

## **EDLT301 Professional Experience 2 (15 days) 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 the *Bachelor Education (EC/Primary)* degree and follows the preparatory online professional experience unit (EDUC106). 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 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 during their degree.

**By Weeks Two and Three of the placement, the teaching load will build to a minimum of 10 hours per week.**

When a teacher education student experiences periods of non-teaching, this time 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.

<b>EDLT301 Professional Experience 2 (15 days) at a glance - Weekly Guide</b>	
<b>Week 1</b>	<i>Classroom immersion, small group and team teaching, assisted* planning and teaching sessions on days four and five.</i>
<b>Week 2</b>	<i>Teaching two assisted lessons per day on days one, two and three. Increase to more independent approach for teaching of whole sessions (morning, middle or afternoon) on days four and five.</i>
<b>Week 3</b>	<i>Formalised, less guided and more independent approach to planning and teaching up to a minimum of 10 hours per week.</i>
<i>*with assistance and guidance from the supervising teacher</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)

## Specific Placement Requirements

In conjunction with the **Fundamental Skills**, EDLT301 (15 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:

**1.2.1 2.1.1 2.3.1 2.5.1 3.1.1 3.3.1 3.4.1 4.2.1 4.5.1 5.2.1**

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

**1.5.1 1.6.1 3.1.1 5.1.1 5.2.1 5.3.1**

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 EDLT301 (15 days) professional experience assessment, please refer to the **Professional Experience Final Report** for this unit.

The information presented in the Specific Placement Requirements for this unit includes a suggested guide as well as mandated tasks, called 'PREXConnex tasks', described at the end of this document. Both suggested and mandated tasks relate to the teacher education student's current level of teacher training. Supervising teachers and teacher education students may negotiate an increased load as the candidate's confidence and skills develop throughout the placement.

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 will:

- Set up a meeting by phone, email or face-to-face to discuss with the supervisor how to best prepare for the scheduled placement\* (e.g. *what topics/units of work will be covered during the placement? What resources may be used? Are there any specific students' needs? What is the dress code for staff? What is the timetable for the week?*)
- Check the supervisor has received the email containing the professional experience documents.
- Complete and discuss the Pre-Placement Goal Setting Form.
- 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 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.
- Negotiate a mutually suitable time with the supervising teacher for each of the three weeks, to participate in a Progress Guide — Weekly Review (for weeks one and two) 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 of you 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.

<p><b>WEEK 1</b></p> <p><b>Days 1 to 5 of the placement</b></p>	<p><b>The teacher education student will:</b></p> <ul style="list-style-type: none"> <li>- Introduce themselves to the teaching and office staff before or at the start of the placement.</li> </ul> <p>Introduce themselves to their supervising teacher and after to the designated class with a game or engaging activity with the intention of learning students' names as quickly as possible. Complete the mandated PREXConnex task: focussed narrative observations of lessons conducted by the supervising teacher (see the PREXConnex task description at the end of this document).</p> <p>Complete the <b>Weekly Review</b> in collaboration with the supervising teacher, including a discussion of the PREXConnex task.</p> <p><b>Suggested classroom activity:</b></p> <p>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 a minimum of one lesson per day by days three to five.</p> <p><b>The supervising teacher will:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The teacher education student should, however, make efforts to create some of resources relating to the topics they will teach.</li> <li>• Facilitate the mandated PREXConnex task: focussed narrative observations of lessons conducted by the supervising teacher (see the PREXConnex task description at the end of this document).</li> <li>• Complete the <b>Weekly Review</b> in collaboration with the teacher education student, including a discussion of the PREXConnex task.</li> </ul>
<p><b>WEEK 2</b></p> <p><b>Days 6 to 10 of the placement</b></p>	<p><b>The teacher education student will:</b></p> <p>For days one, two and three teach two (2) assisted lessons per day and increase to taking responsibility for whole sessions (morning, middle or afternoon) for Days Four and Five of this week.</p> <p>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 pedagogy.</p> <ul style="list-style-type: none"> <li>• The teacher education student can share their ideas and ask what worked well in the lesson and what will work better next time and why?</li> <li>• Where appropriate, the teacher education student can ask permission to try out some of their ideas.</li> <li>• Focus on effective classroom management through explicit communication and thorough organisation along with quality preparation of lessons (and related resources).</li> <li>• Complete the mandated PREXConnex tasks: engage in professional dialogue about moderation and plan and evaluate a lesson sequence (completed in Week 2 or 3)(see the PREXConnex task description at the end of this document).</li> <li>• Complete <b>Weekly Review</b>, including a discussion of the PREXConnex tasks.</li> </ul> <p><b>The supervising teacher will:</b></p> <ul style="list-style-type: none"> <li>• At the midpoint of the placement please complete the Online Interim Report this would have been sent as a link to you after the Confirmation email.</li> <li>• If you have not received this link please email <a href="mailto:oplreports@une.edu.au">oplreports@une.edu.au</a>.</li> <li>• The Interim Report is needed to be completed to gain access to the Final Professional Experience Report. While due at the midpoint, the Interim Report will be available to complete until the end of the Placement.</li> <li>• Please discuss this with the Teacher Education Student.</li> <li>• Complete the <b>Weekly Review</b> in collaboration with the teacher education student, including a discussion of the PREXConnex tasks.</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 this is the case, 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**.

