



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 EPT218

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 1: Observation	Observation, Small Group Teaching and Single Lessons	<ul style="list-style-type: none"> • Develop skills of observation and analysis including analytical observation of a class for a day (shadowing) • Discuss your teaching goals with your supervising teacher • Negotiate teaching load with the supervising teacher • Familiarise yourself with school procedures and policies • Assist supervising teacher with preparation of teaching materials • Prepare parts of lessons early in the week • Team teach with supervising teacher • Plan for and teach small groups • By end of the week, undertake the planning and teaching of whole class single lessons (four in total) • Present and discuss lesson plans with supervising teacher prior to teaching • Reflect daily on your teaching practice in your personal Day Book • Gather and annotate evidence examples for the standards (on Professional Experience Report), share and discuss with supervising teacher. Suggestions of evidence are included as Professional Experience Document 4. 	<ul style="list-style-type: none"> • Introduce teacher education student to staff in other sections of the school • Assigns tasks such as resource preparation to teacher education student • Discuss the teacher education student's teaching goals • Encourage teacher education student to actively participate in classes • Prepare parts of lessons with the teacher education student • Team teach with teacher education student • By the end 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 • Discuss opportunities with the teacher education student to collect evidence for their professional portfolio in relation to the standards in the Professional Experience Report. Suggestions of evidence are included as Professional Experience Document 4.

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 2: Familiarisation	Single lessons and some sequences of lessons	<ul style="list-style-type: none"> • Teach complete single lessons throughout this week • Towards the end of the week, undertake the planning and teaching of some sequences of lessons with transitions • 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 • Reflect daily on your teaching practice in your personal Day Book • Gather and annotate evidence for your professional portfolio <p>Discuss mid-placement review (using 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"> • Assist teacher education student to develop and use appropriate management strategies • Towards the end of the week, support the teacher education student to plan and teach sequences of lessons with transitions • Discuss lesson 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 for the teacher education student to gather evidence for their professional portfolio in relation to the standards on the Professional Experience Report <p>Complete mid-placement review (record date on Professional Experience Report) – discuss how well you consider the teacher education student to be achieving each standard/focus area, collaboratively set new goals for the remainder of the placement.</p>



PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 3: Consolidation	Single lessons and sequences of lessons, increasing to two sessions per day	<ul style="list-style-type: none"> • Increase teaching to two sessions per day by the end of the week • Continue to observe your supervising teacher with his/her teaching • Manage transitions between lessons and daily routines • Reflect daily on your teaching practice in your personal Day Book • Gather and annotate evidence examples of how you are achieving the standards and focus areas, share and discuss these with your supervising teacher • Discuss your final report with your supervising teacher <p>Upload a copy of your Professional Experience Report to EASTS on the final day of your placement, after your supervising teacher and principal have completed, signed and locked the report.</p>	<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 two sessions per day by the conclusion of the week • 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 • Review the teacher education student's portfolio evidence in relation to the standards on the Professional Experience Report <p>Complete the final report following discussion with teacher education student and University Liaison Officer. Assessment Reports for this subject must include signatures of the principal, supervising teacher and teacher education student. The report is to be submitted to EASTS by the teacher education student as part of the assessment of this subject</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)					
<div style="display: flex; justify-content: space-between;"> Supervising Teacher's Signature: NB: <i>This must be signed before the lesson is taught</i> </div>					



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

Were they experienced/achieved/
developed?

- Why/Why not?
- How do you know?

RESOURCES/ENVIRONMENT

Were they appropriate/utilised?

- Why/Why not?
- How do you know?

PRESENTATION/STRATEGIES

Were these appropriate?

- Why/Why not?
- How do you know?

INTERACTION & COMMUNICATION

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: Day Book

Day Book	Date:	Class:
Morning Duties:		
Time	KLA, Lesson Focus, Teaching/Learning Activities	Modifications for tomorrow
Recess Duties:		
Lunch Duties:		
Home Duties:		
Notes:		



Professional Experience Document 4: Professional Teaching Portfolio

Standard	Task/Evidence
Standard 1: Know students and how they learn	<ul style="list-style-type: none"> During your first week at the school, develop a profile of your class/es which you will use in planning to teach the class. Identify particular strategies and resources (human and physical) used to cater for diversity in the classroom.
Standard 2: Know the content and how to teach it	<ul style="list-style-type: none"> Research teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context and learners. Develop lesson plans which show the integration of ICT into activities to make content more meaningful.
Standard 3: Plan for and implement effective teaching and learning	<ul style="list-style-type: none"> Audio or video record a single lesson by the end of Week 2. Ask your Supervising teacher to observe the lesson with the specific aim of identifying any speech and voice issues. Do not discuss their observations with them until AFTER you have listened to and analysed the recording.
Standard 4: Create and maintain supportive and safe learning environments	<ul style="list-style-type: none"> Discuss with your supervising teacher, and note the reasons why students are seated in particular locations, and the groups to which students belong. Note the classroom teacher's routines and strategies for managing the class in different situations.
Standard 5: Assess, provide feedback and report on student learning	<ul style="list-style-type: none"> Record and use assessment information informally (e.g. observations of student learning and/or work samples) to monitor student learning. Reflect upon ways of modifying teaching practice as a result of assessment data in consultation with your supervising teacher.
Standard 6: Engage in professional learning	<ul style="list-style-type: none"> Participate with school staff in all school activities and record any additional activities.
Standard 7: Engage professionally with colleagues, parents/carers and the community	<ul style="list-style-type: none"> Make observational notes of how the supervising teacher establishes/maintains respectful collaborative relationships through the use of verbal and non-verbal communication.

