

FACULTY OF ARTS & EDUCATION

GUIDE TO PROFESSIONAL EXPERIENCE PLACEMENT

EPT218: STUDENT LEARNING AND ENGAGEMENT

*This Guide applies to students completing EPT218 within the
Bachelor of Education (K-12) and Bachelor of Education (Health and PE) degrees*

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INTRODUCTION

Welcome to the professional experience placement component of EPT218: Student Learning and Engagement. This subject examines the nature of the school environment and introduces teacher education students to how teachers communicate in this environment.

Teacher education students enrolled in the Bachelor of Education (Health and Physical Education) will undertake 17 days in a secondary school setting. Teacher education students enrolled in the Bachelor of Education (K-12) will undertake 17 days in a primary school setting; 15 days of placement and 2 introductory days to observe, evaluate, devise, and utilize a range of teaching strategies and resources that benefit school children.

During the professional placement, teacher education students will apply the theoretical and practical learning outcomes from university based subjects, while under the professional supervision of a practicing classroom teacher. They will develop and apply a range of research informed and contextually appropriate strategies and skills to design, implement, assess and evaluate extended series' of context-appropriate lessons. Teacher education students will, in collaboration with their supervising teachers; plan, teach and assess the learning of the students in their class in a range of curriculum areas as appropriate for the school and class programs.

This guide gives teacher education students and supervising teachers an overview of the expectations of this specific placement and what is required for teacher education students to meet the passing criteria.

The [Professional Experience Handbook](#) gives the supervising teacher and the teacher education student a more generic and detailed coverage of the professional experience arrangements for all placements. Please read the [Professional Experience Handbook](#) in conjunction with this EPT218 Guide to Professional Experience Placement.

Upon successful completion of this subject, students should:

- Demonstrate knowledge of teaching practice;
- Demonstrate knowledge of how students learn;
- Demonstrate a range of questioning skills;
- Develop skills in emotional response and value clarification;
- Develop skills in verbal and non-verbal communication;
- Develop an awareness of current models of teaching in schools with a view to developing their own teaching style;
- Engage in critical enquiry and dialogue with a range of educational professionals such as subject coordinator, university liaison officer and supervising teacher; and
- Demonstrate knowledge of the Australian Professional Standards for Teachers.

Students attending this placement have completed all required prerequisites. Specific content which has been presented as the expected learning via the learning modules in this subject, which need to be completed prior to and as preparation for the placement, includes:

- Module 1: The nature of the teaching profession
- Module 2: Know students and how they learn
- Module 3: Developing portfolios and goals
- Module 4: Know the content and how to teach it
- Module 5: Planning for effective teaching and learning
- Module 6: Creating and maintaining supportive and safe learning environments
- Module 7: Assessing, and providing feedback to students
- Module 8: Engaging in professional learning

For more information about the subjects that they have completed and their academic content, please refer to the course structure in the [CSU Handbook](#).

ADMINISTRATIVE INFORMATION FOR SUPERVISING TEACHERS

Guidelines on payment processes

At the beginning of the professional experience (PE) placement, the supervising teacher is required to send in the following forms if being paid personally:

- Banking Details Form
- Tax File Declaration (if applicable)
- Supervising Teacher Claim Form

If you would prefer the school to be paid please forward a tax invoice to your school/centre office and then email it to Education-WPL@csu.edu.au. The invoice will be paid upon receipt of:

- Professional Experience Report

Supervising teacher payments will be processed when all documentation, including placement reports (described below) has been received.

Grading and return of forms to the University

During the placement

It is absolutely essential that the supervising teacher supervise and mentor the teacher education students in their emerging pedagogy. This includes reviewing their written documentation in their professional experience folders every day, and discussing their lesson/group/unit plans and emerging pedagogy. Please complete one (1) Learning Experience Feedback Sheet each day. These are for purposes of formal feedback for the teacher education student. If at any stage the supervising teacher believes that there is a concern then please see below for student 'At Risk' procedures.

Should there be any concerns regarding the teacher education student's progress, the supervising teacher is asked to complete the Notification of Concern form as a matter of urgency and email to the workplace learning and professional experience team at Education-WPL@csu.edu.au. If there are no concerns please continue to supervise and mentor the student as normal.

Information about academic expectations, timing of placement activities and assessment requirements for students can be found in the [Assessment](#), [Suggested Progression of Teaching](#) and [Summary of Expectations](#) sections of this document and the Subject Outline.