<p><b>WEEK 3</b></p> <p><b>Days 10 to 15 of the placement</b></p>	<p><b>The teacher education student will:</b></p> <p>Complete guided planning for and teaching up to ten (10) hours for the week and transitioning the students between sessions. In this final week of the practicum the teacher education student will undertake independent lesson planning as much as practicable, seeking constructive feedback and recommendations from the supervisor.</p> <ul style="list-style-type: none"><li>• The teacher education student will work to assist individual pupils and the whole class to meet learning outcomes whilst ensuring their well-being and safety at all times.</li><li>• Continue to participate in all the routines and activities of the school day.</li><li>• Continue writing reflections about progress to date for the Professional Experience Folder with the aim to acquire as many resources as possible in a folder for portfolios.</li><li>• Complete the mandated PREXConnex task: plan and evaluate a lesson sequence (see the PREXConnex task description at the end of this document).</li><li>• Complete <b>Weekly Review</b>, including a discussion of the PREXConnex task.</li></ul> <p><b>The supervising teacher will:</b></p> <ul style="list-style-type: none"><li>• Ensure the teacher education student is teaching required load and is taking increasing responsibility for the planning and resourcing of lessons.</li><li>• Complete the <b>Weekly Review</b>, including a discussion of the PrExConnex task, in collaboration with the teacher education student.</li><li>• Complete the <b>Professional Experience Report</b>.</li></ul>
<p><b>IMPORTANT</b></p> <p><b>Final day or days of the professional experience placement</b></p>	<ul style="list-style-type: none"><li>• The Teacher Education Student will meet with the supervising teacher about their Professional Experience Report and discuss areas of strength or improvement they may need to address in future placements. Use the Pre-Post Goal Setting Form to document this meeting.</li><li>• This Report would have been sent as a link to you after completing the Interim Report. If you have not received this link please email <a href="mailto:oplreports@une.edu.au">oplreports@une.edu.au</a></li><li>• Professional Experience Report with the supervising teacher and ensure the Attendance Register has been attached (In-Service Placements do not require an Attendance Register).</li><li>• The Professional Experience Report (Interim and Final Report) and must be completed by the final day of the professional experience placement.</li><li>• It will then be made available to you and the Supervisor to download via InPlace both the Interim and Final Report.</li></ul>

## 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 task relates to what you learned in EDLT301 when you planned a detailed learning sequence that addressed Graduate Teaching Standards 3.1.1 and 5.1.1 in Assessment 3, and what you learned about moderation. It also builds on what you learned in EDUC106 about assessment.

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 - focused narrative observations. During Weeks 1 and/or 2, the teacher education student will:**

1. Conduct two focused narrative observations (one in Week 1 and one in Week 2) of lessons using the observation type taught in Module 1 – Week 3 of EDUC106
  - a. The focus for one of your observations is *differentiating to meet the needs of learners across the full range of abilities (GTSD 1.5.1)*
  - b. The focus for your other observation is *teaching strategies to support participation and learning of students with disability (GTSD 1.6.1)*
2. Make notes and discuss your focused narrative observation with your supervising teacher during your Weekly Review.

