



Charles Sturt
University

EPT523 Teaching Progression Final Professional Experience: Consolidating Practice in the Primary Context

Work-Integrated Learning: School of Education

PROFESSIONAL EXPERIENCE EPT523: SUBJECT DESCRIPTION

This capstone subject is the final subject in [Master of Teaching \(Primary\)](#) course. It draws on the cumulative learning of pre-service teachers (PSTs) from across the coursework components of the degree and includes the final professional experience placement.

During this placement, PSTs will complete the Graduate Teaching Performance Assessment ([GTPA](#)) learning sequence, which draws on their knowledge, understanding and capabilities in planning with data; teaching and learning practices; assessing, providing feedback and applying professional judgement; and reflecting on and appraising the impact of their teaching on student learning. Satisfactory completion of the GTPA is a requirement for graduation from their teacher education program. To complete this task, students must teach a learning sequence which is:

- undertaken in one class (this may be constituted by a single year level or a range of year levels as in composite or multi-age classes);
- sustained over a period of placement (minimum 4 week learning sequence);
- focused on a single learning or teaching area, or a combination of subjects in an integrated approach; and
- significant and implemented across a series of lessons that has clearly defined learning goals for the whole class and the three focus students selected to represent the full range of achievement levels in the class.

HOW TO USE THE TEACHING PROGRESSION DOCUMENT

Over this professional experience, PSTs are required to follow the weekly progression of teaching and professional experience tasks. PSTs are required to work towards a 0.8 teaching load by the final week of placement. 0.8 means an 80% teaching load of a full-time classroom teacher in your school setting. Please note, teaching load and responsibilities are suggested minimum requirements, and may need to be adjusted in response to the needs of the context and PSTs individual development and progress.

Throughout placement, PSTs are expected to participate in all school activities. This includes teaching activities such as playground duties, staff meetings, professional development sessions, parent teacher interviews, sporting and co-curricular activities, and any other school related activities (Standard 7). Pre-service teachers (PSTs) are expected to be in attendance on the school site at least 30 minutes before the school day commences, to allow adequate time for preparation for the school day. A mid-placement review is required in **Week 2 of placement**. We recommend this meeting occurs on **day 8 of placement**. An early placement review allows adequate time for additional support to be implemented in the event the PST is not progressing in line with the teaching progression and subject outcomes.

Charles Sturt University - TEQSA Provider Identification: PRV12018 (Australian University). CRICOS Provider: 00005F.

EPT523 Teaching Progression for Pre-Service Teachers

Placement Phase	Focus	Expectations of Pre-Service Teacher (PST)	Role of Supervising Teacher (ST)
Prior to placement	Preparation	(Pre-placement Planning) <ul style="list-style-type: none"> PST explains the GTPA learning requirements to ST, including the KLA according to PST Course stipulations Confirm appropriate learning sequence requirements for the GTPA, including potential diagnostic and summative tasks Discuss opportunities and processes for initial data collection to develop a detailed class profile Discuss learning sequence overview PST shares SMART Goals with supervising teacher (ST) and university liaison officer (ULO) - Review and adjust goals if needed 	
		Negotiate progression to 0.8 teaching load over the course of the placement, including lessons/teaching sequences <p>Discuss relevant school policies, including but not limited to:</p> <ul style="list-style-type: none"> -welfare policies -risk management -Code of Ethics and Conduct -WHS, duty of care, child protection -discipline and bullying school <p>(PST to record personal notes during discussion (Standard 4))</p> <p>PST to contact FOAE-WPL@csu.edu.au if your university liaison officer (ULO) has not made contact a week prior to the placement.</p>	<p>STs are strongly encouraged to review 'Components of effective, high-quality professional experience' (Section 4) of the Australian Professional Experience Guidelines (AITSL) before the placement begins. These guidelines provide valuable guidance for supervision and promote best practice.</p> <p>Negotiate progression to 0.8 teaching load over the course of the placement, including lessons/teaching sequences</p> <p>Discuss relevant school policies, including but not limited to:</p> <ul style="list-style-type: none"> -welfare policies -risk management -Code of Ethics and Conduct -WHS, duty of care, child protection -discipline and bullying school <p>(PST to record personal notes during discussion (Standard 4))</p> <p>ST to contact FOAE-WPL@csu.edu.au for any placement documentation or support queries and/or if your university liaison officer (ULO) has not made contact by the end of the week prior to placement.</p>