Mid placement

At the mid-point of the placement, supervising teachers are asked to engage with the teacher education student in a collaborative review of their progress to date with reference to the [Australian Professional Standards for Teachers](#) in order to identify demonstrated strengths and areas for further development during the placement.

Completion of placement

Supervising teachers are required to complete the Professional Experience Report. Please refer to the [Australian Professional Standards for Teachers](#) to assist you in completing the report when reviewing the student's performance and any supporting documentation in the student's professional experience folder etc. Please do not hesitate to contact the workplace learning and professional experience team at Education-WPL@csu.edu.au should you have any questions or concerns regarding this report or your assessment responsibility.

It is important that the report is fully completed before the addition of any signatures. These must be entered sequentially: the report is 'locked down' as signatures are added, and editing after this occurs is not possible. After obtaining all signatures, the supervising teacher must email the completed report to the teacher education student. The teacher education student must compile all relevant documents and submit them to EASTS.

Please note: The teacher education student's grade cannot be finalised until the professional experience report is returned to the University. The final grade will be determined by the supervising teacher and confirmed by the subject coordinator.

To ensure efficient payment of the supervising teacher, school or service, please ensure that by the final day of the placement, the supervising teacher sends in the following forms to the workplace learning and professional experience team: Education-WPL@csu.edu.au.

- Tax Invoice
- Banking Details Form
- Tax File Declaration
- Supervising Teacher Claim Form

Teacher education student "At Risk" information

Supervising teachers are asked to refer to the [Professional Experience Handbook](#) to familiarise themselves with the procedures for dealing with a teacher education student they consider may be at the 'causing concern' level for any of the criteria as presented in the final professional experience report, or where the teacher education student is not displaying professional behaviour.

Should the supervising teacher have any concerns regarding the teacher education student's achievement of these standards the Notification of Concern form should be completed and emailed to the workplace learning and professional experience team as a matter of urgency: Education-WPL@csu.edu.au

ADMINISTRATIVE INFORMATION FOR TEACHER EDUCATION STUDENTS

Where do I complete my placement?

Teacher education students select their placements from offers provided by schools across NSW and interstate using the [InPlace](#) placement management system. [Click here for instructions on how to use InPlace](#). Availability of places is dependent on offers made by schools /services.

It is the responsibility of staff in the Workplace Learning and Professional Experience Team (WLPET) to source all placements for teacher education students. **Under no circumstances are students permitted to approach schools requesting placements, or to enter into agreements with schools regarding future placements.** A placement which has been organised by a student without the prior approval of the WLPET will not be approved.

In order to avoid a personal conflict of interest arising from the personal circumstances of the student, teacher education students are advised that:

1. A teacher education student may return to a school at which they have been a student provided 10 years has elapsed since the completion of a student's final year of attendance at the school;
2. A teacher education student may not undertake a placement at a school where their own child is currently a student;
3. A teacher education student may not undertake a placement in a school where they have worked in paid employment or as a volunteer in the past five years;
4. A teacher education student may not undertake a placement in a school in which a close relative is currently working, either as a teacher or as a member of the non-teaching staff.

How do I organise my placement?

Teacher education students are not permitted to commence their placements until all required checks and training have been completed and the placement has been approved by the workplace learning and professional experience team.

There are a number of steps to follow to ensure the effective organisation of your placement.

- Complete your [Working With Children Check](#)
- Complete the required online [Child Protection Training](#)
- Complete the required [Anaphylaxis Training](#)
- Complete the required [Literacy and Numeracy Test](#)
- Complete the Student Agreement Declaration Form: On line students or On campus students
- Complete your application through [InPlace](#) and upload all required documentation.

Preparation for Placement

After receiving confirmation of the approved placement from the workplace learning and professional experience team, teacher education students need to complete the following to prepare for their placement:

- Prepare your professional experience goals using the template in [Appendix 1](#) of this document, or by accessing the template on the Interact2 subject site.
- Upload your professional experience goals and Professional Teaching Portfolio to EASTS by the due date, for assessment by the subject coordinator. The version graded as SY by the subject coordinator is to be shared with the supervising teacher in Week One of the placement.
- Ensure familiarity with this subject guide, the Subject Outline and relevant texts for this placement.

