher completes the**final assessment and report** (See p. 18). The supervising teacher then:

(1) makes a copy and emails the copy to the OPL

(2) makes a copy for their own records, and

(3) gives the completed original form to you

Email the **Professional Experience Report** tothe Office for Professional Learning *oplreports@une.edu.au**.*

**Step 7:** Student to submit Assignment 1 before the end of the trimester. Please endeavour to have the placement completed by **Friday, September 23, 2022. However, if this cannot occur and** you need to negotiate a placement that finishes after that date, please apply for a Special Extension of Time (SET).

**Important**

If you have any questions about any of the above steps,
or if you are unable to complete any of the steps as outlined above,
please contact the **EDLA488/EDLI504** unit coordinator.

## Contact details

**Concerns about course work content contact Unit Coordinator**

[**EDLA488/EDLI504** unit website](http://moodle.une.edu.au/course/view.php?id=10745)

**Concerns about professional experience placement contact The Office for Professional Learning (****OPL****) for placement enquiries**

**Telephone: +61 2 6773 3898**

You *must* ensure that you are familiar with the requirements and procedures detailed in this Handbook. Please ask if you have any queries or concerns.

Once the professional experience is underway, it is important that any significant concerns, of either the candidate or the supervising teacher, are communicated to the unit coordinator or the OPL **as early as possible**.

Email: [AskUNE](https://askune.custhelp.com/app/ask/p/685%2C686)

Contacts: [OPL](http://www.une.edu.au/opl-contact)

### Student Central

*Student Central* is the point of contact for all administrative enquiries related to study at UNE in general, including selecting units and managing enrolment. Administrative enquiries relating to study at UNE are made through:

* [Student Central](http://www.une.edu.au/current-students/support/student-central)
* [AskUNE](http://www.une.edu.au/askune/)

Information on all aspects of studying at UNE can be found on the [*Current Student*](http://www.une.edu.au/current-students) page.

## Professional Experience Requirements

The 60-hour professional experience component of **EDLA488** and **EDLI504** meets the requirements placed by Australian accreditation authorities on specialist TESOL awards. In other words, the professional experience component is designed to enable those already trained as teachers to add the TESOL – EAL/D curriculum area to their teaching qualifications as recognised by Australian employers, including state departments of education, the Catholic Schools Office and independent schools, TAFE, Community Colleges and providers of the Adult Migrant English Program (AMEP), as well as providers of ELICOS accredited under the National ELICOS Accreditation Scheme (NEAS).

As you plan the TESOL professional experience placement, you should take into account your future teaching plans, for example:

* where you wish to teach, whether in Australia or overseas
* the age group and level you wish to teach
* the educational sector in which you wish to teach
* the type of educational institution in which you wish to teach, and whether you wish to teach a specialist area of EAL (e.g. English for Academic Purposes, Vocational English, Migrant English, English as a Foreign Language).

### Conditions

To fulfil the requirements of the professional experience component of **EDLA488** and **EDLI504**, the following four conditions must be met:

1. a 60-hour professional experience placement in an institution that delivers recognised educational programs in English as an additional language (EAL), or equivalent
2. the placement is completed in a continuous ten (10) day block
3. a class made up of no less than seven (7) students learning English as an additional language
4. a minimum grade of Satisfactory is achieved.

**Important**

Failure to meet these conditions may jeopardise your future employment.
If for any reason, you are unable to secure a placement that meets these conditions, please contact the **EDLA488**/**EDLI504** unit coordinator.

Please note that the professional experience component of this unit does **not** meet the professional experience requirements for registration as a teacher in Australia. In order to be registered as a teacher in Australia, you must enroll in a teacher education course at an Australian university, such as a Bachelor of Education or a Master of Teaching. A successful placement does, however, enable you to add the TESOL – EAL/D curriculum area to existing teaching qualifications.

### Recognition of teaching qualifications overseas

Internationally, each country places its own requirements on teachers in general, and on teachers of EAL-ESOL in particular. If you wish to be recognised as an EAL-TESOL professional in a country other than Australia, you will need to research the requirements for registration/accreditation in that country.

