

EDLT302 Professional Experience 2 (20 days) Overview

The following requirements are for the teacher education student and their supervisor. As the placement progresses, the supervisor will determine the requirements for the teacher education student from these guidelines. The supervising teacher will collaborate with the teacher education student to assist them in attaining skills based on the specific criteria for their current level of teacher training.

This is the second professional experience placement in this degree and follows the preparatory online professional experience unit. 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 Three and Four of the placement, the teaching load will build to approximately 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; marking and assisting with classroom activities.

Advice for students undertaking a NESA primary specialisation

BEd K-12 students, **must have a focus on English** in their final primary placement – in EDSP324.

Students who undertake a NESA primary specialisation in *language* **must teach that language in EDSP324**. (Students can also teach language as part of their professional experience in EDLT302 if they like). In addition to their NESA primary specialisation in language, **students must also complete EDSP324 with a focus on primary English. This** meaning students will undertake two focuses for the EDSP324 placement.

If you are undertaking a NESA primary specialisation in *mathematics or science and technology*, you are expected to make your NESA primary specialisation a focus of your professional experience in either EDLT302 or EDSP324. **You must also complete EDSP324 with a focus on primary English.**

EDLT302 Professional Experience 2 (20-days) at a glance - Weekly Guide

Week 1	<i>Classroom immersion focussing on building professional rapport with students, small-group and team-teaching, assisted planning and teaching of up to two (2) lessons per day by days four and five.</i>
Week 2	<i>Increasingly independent, formal planning and teaching of two (2) lessons each day building to whole sessions (e.g., morning, middle, afternoon).</i>
Week 3	<i>Mostly independent planning and teaching of approximately 10 hours per week with a focus on providing students with clear and well-directed instructions and effective progression and continuity when lessons are sequential.</i>
Week 4	<i>Independent planning and teaching for an approximately 10 hour teaching load, taking full responsibility for classroom organisation, students' learning and engagement.</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**, EDLT302 (20 days) will facilitate opportunities for the teacher education student to integrate their knowledge of the [Standard Descriptors](#) specifically introduced at this point in their teacher training:

1.2.1 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 EDLT302 (20 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 include a suggested guide as well as mandated tasks, called 'PREXConnex tasks', described at the end of this document. Both suggested and mandated tasks relate to the teacher education student's current level of teacher training. Supervising teachers and teacher education students may negotiate an increased load as the candidate's confidence and skills develop throughout the placement.

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 then discuss the Pre-Placement Goal Setting Sheet with the supervising teacher.
- Create a Professional Experience Folder. In this placement they will use this folder 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).
- 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, two and three) and the **Post-Placement Goal Setting Sheet** (final week). It is essential that meetings takes 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>WEEK 1</p> <p>Days 1 to 5 of the placement</p>	<p>The teacher education student will:</p> <ul style="list-style-type: none"> • Familiarise themselves with the school’s code of conduct, motto and ethos. • Read the school’s behaviour management policy and learn the school’s process for roll-marking. <ul style="list-style-type: none"> • Teacher education student will meet with the teacher to see classroom etc. and will show their Professional Experience Folder from the previous placement. • Introduce themselves to the teaching and office staff before or at the start of the placement. They will introduce themselves to the class in a friendly and positive manner, establishing their role as a teacher-in-training whose expectations for the students’ learning are the same as the supervising teacher’s. Endeavour to build a professional rapport with the students and learn their names as quickly as possible (through a game or engaging activity). • 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). • Complete the Weekly Review in collaboration with the supervising teacher, including a discussion of the PREXConnex task. <p>Suggested classroom activity:</p> <ul style="list-style-type: none"> • Classroom immersion, small-group and team-teaching activities increasing to taking responsibility for two lessons per day by days three to five. <p>The supervising teacher will:</p> <ul style="list-style-type: none"> • Guide the teacher education student in the initial planning of formal lesson plans and provide examples of their own programming where applicable. The supervising teacher may recommend this week’s lessons be based on existing programming. Where appropriate the teacher education student will create their own resources relating to the topics scheduled for teaching. • 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). • Complete Weekly Review in collaboration with the teacher education student, including a discussion of the PREXConnex task.
<p>WEEK 2</p> <p>Days 6 to 10 of the placement</p>	<p>The teacher education student will:</p> <ul style="list-style-type: none"> • Days one and two teach two (2) lessons each day (or equivalent) with an increasingly independent approach to planning and organisation of resources as the week progresses. On days three, four and five, build to teaching whole sessions each day (e.g., morning, middle or afternoon). • Ensure lessons are well structured and logically sequenced in order for students to achieve realistic outcomes. • Demonstrate the ability to spell accurately and use grammar correctly, in the appropriate context in all Key Learning Areas/subjects. • Focus on effective classroom management through explicit communication and keen organisation along with quality preparation of lessons (and related resources). • Explore a range of teaching strategies with clear learning goals and demonstrate the capacity to apply constructive feedback from the supervisor in order to improve teaching practice. • Continue to participate in all the routines and activities of the school day. • Share ideas with the supervisor and ask for their feedback. What worked well in the lesson and what will work better next time and why? • The teacher education student may ask permission to try out some of their ideas where appropriate. • Complete the mandated PREXConnex tasks: engage in professional dialogue about moderation and plan and evaluate a lesson sequence (completed in Week 2, 3 or 4)(see the PREXConnex task description at the end of this document).discussion of the PREXConnex tasks. <ul style="list-style-type: none"> • Complete Weekly Review, including a discussion of the PREXConnex tasks. <p>The supervising teacher will:</p> <ul style="list-style-type: none"> • Provide ongoing meaningful feedback about the teacher education’s progress and model teaching methods and strategies to assist teacher education student’s teaching practice. - Complete the Weekly Review in collaboration with the teacher education student, including a discussion of the PREXConnex tasks.

