

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.

N.B.: 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"> Discuss your Professional Experience SMART goals with your ST. Share your EPT Professional Teaching Portfolio (Assignment 1) with your ST and discuss particular Standards that you need to focus on in order to enhance your 'best' evidence samples to date. 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 FOAE-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 Professional Teaching Portfolio submitted in previous placements and discuss their Professional Experience SMART goals. 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:</p> <p>Familiarisation</p>	<p>Prepare material with supervising teacher's input and present teaching material independently</p>	<ul style="list-style-type: none"> • 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 ST 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 (Professional Experience Document 3) • Gather and annotate evidence examples for the Standards, share and discuss with ST. 	<ul style="list-style-type: none"> • 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 areas for development – 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 (ST)
Week 3 & 4: Consolidation	Plan, present, assess and evaluate your teaching	End of Week 3 - Participate in the mid-placement review with ST. <ul style="list-style-type: none"> • 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 ST (Standard 5). • Negotiate with staff to work with students with disability. • 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 ST 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). 	End of Week 3 - Complete mid-placement review. <ul style="list-style-type: none"> • 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.



PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT (TES)	ROLE OF SUPERVISING TEACHER (ST)
Week 5 & 6: Transformation	Move to independence on a 0.8 load	<ul style="list-style-type: none"> • 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 ST 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). • Draw on resources within the community to enhance lessons/unit content (Standard 3). • Spend time in Learning Disability Unit if possible. • Write an evaluation of your progress and development during this professional experience in consultation with your ST. Consider how well you have achieved your professional goals, what Standards you have achieved well in and which ones were more challenging for you (500-750 words). Keep this self-evaluation in your professional experience file. It might also be used as a best sample of evidence in your final portfolio. • 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 you, the ST and principal (or a designated nominee) has completed, signed and locked the report. Ensure that your absence form (where applicable) is also uploaded to EASTS as a separate document.</p>	<ul style="list-style-type: none"> • 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>End of Week 6 - Complete the Professional Experience Report following discussion with TES. The Report for this subject must include original signatures of the ST, principal (or a designated nominee) and TES. The TES must upload the report to EASTS.</p>



Professional Experience Document 1: Observation of Teaching and 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 <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)					
<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 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 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 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.

[illegible]

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.				