**Important**

It is your responsibility to determine:

*whether* your course meets the accreditation/registration requirements of the educational sector and/or country in which you wish to teach and/or the requirements of future employers
and

*whether* 60 hours of professional experience with a minimum of seven (7) EAL students will be sufficient to meet the accreditation/registration requirements of the educational sector and/or country in which you wish to teach and/or the requirements of future employers

##

## The professional experience placement

The professional experience component is a requirement for allteacher education students enrolled in **EDLA488** and **EDLI504**, even for those who are already trained as teachers, and for those who are already working as teachers. For trained teachers completing the unit, the professional experience component can be considered as professional development, for example, for professional review or promotion purposes.

The **EDLA488**/**EDLI504** professional experience placement can be either *pre-service* or *in-service.*

* A pre-service placement is a placement at an educational institution where you are not employed.
* An In-service placement is a placement at the educational institution where you are currently employed as a teacher.

## Pre-service placement

Identifying an institution suitable for an EAL-TESOL placement often requires considerable research. The Office for Professional Learning (OPL) is not able to do this research for you.

### Preparation

If you have not taught before, or you have not taught EAL-ESOL before, or if you are not currently teaching EAL-ESOL, it can be useful before placement to arrange an observation in a well-established class, or to join a volunteer Home Tutor Scheme in your area. In Australia these schemes are managed by providers of the Adult Migrant English Program ([AMEP](http://www.education.gov.au/adult-migrant-english-program-0)), including, for example, TAFE and community colleges, and English language centres.

#### Examples of suitable educational institutions for placement within Australia

If you are undertaking a placement **within Australia**, your first step is to identify at least three schools or centres suitable for your placement. Schools suitable for an EAL-ESOL professional experience placement include:

* Intensive English Centres in schools (for example, [NSW](http://www.schools.nsw.edu.au/gotoschool/types/intensivecentre/), [Queensland](http://education.qld.gov.au/schools/about/support.html#english), [Victoria](http://www.education.vic.gov.au/Documents/school/parents/translations/engldet.pdf), [South Australia](http://www.decinternational.nsw.edu.au/study/schools/intensive-english-courses), [Western Australia](http://det.wa.edu.au/curriculumsupport/eald/detcms/navigation/program-information/eal-d-school-programs/), [Tasmania](http://www.multicultural.tas.gov.au/education_and_english), [Northern Territory](https://nt.gov.au/learning/primary-and-secondary-students/english-as-a-second-language), [ACT](http://www.det.act.gov.au/school_education/directory_of_schools/introductory_english_centres_act_government))
* [Adult Migrant English Program](http://www.education.gov.au/adult-migrant-english-program-0)
* [ELICOS](http://www.elicos.com) centres
* Academic English programs in [university English Language Centres](http://www.ueca.edu.au/) (see also [Australian Universities: English](http://www.australianuniversities.com.au/english/))
* [Community Colleges](http://www.cca.edu.au/)
* TAFE ([NSW](https://www.tafensw.edu.au/courses/tafe-nsw-course-search?collection=toms-meta&form=offeringSearch&meta_G_and=course&fmo=true&query=English), [Queensland](http://tafeqld.edu.au/course-search/search.php?q=English), [Victoria](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/ealuni.aspx), [South Australia](http://www.tafesa.edu.au/courses/education-languages/english-as-a-second-language.aspx), [Western Australia](http://coursesearch.tafe.wa.edu.au/SearchResults.aspx?k=English), [Tasmania](http://www.tastafe.tas.edu.au/?s=English), [ACT](http://cit.edu.au/languages), [Northern Territory](http://www.tafecourses.com.au/resources/guide-to-tafe-courses-in-northern-territory/))

### Professional Experience Placements *within* Australia

You can complete either the **Self-Placement** or **Request for Assistance Placement** form.