- Ensure all required administrative paperwork is ready to be given to the placement site, including a copy of the Working With Children Check, [Insurance Letter](#) and [application for computer access \(NSW state schools\)](#)
- Prepare professional experience folder. This should include the approved professional experience goals; this subject guide; copy of Working With Children Check (to be given to the placement setting); and a printed copy of the [Graduate Australian Standards for Teachers: Evidence Guide](#). This folder will contain all of their written work and must be organised, neat and orderly. Documentation should be added each day, and the folder must be available for the supervising teacher to review at all times.
- Ensure familiarity with the expected dress code.
- Ensure that the supervising teacher will be present every day of the placement. In the event of any planned absences of the supervising teacher, adjustments will need to be made to the placement. Should this occur, please contact the workplace learning and professional experience team for advice: Education-WPL@csu.edu.au.
- Organise your hours of placement schedule. These hours must be reflective of the supervising teacher's schedule.
- Confirm where to go and who to contact upon arrival.
- Confirm that the supervising teacher has been able to access the supervising teacher webpage.

While on placement

The teacher education student should aim to become part of the staff as soon as possible by taking the initiative in offering to undertake additional responsibilities and extra activities. Teacher education students are regarded as temporary members of staff and, accordingly, will observe the same conditions as teachers. For example, they should:

- Initial the sign in book on arrival and departure each day; this is an WH&S requirement;
- Remain at the placement setting during the prescribed placement hours. These hours must be reflective of the supervising teacher's schedule;
- Abide by the regulations of the education authority;
- Assist with duties undertaken by the supervising teacher;
- Assist with other on-site activities, as is expected of other members of the profession;
- Abide by the established policy on matters of dress, grooming, punctuality and mode of address;
- Abide by the regulations of the placement setting in relation to the ethical use of information and communication technology during the professional experience placement. This includes appropriate use of social media, internet, email and any access provided by the placement setting.

Teacher education students must also ensure that they are familiar with the learning and teaching activities expected of them while on placement. These are provided in the [Assessment](#), [Suggested Progression of Teaching](#) and [Summary of Expectations](#) sections of this guide and in the Subject Outline. Teacher education students should also ensure that:

- They participate in a collaborative review of the progress made on their placement with their supervising teacher at the mid-point of the placement and review progress against the focus areas of the final report and their professional experience goals.

Upon completion of the placement

At the completion of the placement, work with the supervising teacher to complete all sections of the final report, specifically signing and commenting on the final page. In addition, the School Principal will add a comment, digital signatures and the date. Teacher education students must upload Assessment Item 2: Professional Experience Report to EASTS on the final day of the placement.

Remember to thank your supervising teacher, Principal and other staff for their assistance during your placement.

CSU Academic Progress Regulations (as per CSU University Handbook)

“Because it includes a professional experience component for your course – Bachelor of Education (K-12) or Bachelor of Education (Health and PE) – this subject, EPT218 Student Learning and Engagement, is regarded as an indicator of your professional suitability. A failure in the professional experience component will mean that you have not met an essential element of the Academic Progress Regulations. Should you fail the professional experience component of this subject you may be excluded from your course for three years, and you will be required to re-apply for admission to the course because continuation after exclusion is not automatic. Should you experience any difficulties in the professional experience component of this subject and/or you have been identified as being “at risk”, it is strongly recommended that you immediately seek additional assistance and advice from your supervising teacher, the School Principal/Director or delegated member of staff, university staff and/or the Professional Experience Liaison Officer.”

Absences

You are expected to be in attendance for each day of the placement, and must comply with attendance requirements on your placements in order to meet the requirements of both the CSU degree and NESA regulations. Only in extreme cases of illness or misadventure will absence be accepted.

On this placement, any day you are absent MUST be made up, including public holidays.

ALL absences must be notified to the school in time (where possible) for other staff to re-assume responsibility for the class.

ALL absences must be followed by submission of documentary evidence (e.g., a medical certificate) attached to a Leave Form, to the workplace learning and professional experience team on the student's home campus: Education-WPL@csu.edu.au

ALL absences are required to be made up in the same site immediately following the prescribed placement schedule.

NB: There are some extraordinary circumstances, e.g., short-term industrial action and university business such as examinations, where absences are outside the above requirements. Students requesting absence for these reasons must notify the workplace learning and professional experience team at Education-WPL@csu.edu.au, in addition to the subject coordinator on their home campus by email as soon as they become aware of the need for an extraordinary absence.