Day 10 of professional experience

At this stage of the placement, the supervising teacher should complete the Online Interim Report this would have been sent as a link to you after the Confirmation email. If you have not received this link please email oplreports@une.edu.au. From this discuss the Interim Report with the teacher education student if there are any areas requiring attention in order to successfully proceed with the remainder of the placement.

Please use the Interim Report to alert the OPL of any concerns you may be having with the Teacher Education Student's performance so the OPL can provide additional assistance to yourself and the Teacher Education Student.

<p>WEEK 3</p> <p>Days 11 to 15 of the placement</p>	<p>The teacher education student will:</p> <p>Undertake mostly independent planning, linking class activities to specific goals and learning outcomes aligned with the NSW or Australian Curriculum.</p> <p>Teaching up to approximately 10 hours over the week and transitioning students between sessions (where appropriate)</p> <ul style="list-style-type: none">• Seek constructive feedback and recommendations from the supervisor.• Work to assist individual pupils and the whole class to meet learning outcomes whilst ensuring their well-being and safety at all times.• Engage students in their learning by using a variety of resources including ICT.• Continue writing reflections in the Professional Experience Folder about their progress to date.• Complete the mandated PREXConnex task: plan and evaluate a lesson sequence (see the PREXConnex task description at the end of this document) (Week 3 or 4).• Complete Weekly Review, including a discussion of the PREXConnex task. <p>The supervising teacher will:</p> <ul style="list-style-type: none">• Ensure the teacher education student is teaching required load and is taking increasing responsibility for the planning and resourcing of lessons.• Complete the Weekly Review, including a discussion of the PrExConnex task, in collaboration with the teacher education student (Week 3 or 4).
<p>WEEK 4</p> <p>Days 16 to 20 of the placement</p>	<p>The teacher education student will:</p> <p>Complete independent planning and teaching of a minimum of approximately 10 hours for the week.</p> <p>In this final week of the placement the teacher education student will demonstrate an awareness of how to differentiate students' learning by adapting their planning to their specific needs.</p> <ul style="list-style-type: none">• Consider the theories you have learnt to date, underpinning reasons why students learn differently.• An increasing command of content knowledge and related outcomes across subject areas should be evident at this stage of the professional experience.• Take full responsibility for lessons from start to finish with increasing skills in effective pacing and timing.• Check they have gathered as many resources as possible for their Professional Experience Folder to take with them after they have completed the placement. This folder is for personal use as part of their portfolios.• Complete the mandated PREXConnex task: plan and evaluate a lesson sequence, if not completed in Week 3 (see the PREXConnex task description at the end of this document).• Complete Weekly Review, including a discussion of the PREXConnex task. <p>The supervising teacher will:</p> <ul style="list-style-type: none">• Ensure the teacher education student is teaching required load and is taking increasing responsibility for the planning and resourcing of lessons.• Complete the Weekly Review, including a discussion of the PrExConnex task (if not completed in Week 3), in collaboration with the teacher education student.• Complete Professional Experience Report.

IMPORTANT**Final day or days of the professional experience placement**

- 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.
- 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 oplreports@une.edu.au
- Professional Experience Report with the supervising teacher and ensure the Attendance Register has been attached (In-Service Placements do not require an Attendance Register).
- The Professional Experience Report (Interim and Final Report) and must be completed by the final day of the professional experience placement.
- It will then be made available to you and the Supervisor to download via InPlace both the Interim and Final Report.

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.

