

### EDSP353 - Overview

The following requirements are for the teacher education student and their supervisor. The supervisor will determine the requirements for the teacher education student from these guidelines based on the skills they demonstrate as the placement progresses.

This is the second professional experience placement in this degree with a Special Education focus. The teacher education student will negotiate with their supervising teacher to work closely with a child, or children, with identified special needs. For this placement in a primary school classroom or Special Education support 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)*, 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 14 hours per week. **This requirement applies regardless of whether the teacher education student is working with one or a group of students, or a whole class if placed in a Special Education development unit.**

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.

<b>Weekly Guide – EDSP353 at a glance</b>	
<i>Week 1</i>	<i>Classroom immersion, focussing on building professional rapport with <b>all</b> students in the class. Collaborating with the supervising teacher to identify the focus student/s' special needs as well as familiarisation with related individualised learning plans used to support the student/s. <b>Planning, supporting and teaching of up to 2 lessons per day by Days Four and Five.</b></i>
<i>Week 2</i>	<i>Independent and formal planning and teaching of 2 lessons each day directed towards the focus student/s, building to whole sessions (e.g. morning, middle, afternoon).</i>
<i>Week 3</i>	<i>Planning (this may be the implementation of an individualised learning plan), support and teaching of up to 14 hours per week.</i>
<i>Weeks 4 &amp; 5</i>	<i>Planning and teaching no less than 14 hours per week, taking full responsibility for organisation of supporting resources and delivery of lessons.</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 this 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 3 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 students visit the Pre-Placement tile in the PREXUS.

- Teacher education student to set up 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 for consideration? 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.
- The teacher education student will continue using the Professional Experience Folder to take with them on this placement. As with previous placements, this folder will be used to gather resources such as hard copies of lesson plan examples, administrative letters, lesson plan/program templates, written reflections, lesson evaluation sheets, formal feedback and copies of student work samples (in line with Privacy laws). These samples will be key for portfolios. **(3.4.1)**
- The teacher education student will negotiate a mutually suitable time with the supervising teacher for each of the four weeks, to participate in a **Progress Guide — Weekly Review** (for weeks one, two and three) and the **Post-Placement Goal Setting Form** (final week). 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 parties have concerns, please remember to contact the OPL immediately. Written feedback from the **Progress Guide — Weekly Review** does **not** need to be submitted to the OPL unless concerns are raised regarding the placement. Concerns can be raised at any time throughout the placement using the **Progress Guide — Assistance Request Form. (3.1.1)**

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

<p><b>WEEK 1</b></p> <p><b>Days 1 to 5 of the Placement</b></p>	<ul style="list-style-type: none"> <li>- The teacher education student will introduce themselves to staff and members of the school community (e.g. parents, carers) whilst upholding a high standard of professionalism at all times. <b>(7.3.1)</b></li> <li>- From Day One, identify support systems for your focus student/s within the school, particularly staff and resources outside of the classroom. Promptly observe and notate the learning needs and abilities of the focus student/s and class as a means of goal setting and forward planning for the weeks to follow. Study examples of differentiated planning such as ILPs (Individualised Learning Plans). Consider ways to 'bring out the best' in the student/s with an inclusive approach. <b>(1.3.1, 1.4.1, 1.6.1)</b></li> <li>- Study (and discuss with the supervising teacher) the class and/or focus student/s prior knowledge and understandings of content across all subject areas and consult the supervising teacher about pre-testing activities which may be incorporated into planning. <b>(1.5.1, 5.1.1)</b></li> <li>- Classroom immersion with a focus on establishing a sense of professional connectedness with all students in the class. On Days One and Two building to taking responsibility for two lessons per day by Days Three to Five. Planning will increasingly reflect the specific learning needs of the student/s through realistic goal setting. Teaching will demonstrate effective, focused, individualised verbal or written feedback to the student/s. <b>(3.1.1, 5.2.1)</b></li> <li>- The teacher education student will familiarise themselves with the school's regulations and policies and locate suitable resources within the school in the case of student disabilities. <b>(1.6.1)</b></li> <li>- Develop the use of effective questioning techniques and praise students when they take responsibility for their learning and achievements. <b>(3.3.1, 3.5.1)</b></li> <li>- Planning will demonstrate growing skills in linking syllabus outcomes to students' sequential development and understandings when learning new concepts. <b>(3.2.1)</b></li> <li>- Complete and discuss the <i>Progress Guide — Weekly Review</i>. <b>(3.6.1, 6.3.1)</b></li> </ul>
<p><b>WEEK 2</b></p> <p><b>Days 6 to 10 of the placement</b></p>	<ul style="list-style-type: none"> <li>- Days Six and Seven teach 2 lessons each day (or equivalent) with an independent yet flexible approach to planning and organisation of resources as the week progresses. On Days Eight, Nine and Ten, build to teaching whole sessions each day (e.g. morning, middle or afternoon). <b>(2.2.1, 3.2.1, 4.2.1)</b></li> <li>- The teacher education student will demonstrate the ability to use explicit directions, encourage student participation and lead the students effectively as they gain and implement new knowledge. <b>(4.1.1)</b></li> <li>- Demonstrates a sensitive approach to ensuring the inclusion of a student with special need into regular classroom activities where appropriate. <b>(1.6.1)</b></li> <li>- The supervising teacher may call upon the teacher education student to mark students' work and annotate where applicable. <b>(5.2.1)</b></li> <li>- Demonstrate the capacity to apply constructive feedback from the supervisor as well as engage in professional discussions with other staff to develop a wider range of knowledge and teaching pedagogy <b>(5.5.1, 6.3.1)</b></li> <li>- Demonstrates the ability to work with a range of resources and programs and is able to guide students how to use them. <b>(2.6.1)</b></li> <li>- Continue pro-active participation in all routines and activities of the school day.</li> <li>- Demonstrate the ability to actively self-reflect on their teaching practice to date and adjust their teaching accordingly. <b>(3.6.1)</b></li> <li>- Complete and discuss the <i>Progress Guide — Weekly Review</i>. <b>(3.6.1, 6.3.1)</b></li> </ul>

