

EDSP388 Overview

The following requirements are for the teacher education student and his/her 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 and also how these outcomes can be achieved depending on the classroom setting and daily routine.

This is the third professional experience placement (out of five) in UNE’s Bachelor of Education (Secondary Arts) degree for students undertaking the Special Education specialised teaching role as part of their studies. It follows the preparatory, 10-day online professional experience unit (EDUC106) and second, 15-day beginning placement (EDLT302).

This placement is specifically linked to an assessment task where the main focus is intervention (one-on-one or small group) including an individual who has been identified with learning difficulties or a disability (‘EDSP388 Assessment Task 2 Intervention Case Report’). The intervention process is included as part of the required teaching load which by weeks three and four of the placement, will build to no less than 12 hours per week.

The process for intervention will be negotiated in Week One of the placement and implemented in Weeks Two to Four. It is expected the teacher education student will create meaningful links between the intervention and their planning for whole class learning.

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.

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; shadowing another teacher or teacher aide; or consulting professionals involved in support services for students with disabilities or learning difficulties.

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.

EDSP388 (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 lessons per day by Days Four and Five. Identifying the student for intervention and establishing how the process will unfold through the use of baseline data gathered throughout the week.</i>
Week 2	<i>Increasingly independent, formal planning and teaching of two lessons each day building to whole sessions (e.g., morning, middle, afternoon). Begin implementation of intervention, confer with class teacher about impact in first few sessions.</i>
Week 3	<i>Mostly independent planning and teaching of up to 12 hours per week (including intervention work). Continue intervention, monitoring through assessment activities in the sessions.</i>
Week 4	<i>Independent planning and teaching for a 12 hour teaching load, taking full responsibility for classroom organisation, students’ learning and engagement. Complete intervention, reporting to teacher on progress.</i>

EDSP388 Specific Placement Requirements

The information presented in the Specific Placements Requirements is a suggested guide and aligns with 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.

As part of the assessment for EDSP388, teacher education students will be required to demonstrate developing competency against a suite of [Standard Descriptors](#) from the Australian Professional Standards for Teachers, relating specifically to special and inclusive education. Teacher education students are required to become familiar with each Descriptor prior to the placement whilst consolidating their knowledge of others learnt to date:

Standard One - 1.1.1, 1.2.1, 1.3.1, 1.5.1 1.6.1

Standard Two - 2.2.1, 2.3.1,

Standard Three - 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.6.1

Standard Four - 4.1.1, 4.3.1,

Standard Five - 5.1.1, 5.4.1,

Standard Six - 6.2.1, 6.3.1,

Standard Seven - 7.3.1

Should you have any questions about the requirements for this placement, 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.

- Teacher education student to 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 student will be targeted for the purpose of implementing the intervention? What are the specific needs of the student and of other students who could be involved in a small group intervention? What topics/units of work will be covered during the placement? What resources may be used? 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.
- *e.g. What are the goals for linking intervention for the targeted individual to whole class learning? How will baseline data be gathered in week one to prepare for the process of intervention in weeks two to four? What teaching methods/strategies and activities could be effective for connecting the intervention to the classroom learning?*
- The teacher education student will update their **Professional Experience Folder**. In this placement they will continue to 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).
- The teacher education student will negotiate a mutually suitable time with the supervising teacher for each of the four weeks, to participate in a **Weekly Review** (for Weeks One, Two and Three) and the **Post-Placement Goal Setting Sheet** (final week). Meetings should take place every week to facilitate discussions about the teacher education student's progress to date. Should there be any queries or 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.
- The teacher education student will negotiate a mutually suitable time to confer about the
- intervention, to analyse the monitoring assessment information, and to make decisions about the subsequent sessions and their links to the classroom program.

<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"> • The teacher education student will 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. Teacher education student will meet with the supervising teacher to see the classroom etc. and will show their Professional Experience Folder from the previous placement. • The teacher education student will introduce themselves to the teaching and office staff before or at the start of the placement. Introductions should proceed 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). • Establish how the teacher education student’s teaching load will increase over the four weeks, based on the requirement for whole class and individual (intervention) teaching. • Intensive collaboration/discussion with the supervising teacher about the targeted student for intervention. Clarify the purpose of the intervention and start gathering information about them to use as baseline data. Where possible, schedule a time to meet with the targeted student’s parents (this must be in the presence of the supervising teacher). • 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"> • In this first week the supervising teacher will 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. • In consultation with the supervising teacher, prepare resources for whole class learning ready for the following weeks. • In consultation with the supervising teacher, and any other professionals involved in casework with the target student, plan the intervention. • Receive feedback from the supervising teacher through the Weekly Review.
<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"> • On 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). • Lesson plans will be presented to the supervising teacher in advance of each lesson taught. • Negotiate the ratio of teaching load for whole class and individual (intervention) teaching. • 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.

	<ul style="list-style-type: none"> • 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? Was the intervention student engaged through the planned learning goals or should further consideration be given to how these can be achieved? • The teacher education student may ask permission to try out some of their ideas where appropriate. • Consult with supervising teacher, and other professionals as appropriate, about the progress of the intervention. • Receive feedback from the supervising teacher through the Weekly Review.
<p>Day 10 of professional experience</p> <p>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.</p> <p>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>	
<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"> • Mostly independent planning, linking class activities to specific goals and learning outcomes aligned with the NSW or Australian Curriculum. Teaching up to 12 hours over the week and transitioning students between sessions (where appropriate). • Continued intervention with the individual student, now with a focus on their empowered learning by integrating them into daily classroom activities through planning that incorporates their specific learning needs. • 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. The teacher education student should continue writing reflections in the Professional Experience Folder about their progress to date. <p>The supervising teacher will:</p> <ul style="list-style-type: none"> • Consult with supervising teacher, and other professionals as appropriate, about the progress of the intervention. • Receive feedback from the supervising teacher through the Weekly Review.
<p>WEEK 4</p> <p>Days 15 to 20 of the placement</p>	<p>The teacher education student will:</p> <ul style="list-style-type: none"> • Independent planning and teaching of a minimum of 12 hours for the week. 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. • 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. • Finalisation of intervention activities planned for the individual student and gathering of information to formulate a written report. Further collaboration with the supervising teacher as a way of reflecting upon the efficacy of the process for intervention. • The teacher education student should 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.

IMPORTANT Final day or days of the professional experience placement	The Supervising Teacher and Teacher Education Student will: <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.
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