Placement Phase	Focus	Expectations of Pre-Service Teacher (PST)	Role of Supervising Teacher (ST)
Week 1: Days 1- 5 Orientation & Observation	Observation and shadowing of teacher and class	<ul style="list-style-type: none"> ○ Discuss with ST an ongoing schedule for planning and feedback (See Sec 4.2) ○ Engage in observation and analysis including analytical observation of a class for a day (discuss teaching/management decisions with ST) ○ Discuss your SMART goals with your ST (Assignment 1) ○ Discuss how individual lessons fit within sessions, full days and units ○ 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 and/or team-teach with ST if appropriate ○ Develop profiles of your classes ○ Discuss with ST lessons you will commence teaching Week 2 to Week 6 (gradual increase to 0.8) 	<ul style="list-style-type: none"> ○ Introduce PST to school and support staff ○ Meet with PST to discuss/plan teaching sequences/subjects/units of work to be taught during ○ Explain how individual lessons fit within broad unit frameworks ○ Prepare parts of lessons with the PST, including assigning tasks such as preparing learning materials ○ Organise for focused observation of a range of lessons across KLA's ○ Assign PST tasks e.g.: resource preparation/learning material (to be completed outside of class time) ○ Discuss PST's SMART goals for placement ○ Discuss with PST an ongoing schedule for planning and feedback (See Sec 4.2) ○ Discuss with PST lessons they will commence teaching Week 2 to Week 6 (gradual increase to 0.8)
		GTPA Learning Sequence (Week 1) <ul style="list-style-type: none"> ○ ST and PST discuss and plan learning sequence using the front-ending assessment approach ○ With ST support, PST collects and analyses diagnostic student data, including a diagnostic assessment task, and develops a detailed class profile ○ PST and ST discuss selection of three focus students, and three additional students (in case of absence throughout placement) who are representative of the range of achievement levels in the class 	

Placement Phase	Focus	Expectations of Pre-Service Teacher (PST)	Role of Supervising Teacher (ST)
Week 2: Days 6-10 Familiarisation: Team & Independent Teaching	Teaching small groups, team-teaching and teaching single lessons	<p>Early Week 2</p> <ul style="list-style-type: none"> Continue to observe your ST / Team-teach with ST Note the STs classroom routines and strategies With ST assistance, make connections between curriculum and syllabus concepts, classroom practices, school policies and social justice Prepare parts of lessons early in the week, using a detailed lesson plan template, and discuss draft lesson plans with ST Continue planning for and teaching small groups Negotiate mid-placement review meeting time towards end of Week 2 and advise your ULO of meeting time/date <p>Mid-Week 2</p> <p>Mid-placement review (to be completed by the end of Week 2)</p> <ul style="list-style-type: none"> Complete the planning and teaching of whole class single lessons (four lessons in total) Present and discuss lesson plans with ST prior to teaching Reflect on your teaching practice daily Gather and annotate evidence examples for the standards (as per Professional Experience Report) Share evidence and discuss with ST Review your progression towards achieving SMART goals <p>Prepare for the mid-placement review by checking your progress against the Graduate APSTs in the Evidence guide</p>	<p>Early Week 2</p> <ul style="list-style-type: none"> Prepare parts of lessons with the PST and provide feedback. Team-teach with PST as appropriate By mid-week 2, allow the PST opportunities to plan and teach four whole class lessons independently Provide in-depth feedback on strengths and areas for improvement Provide formal written feedback to PST on at least one lesson per day Discuss connections between curriculum and syllabus concepts, classroom practices, school policies and social justice Negotiate a time for mid-placement review meeting towards end of Week 2 Discuss PST progression towards achieving SMART goals <p>Mid-Week 2</p> <p>Mid-placement review (to be completed by the end of Week 2)</p> <ul style="list-style-type: none"> Advise ULO of mid-placement review date/time Complete mid-placement review and report <ul style="list-style-type: none"> Record date of the meeting on the Professional Experience Report Discuss PST performance against the 37 focus areas Collaboratively set goals for remainder of the placement Share mid-placement report with ULO <p>*IMPORTANT: Any emergent concerns? Notify the ULO immediately</p>
		<p>GTPA Learning Sequence (Week 2)</p> <ul style="list-style-type: none"> PST to collect formative data including student work samples, make relevant notes and discuss with ST PST to complete GTPA self-evaluation template after each GTPA lesson PST and ST to review learning sequence based on formative assessment and adapt if appropriate PST and ST to ensure summative task has been developed with a pre-determined time set for moderation 	