**Important**

If you are undertaking a placement within Australia, please submit the completed placement form to the OPL by **Friday, July 29, 2022**.
If for any reason this is not possible, please contact the **EDLA488**/**EDLI504** Coordinator, Zuocheng Zhang (zzhang26@une.edu.au).

#### Self-Placement (Placement Offer)

If you have identified a suitable school or centre in Australia, enquire informally about the possibility of a placement at that institution, and discuss possible placement dates. Please be aware, when approaching schools and centres about a professional experience placement, that if this is not done with care, it may jeopardise your chances of a placement at that institution.

**Important**

Schools and centres are under no obligation to offer you a placement.

At all times approaches to schools and centres must be polite and professional.
Your professionalism is demonstrated by both your appearance and the way you engage with staff at the institution. If the school or centre indicates they are unable to offer you a placement, accept this outcome courteously and continue your research.

If a school or centre requires a professional experience placement request to be made officially by UNE, please provide the OPL with your forms with all relevant details so a formal approach can be made to the centre on your behalf.

**Important**

If you have any concerns at all about the suitability of a preferred placement,
*before* completing a **Self-placement form** or **Request for Assistance**, contact the **EDLA488**/**EDLI504** Coordinator, Zuocheng Zhang (zzhang26@une.edu.au).

#### Request for Assistance (Placement Assistance)

If you require placement assistance, use the form to supply the OPL with information about one or more schools or centres you consider might be suitable for your professional experience placement in order of preference. Be aware that the OPL may not be able to place you at your preferred location, so please supply second and third preferences as well.

Information supplied about schools or centres must include:

* the name and address of the school or centre
* the type of school or centre
* reasons why the school/centre is suitable for your placement (e.g. type of institution and recognition as an EAL-TESOL provider, age group/level, educational sector, relevance to your future teaching plans)
* the location of the school or centre, and how you plan to travel there
* contact information for the school or centre: address, telephone, email, website
* the name of a contact in the institution (if known)
* course/term dates and days or hours/week of EAL-TESOL classes offered at the institution, ensuring these match (1) the professional experience conditions and (2) your availability to undertake professional experience
* any arrangements in relation to professional experience you have made with the school or centre so far

The OPL will then make formal contact with the institutions to try to organise the placement.

**Important**

Please ensure all information you provide the OPL is **correct and accurate**.
If the information you provide is inaccurate, your placement will be put in jeopardy.

#### Finalising the placement

If your placement is **within Australia**, and after you have confirmed your placement with the OPL and the school or centre, complete the appropriate form with all the placement details, including the following:

* your name
* the name and address of the school/centre
* current contact information for the school/centre: telephone, email and website
* the name of the proposed supervising teacher
* current contact information for the supervising teacher: telephone and email
* endeavor to complete your professional experience placement by Friday, November 25, 2022.

On the basis of information supplied on your form, the OPL will contact the school/centre to finalise the placement. The prospective supervising teacher will then receive a booklet and the necessary forms, including assessment and reporting forms, a claim form and an employment declaration.

* The OPL will do everything they can to accommodate candidate preferences, but they cannot always finalise a placement exactly where and when candidates request.
* A ‘Confirmation of Placement’ is emailed to the candidate when a placement has been arranged.

**Important**

Please ensure all information you provide the OPL is **correct and accurate**.
If the information you provide is inaccurate, your placement will be put in jeopardy.

A final approval of these details must be made by the OPL before commencement of the placement for insurance and payment purposes.

**Important**

If you have a placement within Australia, please submit completed **placement form** ***before*** commencing professional experience.

At the commencement of the placement provide the supervising teacher with a copy of the information on *the role of the supervising teacher* (pp. 14-15).

During a pre-service placement preparing you to enter the EAL-TESOL field, you will be assigned to a supervising teacher’s class, initially observing lessons presented by the supervising teacher, and other teachers as well, if possible. You will also assist with individual learners and small group tasks as directed. Gradually, you should take more responsibility for the class, eventually preparing and presenting (and/or contributed significantly to the delivery of) a minimum of 15hours.