Difficulties and obtaining assistance

Students who are experiencing difficulties should not "suffer in silence" but should make use of all personnel who are in a position to help. Following, in order, are the people who should be approached in the event of difficulties being experienced:

1. Supervising Teacher
2. Principal
3. University Liaison Officer (ULO)
4. Subject Coordinator
5. If any serious problems arise, the student or supervising teacher should contact the workplace learning and professional experience team immediately at Education-WPL@csu.edu.au

CONTACT DETAILS

If you have any queries or would like further information about this placement please contact the appropriate person:

Subject Coordinator	Workplace Learning and Professional Experience Team	Faculty of Arts & Education Courses Team
<p>Responsible for: The academic aspects of the subject.</p> <p>The Subject Coordinator can help you with:</p> <p>Questions about the Subject Outline, the Interact site, Learning Modules, Resources, Assessment Items and anything about the learning you will do in this SUBJECT.</p>	<p>Responsible for: The organisation and administration of the placement. Communication with the school. Organisation of the ULO.</p> <p>WPL office can help you with: Questions about your placement, attendance, at risk procedures etc.</p>	<p>Responsible for: The administrative aspects of your course.</p> <p>The Courses Team can help you with: Questions about the subjects you need to enrol in, the progression of your course, pre-requisites and anything about your COURSE.</p>
<p>Subject Coordinator Contact details for each campus are available on the EPT218 Interact site.</p>	<p>Workplace Learning Officer Education-WPL@csu.edu.au</p>	<p>Course Administration Officer FOAE-courses-admin@csu.edu.au</p>

ASSESSMENT

Professional Experience subjects are assessed as:

- SATISFACTORY** (SY): The teacher education student meets all requirements of the subject at a satisfactory level
- UNSATISFACTORY** (US): The teacher education student does not meet all requirements at a satisfactory level
- GRADE PENDING** (GP): This may be awarded to a teacher education student who has experienced extenuating circumstances or misadventure and has therefore been unable to complete their professional experience. Provided that progress had been satisfactory up to this time, workplace learning will negotiate an appropriate time with the supervising teacher, school and teacher education student for the completion of the professional experience. In some circumstances, it may be necessary to complete the professional experience in a new placement. NB: A Grade Pending is determined on application by the student using the university's Special Consideration form found at <http://student.csu.edu.au/administration/forms/request-for-special-consideration>

In order to pass this subject (EPT218), students must complete and submit all assessment tasks and achieve a 'satisfactory' mark. The requirements for a 'satisfactory' mark are that tasks meet the assessment criteria as detailed under the requirements for each individual task. Assessment tasks which do not meet the criteria will not be deemed to be at a 'satisfactory' standard and will receive an 'unsatisfactory' grade.

There are 2 assessment tasks for this subject. The Subject Outline provides the details of all assessment items. A summary of each is provided below.

Assessment Task	Due date	Return date	Submitted by/to
1. Professional Teaching Portfolio (and goals)	20 August, 2017	15 working days after submission.	Teacher education student to EASTS
2. Professional Experience Report	24 November, 2017	15 working days after submission.	Teacher education student to EASTS

Assessment Task 1 – Professional Teaching Portfolio

Your goals will be the focus of your supervising teacher's initial feedback and guidance, these will need to be reviewed and revised as the placement and your teacher development progresses. Your goals will be signed by your subject coordinator and yourself prior to your placement, and your supervising teacher at the end of your placement.

The requirements and criteria for the Professional Teaching Portfolio are in your Subject Outline.

The following tasks in the table below are designed to support teacher education students to reflect on their teaching and learning, and to collect evidence for their professional portfolio that will be **formally assessed in their final professional experience placement** in relation to the Australian Professional Standards for Teachers.

NOTE: These tasks are suggestions for the EPT218 Professional Experience in addition to the teaching tasks and may be used to guide the judgments of the Supervising Teacher in relation to the final report. However, **they are not required to be returned to the University at the end of this placement.**

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.
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.
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.
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.
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. Reflects upon ways of modifying teaching practice as a result of assessment data in consultation with your supervising teacher.
6. Engage in professional learning	<ul style="list-style-type: none"> Participate with school staff in all school activities and record any additional activities.
7. Engage professionally with colleagues, parents/carers and the community	<ul style="list-style-type: none"> Make observational notes of the how the supervising teacher establishes/maintains respectful collaborative relationships through the use of verbal and non-verbal communication.