**Day 10 of professional experience**

At this stage of the placement, the supervising teacher will advise the teacher education student (in the scheduled **Progress Guide — Weekly Review** session) if there are any areas requiring attention in order to successfully proceed with the remainder of the placement. If there are concerns, the supervising teacher may have already alerted the OPL by submitting the **Progress Guide — Assistance Request Form**. The supervising teacher will also support the teacher education student by working with them to achieve goals negotiated in a **Progress Guide — 'At Risk' Action Plan**. (3.1.1)

<p><b>WEEK 3</b></p> <p><b>Days 11 to 15 of the placement</b></p>	<ul style="list-style-type: none"> <li>- Teaching up to 14 hours over the week with a cross-curricular approach to Literacy and Numeracy. (2.5.1)</li> <li>- Endeavours to plan within the school's departmental Scope and Sequence for a subject. (2.2.1)</li> <li>- Work to assist individual pupils or the whole group/class to meet learning outcomes whilst ensuring their well-being and safety at all times. (4.4.1)</li> <li>- Through precise language and clear instructions, the teacher education student will develop the ability to transition students smoothly between sessions whilst maintaining clear behavioural boundaries and expectations. (4.2.1, 4.4.1)</li> <li>- Successfully embeds ICT activities and resources into planning and seeks out a variety of materials to enhance student learning. (2.6.1, 3.4.1, 4.5.1)</li> <li>- Continue writing reflections about progress to date for entry in the Professional Experience Folder.</li> <li>- Complete and discuss the <b>Progress Guide — Weekly Review</b>. (3.6.1, 6.3.1)</li> </ul>
<p><b>WEEK 4</b></p> <p><b>Days 16 to 20 of the placement</b></p>	<ul style="list-style-type: none"> <li>- Independent planning and teaching of no less than 14 hours for the week, using the Australian Professional Standards for Teachers framework to identify areas of strength and weakness in the developments of teaching skills. (6.1.1)</li> <li>- Take full responsibility for lessons from start to finish with increasing skills in appropriate pacing, timing and goal setting to accommodate the needs of the student/s. (3.2.1)</li> <li>- Encourages full participation from students, follows classroom procedures and effectively manages changing activities. (4.1.1, 4.2.1)</li> <li>- The teacher education student will ensure they have acquired 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)</li> <li>- Collaborates with the supervising teacher to discuss the effectiveness of specific assessment tasks and studies students' results to track their development and progress. (5.4.1, 5.5.1)</li> <li>- Complete the <b>Post-Placement Goal Setting Form</b></li> </ul>
<p><b>IMPORTANT:</b></p> <p><b>Final day or days of professional experience placement</b></p>	<ul style="list-style-type: none"> <li>- The teacher education student will meet with the supervising teacher about their <b>Professional Experience Report</b> and discuss areas of strength or improvement they may need to address in future placements. Use the <b>Post-Placement Goal Setting Form</b> to document this meeting.</li> <li>- Review the <b>Professional Experience Report</b> with the supervising teacher and ensure it has been signed, dated and stamped by the school. (3.1.1, 6.3.1)</li> </ul> <p><b>The Professional Experience Report must be completed by the final day of the professional experience placement. The supervising teacher is required to email the report and the attendance sheets to the Office for Professional Learning <a href="mailto:oplreports@une.edu.au">oplreports@une.edu.au</a> and present the original copy to the teacher education student.</b></p>