#### Teacher education students living in Armidale

If you live in Armidale, you may contact the OPL to request a professional experience placement at the English Language Centre (ELC) at UNE: <http://www.une.edu.au/current-students/support/international-students/english-language-centre> The UNE English Language Centre caters for international students studying academic English.

*Note: Places at the ELC are limited and are only suitable for those teacher education students who plan to teach English for Academic Purposes (EAP) at tertiary level in the future.*

Teacher education students who would like to complete professional experience at the ELC should not contact the centre directly. Fill in and submit a **Request for** **Assistance Placement in Armidale** form stating your preference for a placement at the ELC. The OPL will then make the arrangements on your behalf.

### Professional Experience Placements *outside* Australia

If your placement is outside Australia, your first step is to find a school or centre suitable for your placement. If you are undertaking your pre-service placement outside Australia, you are responsible for finding a suitable educational institution. This may involve a certain amount of research.

**Important**

As part of your research, it is your responsibility to ensure that the school or centre you identify is a reputable institution and is recognised as a provider of English language education in the country in which it is located.

If the school or centre is not reputable or not a recognised provider of English language education, professional experience undertaken at this institution may not be recognised by institutions where you seek employment in the future.

Contact the school or centre to request a placement. Once a school or centre has accepted your request, negotiate the placement details, including supervising teacher, and placement dates and times. Once you have identified a suitable institution, and after you have negotiated the details, complete the**Self Placement** formand submit it via *In-Place*. Ensure you include the following information on the form.

* your name
* the name and address of the school/centre
* current contact information for the school/centre: telephone, email and website
* the name of the proposed supervising teacher
* current contact information for the supervising teacher: telephone and email
* endeavor to complete your professional experience placement by Friday, November 29, 2022.

**Important**

Please ensure all information you provide the OPL is **correct and accurate**.
If the information you provide is inaccurate, your placement will be put in jeopardy.

You may have to contact several schools or centres before you secure a placement. Some schools or centres may request a formal approach from UNE before they will negotiate these details. If this is the case, please submit your placement forms to the OPL via AskUNE so an approach can be made to the centre on your behalf.

**Important**

The education institution you select for professional experience placement
must be reputable by both local and international standards.

***For insurance and payment purposes a final approval of the placement details must be made by the OPL before commencement of the placement.***

**Important**

If you have a placement outside Australia, please submit the completed form
**before** commencing professional experience.

At the commencement of the placement provide the supervising teacher with a copy of the information on *the role of the supervising teacher* (pp. 14-15).

You will be assigned to your supervising teacher’s class, initially observing lessons presented by the supervising teacher, and other teachers as well, if possible. You will also assist with individual learners and small group tasks as directed. Gradually, you should take more responsibility for the class, eventually preparing and presenting (and/or contributed significantly to presenting).

## In-service placement

If you are already teaching English to speakers of other languages, **either within Australia or overseas**, you may choose to undertake professional experience in your own classroom under the following conditions:

* There is a qualified and experienced EAL-TESOL professional at your institution who can act as supervising teacher for the duration of your placement. The supervising teacher is a person with an EAL-TESOL qualification and experience, but does not need to be your supervisor in the workplace.
* Your class is of an appropriate size. The minimum class size is seven (7) students.

If you intend to use you own class(es) for professional experience, complete the **in-service Placement** form. Return the form to the OPLas soon as possible with the following details:

* your name
* the name and address of the school/centre
* current contact information for the school/centre
* telephone, email and website
* the name of the proposed supervising teacher
* current contact information for the supervising teacher: telephone and email
* endeavour to complete your professional experience placement by Friday, November 29, 2022.

**Important**

Please ensure all information you provide the OPL is **correct and accurate**.
If the information you provide is inaccurate, your placement will be put in jeopardy.

Once the OPL has received your placement form, they will contact the centre and proposed supervising teacher named on the form to ensure that this person is willing and able to act as the supervisor of your professional experience placement, to send necessary information and forms, and to finalise your placement.

**Important**

To arrange an In-Service placement, please complete an ‘**In-Service’ Placement Form** and submit the completed form to the OPL.

