



Specific Requirements for EDUC206 Professional Experience 2 (15 days)

EDUC206 Professional Experience 2 (15 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. Included are '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. 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.

The PREXConnex tasks **do not** need to be submitted anywhere for marking.

EDUC206 15 days is the second professional experience unit, however, the first placement completed in a mainstream primary school classroom.

EDUC206 is preceded by EDUC106 10 days which is an online, preparatory professional experience unit. In this 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)*. **In the initial week of the placement**, it is essential the teacher education student quickly gains an awareness of: the school's ethos; the school's policy and procedures; student culture and diversity within the school; and any code of conduct adopted by the school which relates to professionalism and management of the students.

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

When a teacher education student experiences periods of non-teaching, this time can be negotiated for activities such as: immersion 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.

Teacher education students are required to 'shadow' their supervising teachers each day, including timely arrival and departure from the school, yard duties, staff meetings and extra-curricular activities (where appropriate). Lesson plans **must** be sighted and approved by the supervising teacher prior to lesson delivery.

EDUC206 15 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 lessons by Day Five. Supervising teacher to model teaching and provide examples of planning and resources.</i>
Week 2	<i>With guidance from the supervising teacher, planning and teaching of two lessons each day building to whole sessions (e.g. morning, middle, afternoon).</i>
Week 3	<i>Formalised, less guided and more independent approach to planning and teaching up to a minimum of 10 hours per week. Focus on providing students with clear and well-directed instructions and effective progression and continuity when lessons are sequential.</i>

Fundamental Skills

Teacher education students across all UNE initial teacher education degrees must demonstrate a set of basic 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**, EDUC206 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, 2.6.1, 3.3.1, 3.4.1, 4.2.1, 4.3.1, 4.5.1, 5.1.1, 5.3.1 and 6.3.1

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

1.5.1, 3.5.1, 4.4.1, 5.2.1 and 7.4.1

*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 EDUC206 15-day professional experience assessment, please refer to the **Professional Experience Report** for this unit.*

*The information presented in the **Specific 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 placement (e.g. What topics/units of work will be covered? What resources may be used? Are there any specific students' needs? What is the dress code for staff? What is the timetable?).
- Visit the school's website to become familiar with the school's rules, policies, procedures, calendar, bell times etc.
- 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**. 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 **Weekly Review** (Weeks One and Two) and the **Post-Placement Goal Setting Sheet** (Week Three).

