

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.

NB: If studies have been completed in two secondary teaching areas (Curriculum Method 1 and Curriculum Method 2 for each teaching area), this placement must include teaching experience in both teaching areas.

SUMMARY OF MINIMUM EXPECTATIONS OF PARTICIPANTS IN EPT436			
PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT (TES)	ROLE OF SUPERVISING TEACHER (ST)
Week 1 Orientation	Observation in own and other classes	<ul style="list-style-type: none"> • Show your EPT portfolio submitted in previous placements to your ST and discuss your teaching goals (Assignment 1) with your ST. • Teaching Performance Assessment (TPA): Share your draft SMART goal and implementation plan (Assignment 2: Part 1.1) with your ST. Ensure you gain approval from them to enable you to submit this to your Subject Coordinator via email at or before the end of this first week. • TPA: In consultation with your ST, select and discuss how you will assess the progress of FIVE students who you are teaching over a 4-5 week period. Discuss and decide upon the learning outcomes/ intentions which will be the focus of your inquiry into your impact on these students' learning. • Further develop your skills of observation and analysis, focusing particularly on 'gaps' in your knowledge vis-à-vis the Standards. • Document your reflections in your Daybook. • Articulate how individual lessons fit within broad unit frameworks. • Familiarise yourself with school procedures and policies: welfare; evacuation; wet weather; meeting schedule; excursion policy etc. • Negotiate classes for a 0.8 teaching load which you will progress to by the end of the professional experience. • Assist ST with preparation of teaching materials. • Become involved in lessons from Day 1. • Develop profiles of your classes which you will use in planning to teach them (Standard 1). • Identify particular strategies and resources (human and physical) used to cater for diversity in the classroom (Standard 1). • Team teach with ST if appropriate. • Contact Education-WPL@csu.edu.au if no contact has been made by your university liaison officer. 	<ul style="list-style-type: none"> • Introduce TES to staff in KLA and other sections of the school (note the above requirement in regard to undertaking teaching experience in both teaching areas if required). • Organise for observation of classes in KLA (and other KLAs if possible). • Negotiate 0.8 load of classes on which TES can focus attention to undertake teaching in following weeks. • View the TES EPT portfolio submitted in previous placements and discuss the TES' teaching goals. • Teaching Performance Assessment (TPA): Discuss the TES' draft SMART goal and implementation plan. Approve this to enable the TES to submit it to their Subject Coordinator shortly after their first orientation week. • TPA: Help the TES to select FIVE students for their TPA requirement. Discuss how they can assess the selected students' progress over a 4-5 week period, helping them to decide upon the learning outcomes/intentions which will be the focus of their inquiry into their impact on these students' learning. • Help the TES to understand how individual lessons fit within broad unit frameworks. • Prepare parts of lessons <u>with</u> the TES, ensuring that Standard 1 is a clear focus and that differentiated work for students (modified and extension) is discussed and shared. • Assign tasks such as resource preparation to TES.

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT (TES)	ROLE OF SUPERVISING TEACHER (ST)
<p>Week 2 Familiarisation</p>	<p>Prepare material with supervising teacher's input and present teaching material independently</p>	<ul style="list-style-type: none"> • TPA: Prepare and teach a sequence of lessons that support your selected FIVE students to achieve learning outcomes/intentions aligned to the relevant syllabus document and appropriate for the individual learning needs of these students. • TPA: Collect evidence of your selected students' initial understandings/skills and their progress and learning as they complete your planned learning activities and assessment tasks. • With assistance of ST make connections between curriculum perspectives (e.g. Indigenous education), syllabus documents, classroom practices and school policies, and issues of social justice. • Follow specific requirements, including planning that supports school policies for ensuring student safety, including positive welfare policies, risk management, Code of Conduct, WHS, duty of care, child protection (Standard 4). • Discuss with your Supervising Teacher the discipline and bullying policies in the school, taking notes accordingly (Standard 4). • Note the classroom teacher's routines and strategies for managing the class in different situations and at different times of the day (Standard 4). • Research teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context and learners (Standard 2). • Continue to observe and analyse your ST teaching. • Employ appropriate pedagogical practices for the diverse nature of the school population. • Plan ALL teaching/learning experiences fully using the template in this document (Professional Experience Document 1) and discuss draft lesson plans with ST. • Teach at least TWO complete lessons (50 minute equivalent) per day. • Comprehensively evaluate all lessons taught using the template in this document (Professional Experience Document 2). • Develop teaching and learning programs and/or lesson plans which show integration of higher order thinking skills and ICT (Standard 2, Standard 3). • Write daily reflections on your teaching practice in your personal Daybook (see Professional Experience Document 3) • Gather and annotate evidence examples for the Standards, share and discuss with ST. 	<ul style="list-style-type: none"> • TPA: Help the TES to prepare and teach a sequence of lessons that will support their selected FIVE students to achieve learning outcomes/intentions aligned to the relevant syllabus document and appropriate for the individual learning needs of these students. • TPA: Advise the TES regarding the collection of appropriate evidence of their selected students' initial understandings and skills and their progress and learning as they complete the planned learning activities and assessment tasks. • Make explicit for the TES the linking of curriculum/good classroom practice with teaching and learning methodology and policies – school, regional and departmental. • Assist TES to plan and present at least two (50 minute equivalent) lessons per day – team teaching is appropriate. • Assist TES to develop and implement appropriate classroom management strategies. • Provide in-depth feedback and advice on strengths and weaknesses – observe all lessons; provide written feedback on the required two lessons per day. • Assist TES in goal setting for improvement.