NB. The lessons to be observed should be negotiated with the supervising teacher. The observed lessons may also be conducted by a colleague of the supervising teacher.

**PREXConnex task 2 - professional dialogue about moderation. During Week 2, the teacher education student will:**

Consider how data is used to inform learning and how teachers work together to undertake *moderation*. *Moderation* is a collaborative process that teachers undertake to ensure that there is consistency in their judgements about assessed items. It is a process where teachers reach agreement on the standards for student work.

1. Discuss the following questions with your supervising teacher in one of your weekly reviews:
  - What data do teachers gather in your school and how do they use it to inform their teaching and support student learning? (GTSD 5.1.1)
  - What processes of moderation do teachers use to ensure that their judgements about student assessment are accurate? (GTSD 5.3.1)
2. Make notes of your discussion.

The diagram in Figure 1 may help you to think about how teachers observe, engage in learning conversations with students, and use assessment tools.

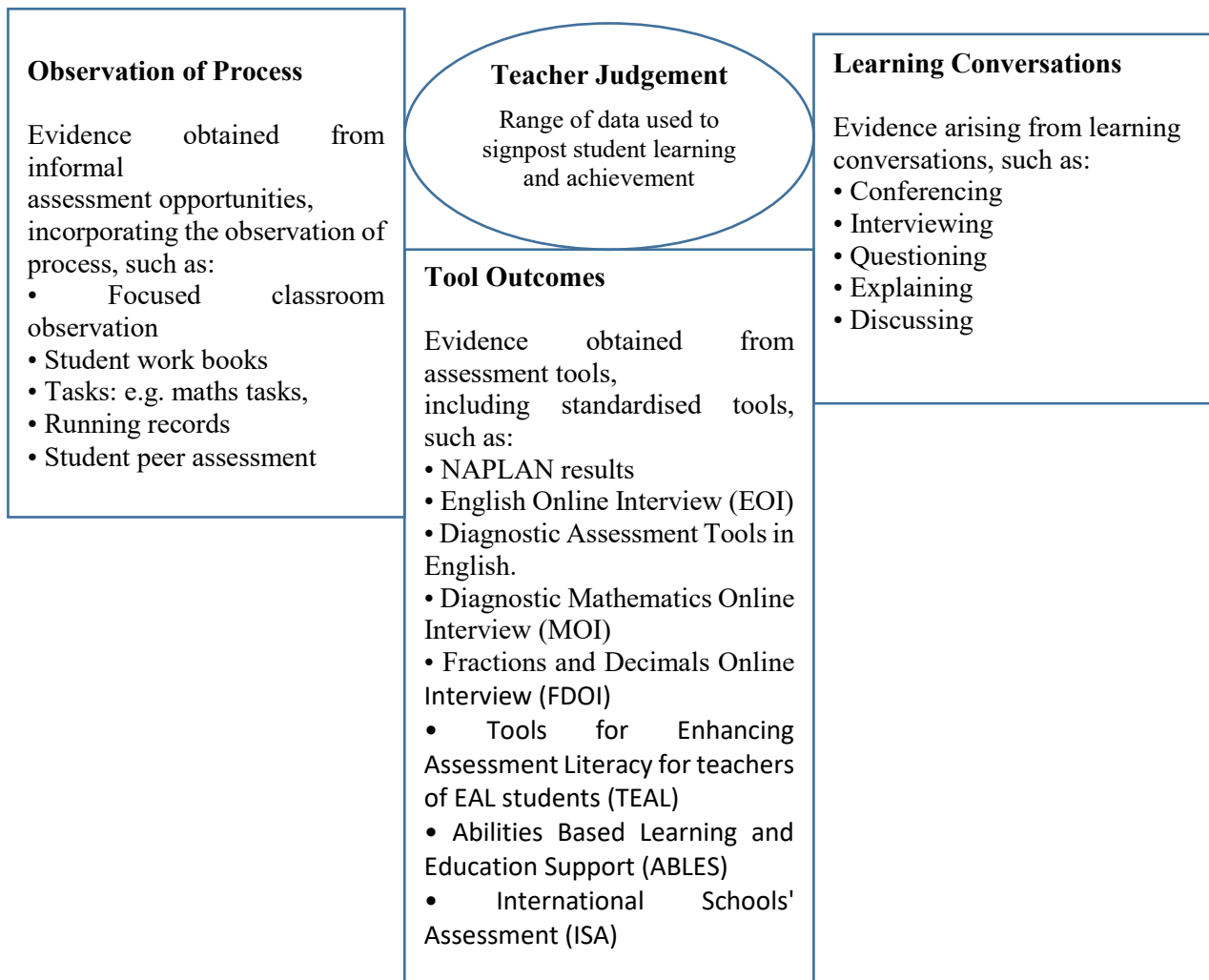


Figure 1 Sources of Data Teachers use to make informed judgements about student achievement. Diagram adapted from Poskitt & Mitchell, (2012).

**PrExConnex task 3 - *Plan and evaluate* a lesson sequence. During weeks 2 and 3, 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.





## Progress Guide — Weekly Review (EDLT301)

This form is used to review the placement weekly, guide professional dialogue for the PREXConnex tasks, and to set goals for the following week.

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<b>Name of Teacher Education Student</b>		
<b>Name of Supervising Teacher</b>		
<b>Name of School, Centre or Agency</b>		
<b>Date of Review</b>		
<p>The <b>Progress Guide - Weekly Review</b> has been created to allow clarity between the supervising teacher and the teacher education student about how the placement has been progressing. <b>Each week, the teacher education student will require assessment on the Fundamental Skills as well as feedback on how some Graduate Descriptors would be better met. If any areas are marked 'no' in the Fundamental Skills Assessment, complete the Assistance Request Form and immediately email it to <a href="mailto:peo@une.edu.au">peo@une.edu.au</a> for the OPL to contact you for further support.</b></p> <p>The Progress Guide – Weekly Review also includes a section to support discussion of PREXConnex observation tasks undertaken by the teacher education student.</p>		
<b>Fundamental Skills Assessment of the Teacher Education Student</b>	<b>Yes</b>	<b>No</b>
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)		