Placement Phase	Focus	Expectations of Pre-Service Teacher (PST)	Role of Supervising Teacher (ST)
Weeks 3 & 4: Days 11-20 Consolidation: Independent Teaching	Single lessons and some sequences of lessons and sessions	Week 3 <ul style="list-style-type: none"> ○ Reflect on your performance against the APST Graduate Standards ○ Review your SMART goals with your ST for the remainder of the placement, refine if necessary ○ Independently teach single lessons throughout Week 3 ○ Towards the end of week 3, undertake the planning and teaching of sequences of lessons ○ Self-evaluate lessons comprehensively ○ Continue to engage in all teaching staff activities Week 4 <ul style="list-style-type: none"> ○ Build up to 0.5 teaching load of classes during Week 4 ○ Plan and draft lesson plans to discuss with ST ○ Comprehensively self-reflect and evaluate lessons ○ Continue to observe your ST's practice ○ Maintain detailed observation notes 	Week 3 <ul style="list-style-type: none"> ○ Assist PST to use and develop classroom management strategies ○ Towards the end of Week 3, allow the PST opportunities to plan and teach sequences of lessons ○ Discuss lesson/unit plans with PST prior to teaching ○ Provide oral feedback on at least two lessons per day; written feedback on at least one per day ○ If appropriate, increase teaching load up to 3 lessons per day, focusing on quality rather than quantity Week 4 <ul style="list-style-type: none"> ○ At least 0.5 teaching load during Week 4. <p>NOTE: Pre-service teachers (PSTs) should be beginning to teach whole lessons by the end of Week 3</p>
		GTPA Learning Sequence (Weeks 3 & 4) <ul style="list-style-type: none"> ○ PST to review learning sequence progress and ensure sufficient evidence is being collected. For example, differentiation, formative assessment and feedback, 'in the moment' adjustments in the classroom ○ PST to complete GTPA self-evaluation template after each GTPA lesson ○ Discussion suggestions: differentiation practices and student outcomes; formative assessment and the feedback cycle; responsive 'in the moment' adjustments in the classroom; integration of general capabilities (i.e. literacy and numeracy); next-step teaching decisions and student outcomes; the impact of the PST's teaching on student learning 	

Placement Phase	Focus	Expectations of Pre-Service Teacher (PST)	Role of Supervising Teacher (ST)
Week 5 & 6: Days 21-30 Transformation: Consolidation-Independent Teaching 0.8 Teaching Load	Sequences of lessons, assessment of learning and teaching	<ul style="list-style-type: none"> Continue to teach consecutive classes, increasing the number of full days, building up to a maximum 0.8 independent teaching load by Week 6 Demonstrate independent, in-depth planning of all lessons Assess students and evaluate lessons to promote student learning Manage transitions between lessons, daily routines and from day to day Demonstrate appropriate pedagogical practices for the diverse nature of the learning community Continuing development of professional identity as a teacher Reflect daily on your teaching practice Review your progress towards achieving your SMART goals <p>Upload a copy of your Professional Experience Report (Assessment task 2) on the final day of your school placement. Ensure the ST and Principal has completed, signed and locked the report.</p>	<ul style="list-style-type: none"> Ensure all the PST's lessons are fully planned and evaluated Discuss lesson plans with PST prior to teaching Ensure the PST's teaching load increases up to 0.8 by Week 6 Observe all lessons. Provide oral feedback on lessons and written feedback at least one lesson per day <p>Complete the Professional Experience Report following discussion with PST. The Report for this subject must include original signatures of the Principal, ST and PST.</p> <p>The PST must upload the report as a mandatory Assessment task.</p>
		<p>GTPA Learning Sequence (Weeks 5 & 6)</p> <ul style="list-style-type: none"> PST to complete GTPA self-evaluation template after each GTPA lesson PST conducts and grades the summative task, writes a cognitive commentary for each of the three focus students' summative tasks prior to moderation, collates and analyses whole class summative task results PST and ST conduct moderation of focus students' summative tasks Consider potential 'whole class' and individual scenarios for Practice 5: Appraisal and ensure sufficient evidence is collected 	