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT (TES)	ROLE OF SUPERVISING TEACHER (TES)
<p>Weeks 3 & 4</p> <p>Consolidation</p>	<p>Plan, present, assess and evaluate your teaching</p>	<p>Participate in the mid-placement review with ST.</p> <ul style="list-style-type: none"> • TPA: Continue to prepare and teach a sequence of lessons that support your selected FIVE students to achieve learning outcomes/intentions aligned to the relevant syllabus document and appropriate for the individual learning needs of these students. • TPA: Continue to collect evidence of your selected students' progress and learning as they complete your planned learning activities and assessment tasks. • TPA: Continue to gather best practice/quality evidence for including in your final EPT portfolio. • Towards the end of week 3, undertake the planning and teaching of some sequences of lessons. • Employ appropriate pedagogical practices for the diverse nature of the school population. • Assess students and evaluate lessons using appropriate indicators, to enable enhanced student learning. • Record and use assessment information informally (e.g. observations of student learning and/or work samples) to monitor student learning in your Daybook (Standard 5). • Reflect upon ways of modifying teaching practice as a result of assessment data in consultation with your supervising teacher (Standard 5). • Negotiate with staff to work with students with special needs. • Move to independent teaching and in-depth planning of all lessons. • Research teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context and learners (Standard 2). • Develop teaching and learning programs and/or lesson plans which show either integration of higher order thinking skills or ICT (Standard 2). • Demonstrate commitment to professionalism. • Gather and annotate evidence examples for the standards, share and discuss with ST. • Make observations in your Daybook regarding how the supervising teacher establishes/maintains respectful collaborative relationships through the use of verbal and non-verbal communication in assemblies, community meetings, on excursions and/or in parent/teacher meetings (as appropriate and wherever possible) (Standard 7). • Participate with school staff in all school activities and record any additional activities in which you have engaged (Standard 7). 	<p>Complete mid-placement review towards the end of Week 3.</p> <ul style="list-style-type: none"> • TPA: Continue to support the TES' preparation and teaching of a sequence of lessons that support their selected FIVE students to achieve learning outcomes/intentions and support their collection of related evidence of these students' progress and learning. • TPA: Continue to support the TES to gather best practice/quality evidence for including in their final EPT portfolio. • Undertake the mid-placement review with the TES, with reference to the Standards on the Professional Experience Report. Date of mid-placement review to be noted on the front of the Professional Experience Report. If there are emergent concerns, notify the Workplace Learning Team immediately. • Provide oral feedback on at least two lessons per day; written feedback on at least one per day. • Provide extension or remediation as appropriate. • If appropriate, increase teaching load up to 3 lessons per day. Err on the side of quality rather than quantity. At least 0.5 load by end of week 4. • Allow the TES opportunities to plan and teach a sequence of lessons. • Ensure all lessons are fully planned and carefully evaluated. • Assist TES to negotiate a link with Support Staff – e.g. Inclusive Education Unit.

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<p>Weeks 5 & 6</p> <p>Transformation</p> <p>*Please note*</p> <p>Bachelor of Education (HPE) students only complete 5 weeks of placement</p>	<p>Move to independence on a 0.8 load</p>	<ul style="list-style-type: none"> • TPA: Continue to prepare and teach a sequence of lessons that support your selected FIVE students to achieve learning outcomes/intentions aligned to the relevant syllabus document and appropriate for the individual learning needs of these students. • TPA: Continue to collect evidence of your selected students' progress and learning as they complete your planned learning activities and assessment tasks. • TPA: You are to reflect on your success in demonstrating the Australian Professional Standards for Teachers and discuss your final EPT portfolio that will comprise of your best practice/quality evidence annotated to the Graduate Standards with your ST. • Teach maximum of 0.8 load independently, with ST's supervision in classroom. • Manage transitions between lessons and daily routines. • Gather and annotate evidence examples for the Standards, share and discuss with ST. • Promote established structures in the school to encourage parents/carers to be involved in school or classroom activities (Standard 3). • Collect samples of two-way communication between the supervising teacher and parents/carers, including opportunities for parents/carers to give feedback on homework, class newsletters, etc. Either take notes or digitally record these (with permission) (Standard 3). • Plan a lesson that shows clear evidence of a range of teaching and learning strategies that nurture inquiry: discovery, cooperative learning, experiment and research (Standard 3). • Spend time in Special Education Unit if possible. • Draw on resources within the community to enhance lessons/unit content (Standard 3). • Discuss Professional Experience Report with ST. <p>Upload a copy of your Professional Experience Report to EASTS on the final day of your school placement, after the ST and principal (or an agreed nominee) has completed, signed and locked the report.</p>	<ul style="list-style-type: none"> • TPA: Continue to support the TES' preparation and teaching of a sequence of lessons that support their selected FIVE students, and support their collection of related evidence. • TPA: Discuss with the ST their final EPT portfolio that will comprise of their best practice/quality evidence annotated to the Graduate Standards. • Ensure all of TES' lessons are fully planned and evaluated. • TES should teach maximum of 0.8 load for these weeks with limited support. • Discuss lesson plans with TES prior to teaching. • Guide TES to draw on resources within the community to enhance lesson/unit content (Standard 3). • Observe and provide formal written feedback to TES on at least two lessons per day. <p>Complete the Professional Experience Report following discussion with teacher education student. The Report for this subject must include original signatures of the Principal (or an agreed nominee), ST and TES. The TES must upload the report to EASTS</p>

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>	<i>Time Guide</i>	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: This must be signed before the lesson is taught

Professional Experience Document 2: 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 on 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 3: Daybook

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