Before the commencement of the placement provide the supervising teacher colleague with a copy of the information on *The Role of the Supervising Teacher* (pp. 14-15). Discuss with your colleague all aspects of lesson planning, selection of resources, teaching, assessment and evaluation throughout the placement. Your colleague will make written comments on approximately **five (5) hours of teaching**.

Discussions with your colleague, and their feedback after observing the class, are opportunities for professional learning. In other words, professional experience during in-service placements can be used as an opportunity to try out new skills and techniques, both those gained from studying the unit, as well as ideas from other sources. This might involve, for example, an action research project, later written up as part of the self-evaluation section of your Professional Experience Report (Assignment 1).

## Professional Experience Placement: Additional information

### Working with Children Check

If you wish to undertake professional experience at a school or centre that enrolls students 18 years or under, you will need to meet the *Working with children* requirements of the state, territory or country*.* For more information about *Working with children* requirements in Australia see this [important information](http://www.une.edu.au/about-une/faculty-of-humanities-arts-social-sciences-and-education/school-of-education/office-for-professional-learning/current-students/important-information) provided by the OPL.

### Location of EALD professional experience placements

Most teacher education students prefer to undertake professional experience placements in the area where they live, or within easy travel distance. This, however, is not always possible. Most institutions that teach EAL are in larger population centres.

When completing a **Request for Assistance** Placement Form, you should supply information about educational institutions in locations where you are able to travel too easily, and where you can find accommodation.

**Important**

If you need to be away from home to complete your professional experience,
it is your responsibility to arrange your own accommodation.

### Timing of EAL professional experience placements

One of the conditions of the professional experience placement is that it should be completed as a ten (10) day block. Most educational institutions that teach EAL operate during business hours on weekdays. Many only operate during school terms. If you are interested in a placement in the evening, weekend or school holidays, you must ensure that the school or centre you select for professional experience operates during these hours, and that the classes delivered during these hours meet the professional experience requirements.

**Important**

If for any reason you cannot complete the professional experience placement within the Trimester 2 dates, please contact the OPL and the unit coordinator immediately to negotiate alternative placement dates.

### Prior to placement: contacting the institution and the supervising teacher

Once you have been emailed a **Letter of Confirmation**, you should:

1. contact the placement institution two (2) to four (4) weeks prior to the commencement of the placement
2. Email the supervising teacher, giving them your telephone number so they can reply to you about arranging a time meet with them prior to the placement.

By contacting the institution and the supervising teacher prior to the placement, you are able to confirm the placement dates and times, and the supervising teacher has the opportunity to advise the candidate of any preparation needed before the placement commences.

**The candidate must leave a telephone number and/or email address so the institution and supervising teacher can make contact if necessary.**

### Withdrawal from the unit

If at any time you decide to withdraw from the unit, and not complete the professional experience placement, you must immediately:

1. log in to MyUNE and withdraw yourself from the unit, and
2. email the [OPL](http://www.une.edu.au/opl-contact).
3. The OPL will email the Supervising Teacher to advise them of the withdrawal from the professional experience placement.

Professional Experience
Role of the teacher education student

During professional experience you are assessed on your overall professionalism and commitment. Professionalism includes:

* maintaining professional standards of appearance and punctuality
* attending for a block of ten (10) full days of about six (6) hours/day (e.g. 4 hours in the classroom plus 2 hours of meetings, planning, preparation).
* attending planning and feedback meetings with supervising teacher, and preparing and adapting lessons and teaching resources accordingly
* participating in the other activities of the institution e.g. field trips, special events, concerts, open days, playground duty, sports days

Each lesson you deliver needs to be planned in advance in writing, in sufficient detail, so that the lesson plan can be previewed by the supervising teacher, who can then provide you with advice as needed. The lesson plan format chosen should suit you, the supervising teacher and the teaching context. Included in the lesson plan are the language knowledge and skills that are to be the focus of the lesson.