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)		



## Progress Guide — Weekly Review

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The following section is for the supervising teacher to raise any concerns where a student is not yet demonstrating any of the Australian Professional Standards for Teaching at the required level of the teacher education student. If there are any issues of major concern, please complete the Progress Guide — Assistance Request Form and immediately email it to [peo@une.edu.au](mailto:peo@une.edu.au) for the OPL to contact you.

### Supervising Teacher — Areas of the Standards that require addressing

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### Supervising Teacher – Negotiated Goals for addressing areas not yet being demonstrated

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### Supervising Teacher – Areas of the Australian Professional Standards that are being addressed successfully

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The following section is for the teacher education student to demonstrate their ability to reflect on feedback and make goals for future classroom teaching.

### Teacher Education Student Self-Reflection

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The following section supports the PREXConnex task discussions that form part of the EDLT301 professional experience.

### Teacher Education Student & Supervising Teacher — Areas for discussion in Weeks 1 or 2

Discuss the two narrative observations of lessons during Weeks 1 or 2, conducted by teacher education student (PREXConnex Task 1):

- How did the observed supervising teacher differentiate to meet the needs of learners across the full range of abilities? (1.5.1)  
AND
- How did the observed supervising teacher support participation and learning of students with disability? (1.6.1)

**Teacher Education Student & Supervising Teacher — Areas for discussion in Weeks 2**

Discuss how data is used to inform learning and how teachers work together to undertake *moderation* in your school (PREXConnex task 2):

- What data do teachers gather in your school and how do they use it to inform their teaching and support student learning? and,
- What processes of moderation do teachers use to ensure that their judgements about student assessment are accurate?

Make notes of your discussion.

**Teacher Education Student & Supervising Teacher — Areas for discussion in Weeks 2 and/or 3**

Planning phase: Discuss how you will set learning goals that provide achievable challenges for students of varying abilities and characteristics (PREXConnex Task 3)

Evaluation phase: Discuss the following:

- 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?

Teacher Education Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Teacher's Signature \_\_\_\_\_ Date: \_\_\_\_\_