Charles Sturt University

EPT241: Introduction to the Secondary Context

Progression of Teaching

Over this professional experience you will need to move through the following sequence of teaching and professional experience tasks. Note: Teaching responsibilities are the suggested minimum requirements and may need to be adjusted in response to the needs of your context and your own development and progress.

SUMMARY OF MINIMUM EXPECTATIONS OF PARTICIPANTS IN EPT241			
PROGRAM PHASE	**FOCUS**	**EXPECTATIONS OF TEACHER EDUCATION STUDENT**	**ROLE OF SUPERVISING TEACHER**
Week 1 **Induction**	Observation in relevant faculty	• Develop the skills and language of observation and reflection using the observation template provided (Professional Experience Document 1) • Discuss with supervising teacher how individual lessons fit within broad unit framework • Complete observation notes for "shadow" day • Become familiar with school procedures and policies: discipline, playground rules, school rules, organisational issues such as: meeting schedules, planning excursions, welfare programs, evaluation • Negotiate teaching load with supervising teacher • By day 3, at the direction of the supervising teacher, actively participate in classes **Provide a copy of timetable to subject coordinator and University Liaison Officer (ULO) as soon as possible. Organise ULO visit/contact time for end week 2/start week 3**	• Introduce teacher education student to staff in Faculty and other sections of the school • Organise for observation of classes in Faculty (& other faculties if possible) • Organise for teacher education student to "shadow" a class from Yr. 7 or 8 for a whole day • Discuss the teacher education student's Professional Experience Goals • Prepare parts of lessons **with** the teacher education student. • Assign tasks such as resource preparation to teacher education Student and encourage them to actively participate in classes • **Select** the 0.5 load of classes for Week 4 of the professional experience and decide on topics to be taught by teacher education student
Week 2 **Orientation**	Small group or team teaching	• With assistance of supervising teacher, make connections between curriculum perspectives, e.g., Indigenous education syllabus documents, classroom practices and school policies, and issues of social justice • Teach small groups or parts of lessons involving the whole class. Draft lesson plans (Professional Experience Document 2) to discuss with supervising teacher • Plan activities with input from the supervising teacher • Evaluate comprehensively (Professional Experience Document 3).	• Make explicit for the teacher education student the linking of curriculum/good classroom practice with teaching and learning methodology, school, regional and departmental policies. • Prepare parts of lessons with the teacher education student • **Mid-Placement review** to be completed late this week and noted on Professional Experience Report. If there are emergent concerns, notify the Workplace Learning Team immediately.

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 3 **Familiarisation**	Prepare and deliver lesson material	• Recognition of variety of teaching/learning styles (both inside and outside the faculty) • Teach whole classes – planned with input from the Supervising Teacher	• Assist teacher education students to prepare for teaching of 0.5 load next week • Ensure a gradual increase in the amount of preparation and delivery undertaken by the teacher education student • Observe and provide formal written feedback to TES on at least one lesson per day.
Week 4 **Consolidation**	Move to independence on a 0.5 load (i.e. 11 or 12 lessons)	• Move to independent teaching of 11 periods per week (equivalent of 50 minute lessons) • Demonstrate knowledge of : - What you will teach: content/expected outcomes - Skills: how to teach/pedagogy - Assessing students and evaluating lessons. **Upload a copy of your Professional Experience Report to EASTS *on the final day of your school placement,* after the ST and principal has completed, signed and locked the report**.	• Assist teacher education student to plan, deliver and evaluate lessons with a range of up to 11 classes during the week (approximately 50 minute lessons). • Observe and provide formal written feedback to TES on at least one lesson per day. **Complete Professional Experience Report following discussion with teacher education student. The Report for this subject must include original signatures of the Principal, ST and TES.**

Professional Experience Document 1: Observation of Teaching & Learning Experiences

Summary of Teaching Activities

The summary of teaching and learning activities is a means of tracking development and needs. This needs to be kept up to date to ensure it serves its purpose. It should map observations and teaching experiences. Teacher education students are required to **OBSERVE** a number of different teachers and lessons throughout the period of the professional experience. A copy of the lesson feedback sheet from the supervising teacher's package may be used for guidance during these observations.

Record of Lessons observed and/or taught in the Thirty Day Block

The teacher education student is required to keep an up-to-date summary of lessons observed and taught in a table similar to this. Include the period, class and teaching/learning focus e.g. P.1 9Eng – O – Shakespeare; P.2 10Eng – T – Essay Skills. Use abbreviations: O = Observation TT = Team Teaching T = Teaching whole lesson

WEEK	**MONDAY** Class/Time	**TUESDAY** Class/Time	**WEDNESDAY** Class/Time	**THURSDAY** Class/Time	**FRIDAY** Class/Time
One	**Observation & Discussion**	**Observation & Discussion**	**Observation & Discussion**	**Observation, Discussion, team teaching**	**Observation, Discussion, team teaching**
Two					
Three					
Four					
Five					
Six					

Professional Experience Document 2: Lesson Plan Template

INDIVIDUAL LESSON PLAN			
Lesson Title	Lesson Duration	Stage……. Year	Class/Group
Rationale	Syllabus Outcomes	Syllabus Content	
Prior knowledge	Risk Assessment	Resources	

Learning Outcomes *These should be precise indicators of intended student learning*	*Time Guide*	Content/Learning Experience *Introduction (Engagement)* *Body (Exploration/Transformation/Presentation)*	Teaching Strategies	Class Organisation *Grouping & classroom environment*	Assessment Techniques *What will you use to assess their learning?*
Conclusion (Presentation/Reflection)					

Supervising Teacher's Signature:

NB: *This must be signed before the lesson is taught*

Professional Experience Document 3: Evaluation of Lesson Plan

Specific Teaching Targets for this lesson	
INTENDED TEACHING OUTCOMES *Determine these before the lesson*	**ASSESSMENT OF TEACHING OUTCOMES** *Write these after the lesson*

Lesson Evaluation			
OUTCOMES	**RESOURCES/ENVIRONMENT**	**PRESENTATION/STRATEGIES**	**INTERACTION & COMMUNICATION**
Were they experienced/achieved/ developed? Why/Why not? How do you know?	Were they appropriate/utilised? Why/Why not? How do you know?	Were these appropriate? Why/Why not? How do you know?	Was this appropriate? Why/Why not? How do you know?
Follow-up How is this evaluation going to impact in future learning experiences for your pupils?			

How will I adjust my teaching……..?

Specific teaching targets (*should be written into next lesson plan)*

Professional Experience Document 4: Take the Initiative

ACTIVITY LOG
List the activities which you undertook during the six weeks, e.g., making teaching aids, helping individual students, assisting with an excursion, attendance at staff meeting, helping with sport, etc.

Supervising Teacher to verify_____ Date: _____

Professional Experience Document 5: Daybook

Date:	DAYBOOK PLANNING			
Class:	Content/Learning Intentions	Teaching/Learning Activities	Resources	Assessment & Evaluation
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				