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 **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 **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 and read the school’s behaviour management policy and learn the school’s process for roll marking. • Complete the attendance sheet daily outlining teaching and observation. • Meet with the teacher to see classroom the classroom and general school building and discuss relevant material for their Professional Experience Folder. • Introduce themselves to the teaching and office staff before or at the start of the placement. • 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 teaching responsibility (although not planning unless teacher education student is confident) for a minimum of one lesson per day by Days four and 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. As the teacher education student will still be learning how to compose a planning document, the supervising teacher may recommend that lessons be based on existing programming for the term. The teacher education student should, however, make efforts to create some of their own resources relating to the topics they will teach. • 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 the Weekly Review in collaboration with the teacher education student, including a discussion of the PREXConnex task.
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<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"> • Undertake guided planning and teaching of up to two lessons each day. • Working collaboratively with the supervising teacher to identify learning needs of individuals and differentiation in planning when appropriate. • Learn how well-structured and logically sequenced lessons facilitate effective learning for students. • Demonstrate proficient skills in spelling and grammar across all areas of teaching practice. • Learn about 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. • Participate in all routines and activities of the school day as per the duties of the supervising teacher. • Focus on pro-active and engaging communication with parents of students (where appropriate) whilst maintaining a strong sense of professionalism and confidentiality at all times. • Share ideas with the supervisor and ask for their feedback. <i>What worked well in the lesson and what will work better next time and why?</i> • The teacher education student may ask permission to try out some of their ideas where appropriate as well as seek ongoing feedback from the supervisor in order to improve their teaching practice. • Observe and practice ways to transition students between lessons and activities. • Complete the mandated PREXConnex task: engage in professional dialogue about moderation (see the PREXConnex task description at the end of this document). • Complete Weekly Review, including a discussion of the PREXConnex task.
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	<p>The supervising teacher will:</p> <ul style="list-style-type: none"> • 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. • If you have not received this link please email oplreports@une.edu.au. • 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. • Please discuss this with the Teacher Education Student. • Complete the Weekly Review in collaboration with the teacher education student, including a discussion of the PREXConnex tasks
<p>Day 10 of professional experience</p> <p>At this stage of the placement, the supervising teacher will advise the teacher education student (in the scheduled 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 Assistance Request Form. The supervising teacher will also support the teacher education student by working with them to achieve goals negotiated in an 'At Risk' Action Plan, if required.</p>	
<p>WEEK 3</p> <p>Days 10 to 15 of the placement</p>	<p>The teacher education student will:</p> <ul style="list-style-type: none"> • Plan with increasing independence, linking class activities to specific goals and learning outcomes aligned with the Australian Curriculum. • Teach up to 10 hours over the week and effectively transition classroom students between sessions (where appropriate). • Seek constructive feedback and recommendations from the supervising teacher. • Work to assist individual pupils and the whole class to meet learning outcomes while ensuring their well-being and safety at all times. • Engage students in their learning by exploring a variety of resources including ICT. • The teacher education student should continue writing reflections in the Professional Experience Folder about their progress to date. • Complete the Post Goal Setting Sheet in collaboration with the supervising teacher. <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 Professional Experience Report.
<p>IMPORTANT</p> <p>Final day or days of the professional experience placement</p>	<ul style="list-style-type: none"> • 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 PREXConnex tasks for EDUC206 are undertaken by the teacher education student during weeks 1 and 2.

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 of lessons conducted by the supervising teacher (this is the observation type we used in EDUC106 Module 1 – Week 3)
 - a. The focus for one of the observations is *differentiating to meet the needs of learners across the full range of abilities (GTSD 1.5.1)*
 - b. The focus for the other observation:
 - i. 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, you 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

Observation of Process

Evidence obtained from informal assessment opportunities, incorporating the observation of

process, such as:

- Focused classroom observation
- Student work books
- Tasks: e.g. maths tasks,
- Running records
- Student peer assessment

Teacher Judgement

Range of data used to signpost student learning and achievement

Tool Outcomes

Evidence obtained from assessment tools, including standardised tools, such as:

- NAPLAN results
- English Online Interview (EOI)
- Diagnostic Assessment Tools in English.
- Diagnostic Mathematics Online Interview (MOI)
- Fractions and Decimals Online Interview (FDOI)
- Tools for Enhancing Assessment Literacy for teachers of EAL students (TEAL)
- Abilities Based Learning and Education Support (ABLES)
- International Schools' Assessment (ISA)

Learning Conversations

Evidence arising from learning conversations, such as:

- Conferencing
- Interviewing
- Questioning
- Explaining
- Discussing

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).



Progress Guide — Weekly Review (EDUC206)

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 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)	<input type="checkbox"/>	<input type="checkbox"/>
Presents and conducts themselves professionally and adheres to all school or setting administrative, legislative and/or organisational requirements (7.1.1, 7.2.1)	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits knowledge of the Australian Professional Standards for Teachers and their application to teaching (6.1.1)	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>

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

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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 EDUC206 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:

- 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
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Discuss how data is used to inform learning and how teachers work together to undertake *moderation* in your school:

- 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's Signature _____ Date: _____

Supervising Teacher's Signature _____ Date: _____

You may be asked to email all *Progress Guide — Weekly Review* forms to peo@une.edu.au when a *Progress Guide — Assistance Request Form* is submitted. Please ensure accurate records are kept of these meetings. In this case, your prompt action in alerting us with your concerns is greatly appreciated.