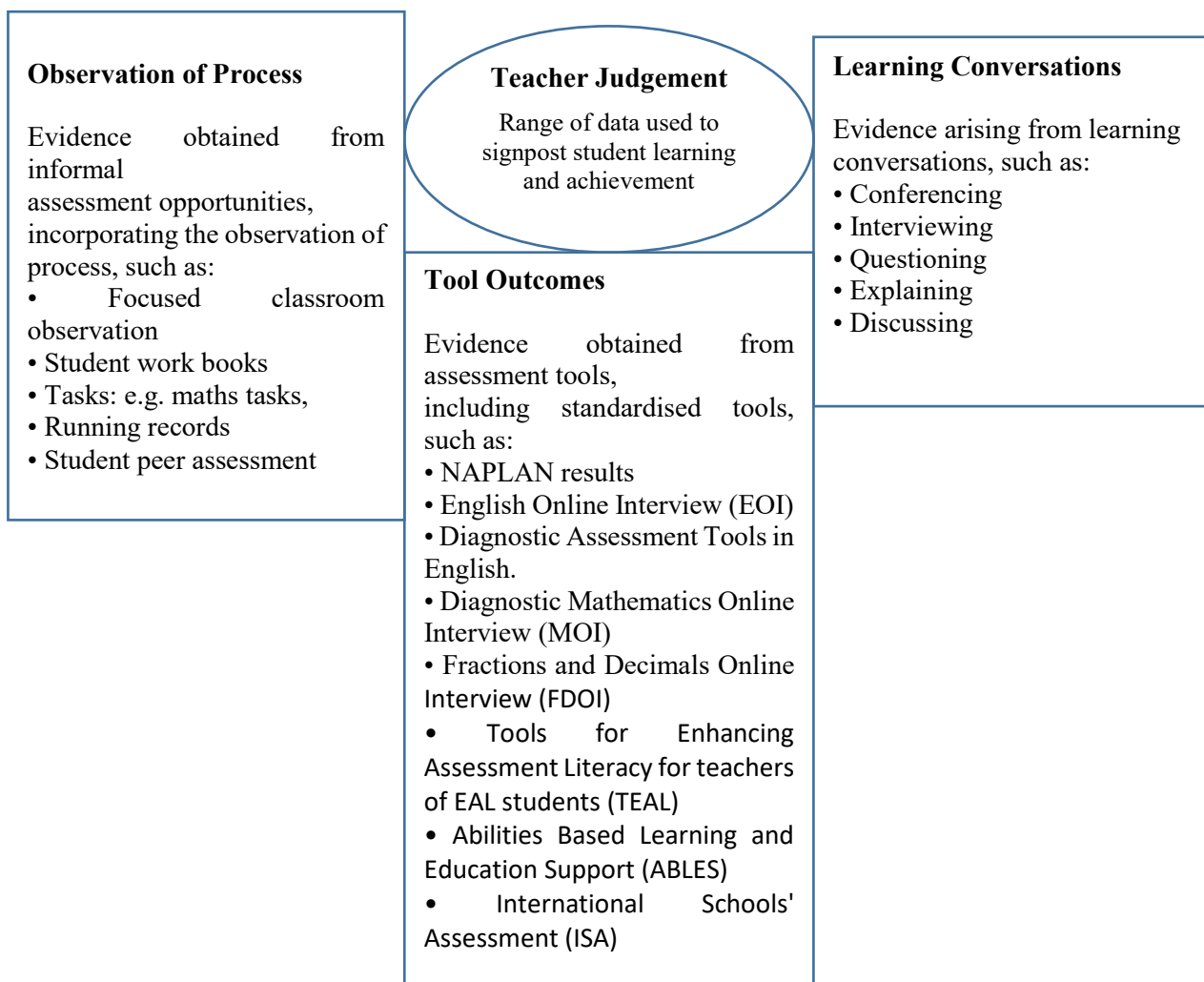


Figure 1 Sources of Data Teachers use to make informed judgements about student achievement. Diagram adapted from Poskitt & Mitchell, (2012).

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.

Name of Teacher Education Student	
Name of Supervising Teacher	
Name of School, Centre or Agency	
Date of Review	

The **Progress Guide - Weekly Review** has been created to allow clarity between the supervising teacher and the teacher education student about how the placement has been progressing. **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 peo@une.edu.au for the OPL to contact you for further support.**

The Progress Guide – Weekly Review also includes a section to support discussion of PREXConnex observation tasks undertaken by the teacher education student.

Fundamental Skills Assessment of the Teacher Education Student	Yes	No
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)		



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 for the OPL to contact you.

Supervising Teacher — Areas of the Standards that require addressing

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

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

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

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: _____