As soon as possible after each lesson, discuss the lesson with the supervising teacher, and prepare a short evaluation of the lesson together or separately. Lesson evaluations by yourself and by the teacher (Form 3), along with lesson plans, resources, work samples, or any other material relevant to each lesson are collected in a **resource file**, along with a **journal** that records both your reflection on each day of professional experience as well as feedback from the supervising teacher. The lesson evaluations review the lesson aim and objectives, language and skills focus, methodology and techniques, resources, classroom dynamics and management, and teacher education student outcomes and achievements.

**Important**

The resource file and journal will become the basis for the candidate’s professional experience report to be submitted as **Assignment 1 – Part 1**.

At the conclusion of the professional experience placement discuss your progress with the supervising teacher, who will then complete the final report and assessment form.

**Important**

The supervising teacher’s final report is given to you by the teacher,
and is submitted by you as **Assignment 1 – Part 2**.
A copy of the *final assessment and report*, with claim forms, is emailed
by the supervising teacher to the OPL oplreports@une.edu.au.

If, during professional experience, you have any concerns about the administration of the placement, please contact the [OPL](http://www.une.edu.au/opl-contact) immediately. If you have any other concerns about the placement, please contact the **EDLA488**/**EDLI504** coordinator immediately. This will allow the issue to be resolved quickly.

Professional Experience
Role of the supervising teacher

The supervising teacher:

* receives a ‘Confirmation of Placement’ email from the UNE Office for Professional Learning (OPL). This email contains 5 attachments:
1. Professional Experience Handbook,
2. Attendance Record - three forms
3. Professional Experience Report and Assessment Form
4. Claim Form
* Tax File Number Declaration form
negotiates with the teacher education student/candidate the goals for the professional experience placement
* provides the teacher education student/candidate with background information about the class and the teaching program
* discusses with the teacher education student/candidate classroom expectations and routines
* introduces the teacher education student/candidate to the class as a professional colleague
* allows the teacher education student/candidate initially to observe and discuss demonstration lessons
* assists the teacher education student/candidate with resource development
* provides the teacher education student/candidate with initial tasks at the beginning of the placement e.g. individual and small group activities
* provides the teacher education student/candidate with support, advice and guidance as needed prior to lessons
* discusses the teacher education student/candidate’s lesson planning and teaching strategies
* observes the teacher education student/candidate’s lessons and provides constructive feedback
* evaluates at least one lesson per day if the teacher education student/candidate is completing a 10 day block placement, and lessons comprising up to five (5) hours of teaching if the candidate is completing a In-service placement; completes Form 3 for each observed lesson, and shares evaluation with the teacher education student/candidate
* completes the *Final Report Form*, drawing on individual lesson evaluations, and in consultation with the teacher education student/candidate, then
- emails a copy of the report to UNE so a result can be placed on the teacher education student/candidate’s record
- keeps a copy as a personal record
- gives the original to the teacher education student/candidate for assessment purposes

**AT THE COMPLETION OF THE PLACEMENT**

At the completion of the professional experience placement, the supervising teacher scans and emails to the OPL: oplreports@une.edu.au :
(1) a copy of the completed *Final Assessment and Report Form*
(2) the teacher education student/candidate’s attendance record
(3) the supervising teacher’s claim form
(4) the tax file number declaration form.

## Summary: Supervising Teacher Requirements

### Professional experience placement

The supervising teacher adapts the approach depending on the teacher education student/candidate’s experience and expertise. This includes:

* briefing the teacher education student/candidate about the learners' backgrounds, levels, language learning needs, and curriculum/syllabus environment
* providing the teacher education student/candidate with enough observation time, individual and small group teaching, and the delivery of parts of lessons to build confidence before taking responsibility for the whole class
* ensuring the teacher education student/candidate completes a minimum of 10 to 20 hours teaching, in which the teacher education student has planned and delivered (or contributed significantly to delivering) the lessons, in consultation with the supervising teacher
* reviewing with the teacher education student/candidate the professional experience at the end of the placement
* completing documentation as described on the previous page