For every one of the seven standards, you should write an answer to the question: "In what ways do you think you have been able to demonstrate your competence in this standard in relation to the Graduate descriptors?"

Aim for 250 words on each of the seven standards. Discuss which focus areas you demonstrated within each standard, then identify which of the focus areas (graduate descriptors) you need to improve in that standard. Please write a specific example for each of the seven elements. You might like to look at all the dot points in the NESA (NSW Education Standards Authority) [Document 4: Professional experience - Evidence guide for supervising teachers](#) (PDF 235 KB) to help you.

NB: Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement are located in the middle column.

These annotations should be submitted at the beginning of your EPT329 professional experience subject for formative feedback.

Assessment Task 2 – Professional Experience Report

The Professional Experience Report is completed during the **final week** of the placement following a **mid-placement review** which will take place during week 2. The date of when this occurred needs to be recorded on the front page of the report.

At the **mid-placement review** should 3 or more of the criteria be considered at 'not demonstrated' (due to competence rather than opportunity) the teacher education student will be placed at risk and a development plan will be designed and implemented to support future achievement.

Supervising teachers are asked to refer to the [Professional Experience Handbook](#) to familiarise themselves with the procedures for supporting a teacher education student who is placed 'at risk'. This begins with a '**Notification of Concern**' form to be completed and emailed to the Work Place Learning Unit as early as possible once concerns have been identified: Education-WPL@csu.edu.au

The supervising teacher will complete **the final report** in collaboration with the university liaison officer and the teacher education student. The school principal also needs to sign the final report and may wish to write part of the summary comment.

	Satisfactory	Unsatisfactory
Professional Experience Report	<p>Mid-placement review has been completed to a satisfactory level during the mid-point and the final placement report has been completed and signed by required parties.</p> <p>Most of the criteria have been achieved at the WT or above levels.</p> <p>The teacher education student has submitted the completed and signed report to EASTS on or before the final day of your placement.</p> <p>Accurate attendance information has been included on the report.</p> <p>Documentation (medical certificate, leave form) has been provided for any absences.</p> <p>All days absent have been made up following the placement.</p>	<p>Report is incomplete/ or has not been submitted.</p> <p>Attendance requirements have not been met.</p>

The **final report** needs to be signed by either the principal or school coordinator, the supervising teacher and the teacher education student before it can be **submitted to EASTS by the teacher education student**. By the end of the placement the goal is to 'demonstrate' each of the standards and focus areas. Those rated at 'working towards' or 'not demonstrated' contribute to future placement goals.

