



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 EPT452

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 1 Orientation & Observation	Observation and shadowing of teacher and class	<ul style="list-style-type: none"> Develop skills of observation and analysis including analytical observation of a class for a day (discuss teaching/ management decisions with your supervising teacher) Discuss your teaching goals and Graduate Teaching Performance Assessment (GTPA) requirements with your supervising teacher Articulate how individual lessons fit within sessions, full days and units Familiarise yourself with school procedures and policies Assist supervising teacher with preparation of teaching materials Become involved in lessons from Day 1, e.g. interacting with learners, helping with resource management, teaching small groups. Begin teaching small groups e.g. reading and/or maths groups 	<ul style="list-style-type: none"> Introduce teacher education student to staff and support personnel in the school Have a meeting to discuss and plan the teaching sequence/KLA areas to be taught over the 6 weeks of the placement Organise for specific observation of a range of lessons across KLAs beginning with observing small group teaching. Assign tasks such as resource preparation to teacher education student (to be completed outside of class time.) Discuss the teacher education student's teaching goals for this placement and collaboratively design a plan and schedule to provide feedback on and to work towards achieving these Discuss opportunities with the teacher education student to collect evidence for their professional portfolio in relation to the standards in the Professional Experience Report

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 2 Familiarisation: Team and Independent Teaching	Observation, small group teaching and single lessons	<ul style="list-style-type: none"> Continue to observe your supervising teacher in different KLAs Continue to plan, discuss and implement GTPA Prepare parts of lessons early in the week Team teach with supervising teacher Continue planning for and teaching small groups By mid-week, undertake the planning and teaching of whole class single lessons (four lessons in total) Present and discuss lesson plans with supervising teacher prior to teaching Reflect daily on your teaching practice Gather and annotate evidence examples for the focus areas/standards, share and discuss with supervising teacher 	<ul style="list-style-type: none"> Prepare parts of lessons with the teacher education student Team teach with teacher education student as appropriate By the middle of the week, allow the teacher education student opportunities to plan and teach four whole class lessons independently with guidance. Discuss lesson plans with teacher education student prior to teaching and provide feedback as appropriate Observe and provide formal written feedback to teacher education student on at least one lesson per day Provide opportunities with the teacher education student to gather evidence for their professional portfolio in relation to the standards in the Professional Experience Report



PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 3 Consolidation: Independent Teaching	Single lessons and some sequences of lessons and sessions	<ul style="list-style-type: none"> • Teach complete single lessons throughout this week • Continue to plan, discuss and implement GTPA • Towards the end of the week, undertake the planning and teaching of some sequences of lessons • Continue to work with small groups as scheduled • Present and discuss lesson plans with supervising teacher prior to teaching • Continue to observe your supervising teacher with his/her teaching targeting any KLAs /classroom management strategies you feel less comfortable with and record detailed observational notes. • Reflect daily on your teaching practice • Gather and annotate evidence which demonstrates your achievement of the focus areas/standards <p>Discuss mid-placement review (based on the Professional Experience Report) with supervising teacher discussing achievement of each focus area and collaboratively set new goals for the remainder of the placement</p>	<ul style="list-style-type: none"> • Complete mid-placement review: record date on Professional Experience Report – discuss how well the TES is achieving each standard/focus area, collaboratively set new goals for the remainder of the placement • Assist teacher education student to develop and use appropriate classroom management strategies • Towards the end of the week, allow the teacher education student opportunities to plan and teach sequences of lessons • Discuss lesson/unit plans with teacher education student prior to teaching • Observe and provide formal written feedback to teacher education student on at least one lesson per day • Provide opportunities with the teacher education student to gather evidence for their professional portfolio in relation to the standards in the Professional Experience Report <p>NOTE: Teacher education students should be beginning to teach whole sessions by the end of this week.</p>



PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 4 Consolidation: Independent Teaching	Two consecutive full days of teaching and a variety of sequences of lessons and sessions	<ul style="list-style-type: none"> • Increase teaching to teaching 2 consecutive days by the end of this week, build up to this by teaching two sessions a day • Continue to plan, discuss and implement GTPA • Manage transitions between lessons and maintain daily routines • Continue to observe your supervising teacher in response to feedback related to your next learning steps • Reflect daily on your teaching practice – record notes onto your planning/day book • Begin to gather evidence of students' learning in relation to your lesson learning outcomes i.e. assessment information. • Gather and annotate evidence which demonstrates your achievement of the focus areas/standards • Implement feedback gained from your mid-placement review meeting last week • Implement specific strategies and action steps to address your revised goals 	<ul style="list-style-type: none"> • Increase teacher education student's teaching to a 0.5 teaching load by the conclusion of the week • Discuss lesson/unit plans with teacher education student prior to teaching • Discuss progress towards achieving of revised goals • Observe and provide formal written feedback to teacher education student on at least one lesson per day • Provide opportunities with the teacher education student to gather evidence for their professional portfolio in relation to the Standards in the Professional Experience Report



PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 5 Consolidation: Independent Teaching 0.8 teaching load	Sequences of lessons, assessment of learning and teaching a minimum of 6 consecutive sessions	<ul style="list-style-type: none"> Continue to teach consecutive sessions, increasing the number of full days you are teaching building up to teaching a 0.8 load this week with support Manage transitions between lessons, daily routines and from day to day Reflect daily on your teaching practice Gather and annotate evidence examples of how you are achieving the standards and focus areas, share and discuss these with your supervising teacher Review your progress towards achieving your revised goals. 	<ul style="list-style-type: none"> Ensure all of the teacher education student's lessons are fully planned and evaluated Provide opportunity for the teacher education student's teaching load to increase to 0.8 towards the end of the week with limited support. Discuss program, lesson plans & day book details with teacher education student prior to teaching Observe and provide formal written feedback to teacher education student on at least one lesson per day Provide opportunities with the teacher education student to gather evidence for their professional portfolio in relation to the Standards in the Professional Experience Report



PROGRAM PHASE	FOCUS	• EXPECTATIONS OF TEACHER EDUCATION STUDENT	• ROLE OF SUPERVISING TEACHER
Week 6 Transformation: Independent Teaching 0.8 teaching load	Teaching a minimum of 6 consecutive sessions, assessment and evaluation of teaching and learning.	<ul style="list-style-type: none"> • Teach a 0.8 load this week with limited support • Continue to plan, discuss and implement GTPA • Manage transitions between lessons, daily routines and from day to day • Reflect daily on your teaching practice • Gather and annotate evidence examples of how you are achieving the standards and focus areas, share and discuss these with your supervising teacher • Continue to plan, discuss and implement GTPA • Discuss your final report with your supervising teacher • Upload a copy of your Professional Experience Report to EASTS <i>on the final day of your placement</i>, after your supervising teacher and principal have completed, signed and locked the report 	<ul style="list-style-type: none"> • Ensure all of the teacher education student's lessons are fully planned and evaluated • Provide opportunity for the teacher education student's teaching load to be at 0.8 for most of the week with limited support • Discuss lesson plans & day book details with teacher education student prior to teaching • Observe and provide formal written feedback to teacher education student on at least one lesson per day • Complete Professional Experience Report following discussion with teacher education student and University Liaison Officer. The Professional Experience Report for this subject must include signatures of the principal, supervising teacher and teacher education student. The report is to be submitted to the University via EASTS by the teacher education student as part of the assessment of this subject.



Professional Experience Document 1: 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 <i>These should be precise indicators of intended student learning</i>	Time Guide	Content/Learning Experience <i>Introduction (Engagement)</i> <i>Body (Exploration/Transformation/Presentation)</i>	Teaching Strategies	Class Organisation <i>Grouping & classroom environment</i>	Assessment Techniques <i>What will you use to assess their learning?</i>
Conclusion (Presentation/Reflection)					
Supervising Teacher's Signature:			NB: <i>This must be signed before the lesson is taught</i>		



Professional Experience Document 2: Evaluation of Lesson Plan

SPECIFIC TEACHING TARGETS FOR THIS LESSON			
INTENDED TEACHING OUTCOMES <i>Determine these before the lesson</i>		ASSESSMENT OF TEACHING OUTCOMES <i>Write these after the lesson</i>	
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 on future learning experiences for your pupils?			
How will I adjust my teaching.....?			
Specific teaching targets <i>(should be written into next lesson plan)</i>			



Professional Experience Document 3: Daybook

Daybook			Date:	Class:
	Before School Duties:			
Time	KLA, Lesson Focus, Teaching/Learning Activities		Modifications for tomorrow	
	Recess Duties:			
	Lunch Duties:			
	After School Duties:			
Notes:				



Professional Experience Document 4: Guided Reading Group

Instructional Group Plan for One Group for One Week				Level:	Group:	Names:		
Day/ Date								
Text or Resource/s								
Learning Outcome/ Indicators								
Vocabulary								
Introduction Orientation Hook								
Learning sequence		Teaching points	Learning sequence		Teaching points		Learning sequence	
		Practice activity:			Practice activity:			
Evaluation	What I noticed individuals understood, could do...		What I noticed individuals understood, could do...		What I noticed individuals understood, could do...		What I noticed individuals understood, could do...	



Professional Experience Document 5: Programming Template

Weeks		1	2	3	4	5	6	7	8	9	10
School/ Stage Level Events											
Capability Focus											
English	<ul style="list-style-type: none"> Talking & Listening Reading Writing 										
Mathematics	<ul style="list-style-type: none"> Measurement & Data Space & Geometry Working Mathematically Number Patterns & Algebra 										
Science & Technology	<ul style="list-style-type: none"> Investigating Scientifically Designing & Making The Natural Environment The Made Environment 										



HSIE	<ul style="list-style-type: none"> • Change & Continuity • Cultures • Environments • Social Systems & Structure 										
Creative Arts	<ul style="list-style-type: none"> • Visual Arts • Music • Dance • Drama 										
PDHPE	<ul style="list-style-type: none"> • Fundamental Movement & Physical Activity • Healthy Choices • Self & Relationships 										