### In-service placement

The supervising teacher’s role is to assist a colleague to gain a specialist TESOL qualification while at the same time developing the colleague’s professional skills. This includes:

* discussing with the colleague the teaching situation, the learners, and the approach(es) which might be appropriate in the situation
* ensuring the colleague prepares adequately for the 60 hours of professional experience (e.g. preparation, objectives, strategies, resources)
* observing and providing written comments on up to 5 hours of teaching during the period of the professional experience placement
* reviewing with the colleague the whole professional experience at the end of the placement
* completing documentation as described on the previous page

**Important**

If a grade of *unsatisfactory* is likely to be given for the overall assessment,
 the OPL or the **EDLA488**/**EDLI504** unit coordinator must be contacted
*well before completion* of professional experience.

Supervising Teacher's Evaluation of a Specific Lesson

**Please make as many copies of this form as needed for lesson reports.**

*Teacher education student/candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Supervising teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*School/Centre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Grades: E** (excellent); **VS** (very satisfactory); **S** (satisfactory); **US** (unsatisfactory)See assessment key for explanation of grades

|  |  |  |
| --- | --- | --- |
| **PREPARATION** | ***Grade*** | ***Comment*** |
| **Content selection and preparation** |  |  |
| **Relevance to student needs** |  |  |
| **Quality and variety of activities** |  |  |
| **Selection and use of resources** |  |  |

|  |  |  |
| --- | --- | --- |
| **PRESENTATION** | ***Grade*** | ***Comment*** |
| **Delivery/approach** |  |  |
| **Teaching skills and techniques** |  |  |
| **Learner engagement** |  |  |
| **Use of teaching aids/equipment** |  |  |
| **Use of voice** |  |  |
| **Flexibility** |  |  |

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| --- | --- | --- |
| **PROFESSIONALISM** | ***Grade*** | ***Comment*** |
| **Reliability and punctuality**  |  |  |
| **Appearance** |  |  |
| **Initiative** |  |  |
| **Responding to feedback** |  |  |
| **Resources** |  |  |

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**Specific lesson evaluation (continued)**

*Teacher education student/candidate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Supervising teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Suggestions for future lessons**

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 (Supervising teacher)

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 (Teacher education student/candidate)

**If a grade of *unsatisfactory* is likely to be given for the overall assessment, the OPL or the EDLA488/EDLI504 unit coordinator must be contacted *well before completion* of professional experience.**

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## Supervising Teacher’s *Professional Experience Report* and Assessment

The supervising teacher’s final report is made up of two parts: **Part A** and **Part B**.

The report form will be emailed to the supervisor prior to the placement.

In **Part A** the supervising teacher assesses each day of your placement against the following criteria:

**Preparation**

* Content preparation
* Relevance and quality of material/resources
* Variety of well-designed activities
* Use of resources

**Presentation**

* Appropriate approach
* Teaching skills
* Learner involvement/engagement
* Use of teaching aids/resources
* Use of voice/gesture
* Flexibility/responsiveness

**Professional attributes**

* Reliability and punctuality
* Appearance
* Initiative
* Willingness to accept advice

**Resource folder**

* Comprehensiveness and usefulness

In **Part B,** the supervising teacher records the hours of actual teaching you undertook and writes comments about the quality of your teaching, and your contribution in general, over the duration of the placement.

### Assessment Key

|  |  |
| --- | --- |
| **Excellent** | The supervising teacher agrees that the candidate has demonstrated ***exceptional*** knowledge and skills in all aspects of ESL teaching and the candidate's overall performance is ***outstanding*** at this stage of his/her program. |
| **Very satisfactory** | The candidate is performing at a standard ***well above*** that expected of a teacher at this stage of his/her program. |
| **Satisfactory** | The candidate has met **the expected standard** in most areas listed as objectives for this practice session. |
| **Unsatisfactory** | The candidate is generally weak with some serious deficiencies and the Supervising Teacher believes that he/she **certainly** needs further experience before becoming qualified, and **perhaps** may not be suited to ESL teaching. |