SUGGESTED PROGRESSION OF TEACHING

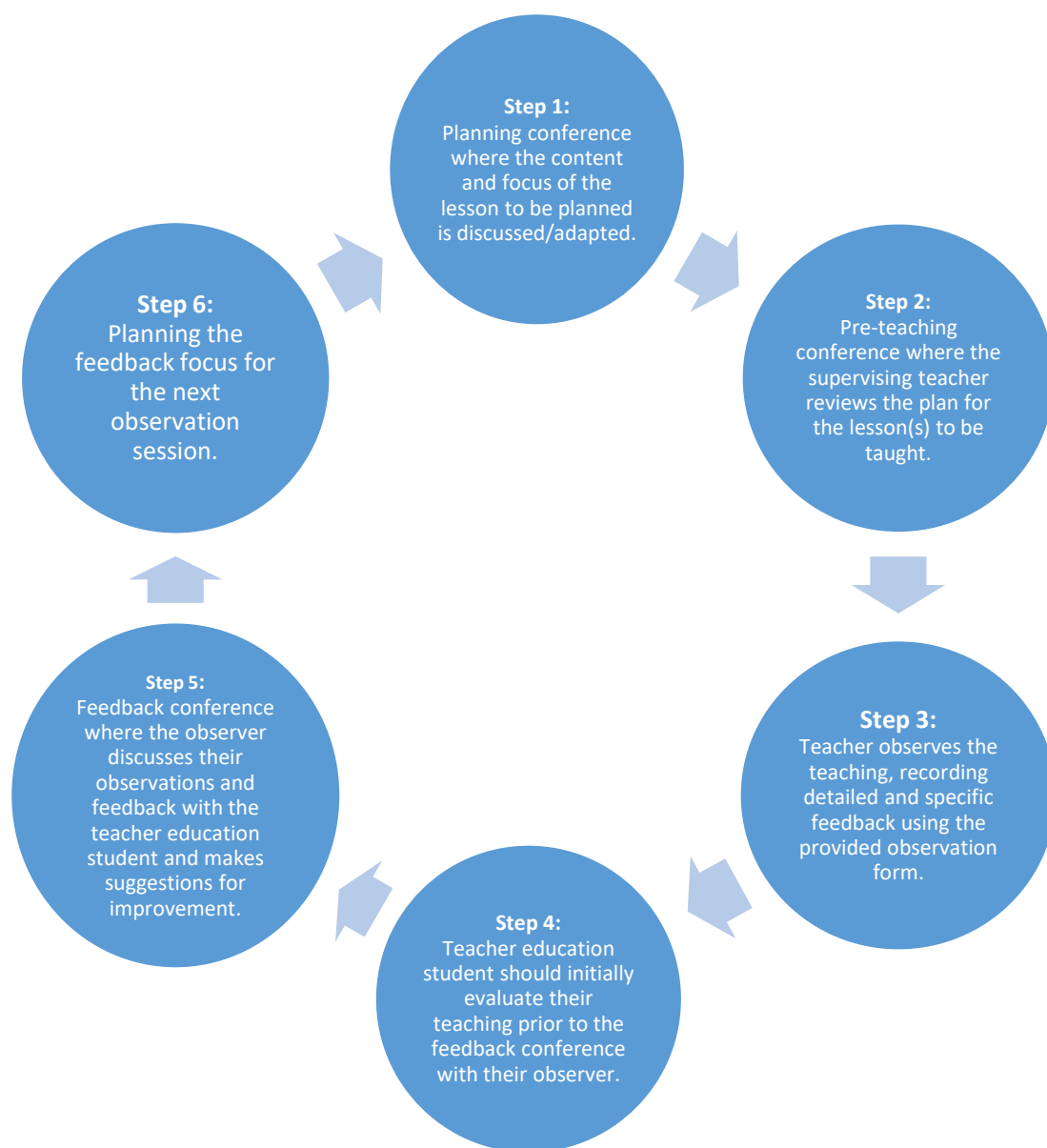
Over this professional experience you will need to move through the following sequence of teaching and professional experience tasks. Note: Teaching responsibilities are the suggested minimum requirements and may need to be adjusted in response to the needs of your context and your own development and progress.

Week	Program for Teacher Education Student	Assessment Tasks & Activities to complete
Prior to placement	Preparation	Complete and submit Professional Experience Goals along with the Professional Teaching Portfolio
Observation days (2)	<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 Become familiar with the school, children, supervising teacher and the class program. Assist with lessons and preparation of teaching materials. 	<ul style="list-style-type: none"> Professional Experience goals shared with supervising teacher.
Week 1	Orientation & Observation <ul style="list-style-type: none"> Familiarise yourself with school procedures and policies. Negotiate teaching load with the supervising teacher Prepare parts of lessons early in the week Team teach with supervising teacher Small group teaching Continue to observe your supervising teacher with his/her teaching Plan four (4) individual class lessons (see Appendix 2) 	<ul style="list-style-type: none"> Present and discuss lesson plans with supervising teacher prior to teaching By mid-week, undertake the planning and teaching of single lessons (FOUR LESSONS IN TOTAL) Reflect daily on your teaching practice in your personal day book Ongoing reflection & adjustment of teaching in response to feedback. Compile Resource collection Gather and annotate evidence examples for the standards, share and discuss with supervising teacher.
Week 2	Familiarisation - Team & Independent Teaching <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 (or a double lesson in a secondary school). Continue to work with small groups as scheduled Continue to observe your supervising teacher 	<ul style="list-style-type: none"> Present and discuss lesson plans with supervising teacher prior to teaching Ongoing reflection in your personal day book & adjustment of teaching in response to feedback. Continue to compile Resource collection Mid-placement review consultation and completion. Gather and annotate evidence for your professional portfolio. Discuss mid-session report with supervising teacher.

Week 3	<p>Consolidation - Independent Teaching</p> <ul style="list-style-type: none"> • Continue to observe your supervising teacher with his/her teaching • Assist with small groups and individuals when not teaching. • Increase teaching to a 0.5 teaching load of classes (secondary) or two sessions per day (primary). • Manage transitions between lessons and daily routines. 	<ul style="list-style-type: none"> • Reflect daily on your teaching practice in your personal day book • Ongoing reflection & adjustment of teaching in response to feedback. • Continue to compile Resource collection • Gather and annotate evidence examples for the standards • Discuss final report with supervising teacher and ensure that all signatures are provided. • Final Report (to be completed, signed and locked by supervising teacher. Teacher education student to submit to EASTS.
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CYCLE OF SUPERVISION

The teacher education student and the supervising teacher should engage in the following cycle of supervision:



DOCUMENTATION: PLANNING, EVALUATION AND ASSESSMENT

During this placement documentation and tasks should be organised into a sectioned folder.

All documentation must be up to date and available for the supervising teacher and University Liaison Officer to view at all times. During the final week of the placement (or earlier if requested by the supervising teacher) the Professional Experience Folder must be submitted to the supervising teacher for assessment. It does NOT need to be returned to the university.

Lesson planning, assessment and evaluation

It is important that all lessons/learning activities be planned and discussed with the supervising teacher at least one day **prior** to the teaching of the lesson. During this placement lessons will be planned and evaluated using the planning templates in [Appendix 2: Lesson Plan](#) and [Appendix 3: Day Book](#). All planning is to be available at any time for perusal by supervising personnel.

Teacher education students are required to complete detailed planning for each lesson. This should be at a standard and with sufficient detail that would allow another teacher to teach the lesson. Teacher education students should select the planning pro-forma that is most suitable for the teaching purpose (e.g. a plan for a group, unit plan, a 'routine' lesson plan.) The "backward design" approach, represented by the following questions, should be used as a thinking process when planning for any learning.

This approach is:

- What do I want the students to learn? (Learning objective/outcome/intention)
- How will I know they have learned this? (Indicators or success/achievement criteria)
- What learning experiences would best help them learn this? (Learning activities)

All lessons are to be evaluated fully and teaching and learning goals set for the next lesson/session/day

Day Book

In addition to lesson and unit plans, teacher education students must complete a daybook for the duration of their placement. This should include a daily timetable and an overview of teaching and non-teaching tasks, a note of other responsibilities (e.g., special events, playground duty), and reminders related to specific children and any other detail which will assist in classroom organisation and management. See [Appendix 3](#) for a template and example.

Resource Collection (on-going)

It is useful to develop a collection of ideas and materials which will assist in teaching practice sessions and in teaching. This resource collection should be added to during each subsequent teaching practice session as well as from other sources. This collection should be maintained separately from the Professional Experience Folder. You are not required to submit the collection to the subject coordinator.

It is suggested that initially material be organised under specific curriculum headings in either an expanding file or thick loose-leaf folders.

1. English
2. Mathematics
3. Science and Technology
4. HSIE
5. Creative Arts
6. PD/H/PE

Other non-curriculum sections should be included.

1. Classroom Management
2. Themes
3. Ideas for Display
4. Assessment/Evaluation

Naturally, as the collection expands a separate file will be needed for each age group. Teacher education students may find it more effective to develop separate sections for each placement.

Other resources and ideas may include:

1. Program lay-outs
2. Record keeping
3. Lesson plans
4. Teaching methods
5. Books - author, title, publisher, source, price, suitability
6. Assessment e.g., checklists, sample tasks, feedback samples
7. Recording of results, attainments, etc.
8. Collections, e.g. songs, music, poems, stories, craft, art, special occasion.

As well as these files, samples of children's work showing date and age level should be collected. Add the resources and ideas you feel are appropriate from professional experience.

SUMMARY OF MINIMUM EXPECTATIONS OF PARTICIPANTS IN EPT218			
	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Day 1 and 2 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 (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. Become involved in lessons from Day 1. Observation and analysis lessons for the duration of the professional experience. Provide a copy of timetable to university liaison as soon as possible. 	<ul style="list-style-type: none"> Introduce teacher education student to staff in other sections of the school. Organise for observation of class (and other classes if possible). Assigns tasks such as resource preparation to teacher education student Discuss the teacher education student's teaching goals. Select the 50% load of classes for the block component of the professional experience and decide on lessons to be taught by teacher-education student. Encourage teacher education student to actively participate in classes.
Week 1 Orientation	Observation, small group teaching and single lessons	<ul style="list-style-type: none"> Continue to observe your supervising teacher in different KLA's. 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 in your personal Day Book. Gather and annotate evidence examples for the standards (report), share and discuss with supervising teacher. 	<ul style="list-style-type: none"> Prepare parts of lessons <u>with</u> the teacher education student. Team teach with teacher education student. By the middle of the week, allow the teacher education student opportunities to plan and teach 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.

SUMMARY OF MINIMUM EXPECTATIONS OF PARTICIPANTS IN EPT218			
	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 2 Familiarisation	Single lessons and some sequences of lessons (double lessons in secondary contexts)	<p>Discuss mid-placement review 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"> • Teach complete single lessons throughout this week. • Towards the end of the week, undertake the planning and teaching of some sequences of lessons (or a double lesson in a secondary school). • 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>Complete mid-placement review – discuss where you consider the teacher education student to be achieving each standard/focus area, 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 opportunities to plan and teach a sequence of lessons (or double lessons in the secondary context) where possible. • 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.

SUMMARY OF MINIMUM EXPECTATIONS OF PARTICIPANTS IN EPT218

	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 3 Consolidation	Single lessons and sequences of lessons increasing to 0.5 teaching load	<ul style="list-style-type: none"> • Increase teaching to a 0.5 teaching load of classes (secondary) or two sessions per day (primary). • 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. • Upload a copy of your Professional Experience Report to EASTS on the final day of your placement, after your supervising teacher has completed, signed and locked the report. 	Complete final assessment following discussion with teacher education student and university based supervisor <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 a 0.5 teaching load of classes (secondary) or two session per day (primary) 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. • Complete final report with teacher education student. (Assessment Reports for this subject must include original 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.

APPENDIX 1: PROFESSIONAL EXPERIENCE GOALS

Giving consideration to your course work, feedback you have received, the progress you have made in achieving the standards and focus areas of the Australian Professional Standards for Teachers, state the goals to which you intend to give highest priority in this professional experience.

The goals must be completed **and signed by your professional experience subject coordinator** prior to the commencement of your placement. These goals will form the basis of the initial feedback on your teaching (and will be appropriately adjusted in collaboration with your supervising teacher and/or university liaison officer (ULO) in response to your placement context).

Goals need to be specific, expressed as outcomes, include sequenced achievement steps and examples of evidence to show you will have achieved each goal.

You need to discuss your goals with your supervising teacher and ULO at the commencement of your placement. At this time you should also show your supervising teacher your previous Professional Experience report to plan an appropriate program to address your areas for development

Goal:	Indicators/Evidence: Evidence you will have to show you achieved the goal	Actions: Sequenced steps describing the actions you will take as you work towards achieving the goal
1. Professional Knowledge Goal:		
2. Professional Practice Goal:		
3. Professional Engagement Goal:		
Other aims you may have for the professional experience:		

Teacher Education Student _____

Date: _____

Supervising Teacher: _____

Date: _____

Subject Coordinator: _____

Date: _____

APPENDIX 2: LESSON PLAN TEMPLATE

Lesson Title		Lesson Duration	Stage..... Year	Class/Group	
Rationale		Syllabus Outcomes (from syllabus documents)	Syllabus Content/Elaboration (from syllabus documents)		
Prior knowledge		Risk Assessment		Resources	
Specific Teaching Target (identified from previous teaching & related to presence in the classroom; classroom management)					
Learning Outcomes/Indicators <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> <i>Conclusion (Presentation/Reflection)</i>	Teaching Strategies	Class Organisation <i>Grouping & classroom environment</i>	Assessment Formative/Summative <i>Which outcomes/indicators will you assess? How and when will you do this?</i>
Transition to next lesson (<i>How will this happen?</i>)					
Follow up (<i>Which students need to be followed up? What material should be repeated? What teaching strategies need to be modified?</i>)					
Supervising Teacher's Signature:		NB. <i>This must be signed before the lesson is taught</i>			

APPENDIX 3: DAY BOOK FOR ONE DAY TEMPLATE

DATE	CLASS	Morning Duties:
TIME	KLA, Lesson Focus, Teaching/Learning Activities	Modifications for tomorrow
	RECESS Duties:	
	LUNCH Duties:	
	HOME Duties:	
Notes:		

