



Charles Sturt  
University

Faculty of Arts and  
Education

A large, abstract graphic element consisting of several nested, perspective-viewed squares and parallel diagonal lines in a teal color, creating a sense of depth and motion.

## Student Guide to Teaching English to Speakers of Other Languages (TESOL)

Master of TESOL (MTESOL)

Graduate Certificate in TESOL (GradCert TESOL)

Workplace Learning  
Charles Sturt University

# Introduction

Professional experience is a requirement of your teaching qualification. Professional experience provides you with the opportunity to extend your insight into the operation of TESOL contexts and to further develop the skills gained in your education discipline. In addition to this, you will be able to explore and develop your knowledge of TESOL and establish professional connections with the wider TESOL community.

During professional experience, you will collaborate with your mentor and explore practical means of facilitating second language learning through effective learning experience design, implementation of appropriate second language teaching and learning strategies and techniques, assessment, evaluation and reflection on pedagogical practices.

This Student Guide to Professional Experience provides an overview of expectations for professional experience in the Master of TESOL Graduate Certificate in TESOL. These qualifications require you to undertake a professional experience placement to meet the requirements for the following TESOL training programs:

## **Master of TESOL**

- EPT504 (20 hours)

## **Graduate Certificate in TESOL**

- EPT504 (20 hours)

This guide should be read for a comprehensive understanding of all placement requirements undertaken within a Charles Sturt University TESOL qualification.

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# Administrative Information for Students

## Where do I complete my placement?

As a TESOL student, you will select a TESOL context, complete a TESOL Professional Experience Form with appropriate information regarding the placement, and provide it to the Subject Coordinator, who will approve the placement.

It is the responsibility of the Subject Coordinator to approve placements for students wishing to complete placement in schools. **Under no circumstances are you 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 will not be permitted to commence.

## What documentation do I need to be eligible for a placement?

To be eligible to have a placement approved, it is essential that you log in to the [InPlace](#) placement management system and provide the required information. You will need to upload necessary documents as evidence that the required checks and training have been completed. It is your responsibility to ensure you have updated these requirements in InPlace prior to entering professional experience. Further information on regarding this is located on the [Workplace Learning website](#) and the following links.

For school based placement subjects, you must have:

- a valid [Working with Children Check](#)
- a current online [Child Protection Training](#) certificate
- a current [Anaphylaxis Training](#) certificate
- a completed and signed the [Student Agreement Declaration Form for On Line Students](#)

You will not be able to commence your placement until all required checks and training have been uploaded to InPlace and the placement has been confirmed by your Subject Coordinator and Workplace Learning Team. This includes information regarding your Mentor and the placement location

[Click here for information on Mandatory Documents](#)

## Preparation for placement

Prior to the commencement of your placement, you should have completed the following:

- Ensure familiarity with this Professional Experience guide, the relevant Subject Outline and Module content.
- Ensure all required administrative paperwork is ready to be given to the placement site, including a copy of the Working With Children Check clearance notice; [Insurance Letter](#) and an [Application for computer access](#) (for state schools)
- Prepare professional experience portfolio as determined by the EPT subject requirements
- Contact the placement site to:
  - determine expected dress code
  - confirm start time and who to contact upon arrival on the first day
  - organise the hours of your placement; these should be reflective of your mentor's schedule
  - confirm the mentor has been able to access the mentor webpage
  - ensure the mentor will be present each day of your placement; in the event of any planned absences of the supervising teacher, please contact the workplace learning team for advice: [education-wpl@csu.edu.au](mailto:education-wpl@csu.edu.au)

## During placement

You should aim to become part of the staff as soon as possible by undertaking your duties in a professional manner and taking the initiative in offering to undertake additional responsibilities and activities.

For example, you should:

- Initial the sign in book on arrival and departure each day; this is a WH&S requirement;
- Remain at the placement setting during the prescribed placement hours;
- 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;
- Ensure your professional portfolio and documentation is complete, up-to-date and organised in a professional manner. This documentation needs to be accessible to the mentor upon request.

While on placement, you are regarded as temporary member of staff and accordingly, will observe the same conditions as mentors. Please note however, this does not include being left alone in a classroom with sole responsibility for students.

You must also ensure that you are familiar with the learning and teaching activities expected of you while on placement. These are provided in the Progression of Teaching section at the end of this guide.

You should also ensure that you participate in a collaborative review of the progress with your mentor and review progress against the focus areas of the Professional Experience Report and your Professional Experience Goals.

## Conclusion of placement

At the completion of the placement, work with the mentor to complete all sections of the Professional Experience Report, specifically signing the final page. You should keep a copy of the Professional Experience Report for your records and upload the report to EASTS by the due date stated in your Subject Outline.

Remember to thank your mentor, and other staff for their assistance during your placement.

Finally, complete any other assessment items as stated in your Subject Outline and submit by the due date.

## Difficulties and obtaining assistance

If you are experiencing difficulties, you should make use of all personnel who are in a position to help. A suggested order of the people who should be approached in the event of difficulties being experienced is as follows:

- Mentor
- Subject Coordinator

If serious problems arise, you or your mentor should contact the Workplace Learning Team immediately at [Education-WPL@csu.edu.au](mailto:Education-WPL@csu.edu.au)

If you are experiencing difficulty with your mentor, initial contact should be made with the Subject Coordinator.

## Charles Sturt University Academic Progress Regulations

It is sometimes the case that you may experience difficulty in demonstrating sufficient progress towards meeting the standard required while on placement. In these circumstances, you may be placed “at risk” of failing and a Developmental Support Plan may be implemented. This process is outlined in the [Professional Experience Handbook: Section 3- Student Placement Support and Review Process](#). While every endeavour will be made to assist you, a grade of ‘unsatisfactory’ may still be awarded if you have not demonstrated the standards required by the end of the placement. As professional experience subjects are regarded as indicators of professional suitability, a failure in the professional experience component will mean you have not met an essential element of the Academic Progress Regulations and you may be required to complete further professional experience.

## Absences

You are expected to be in attendance for each day of the placement, and must comply with attendance requirements in order to meet Charles Sturt University regulations. All absences need to be made up, including those due to illness, misadventure, Charles Sturt University exams, public holidays, and industrial action. Further procedures regarding the notification and documentary evidence of an absence can be located on the Professional Experience Handbook: Section 2-Attendance.

# Contact Details

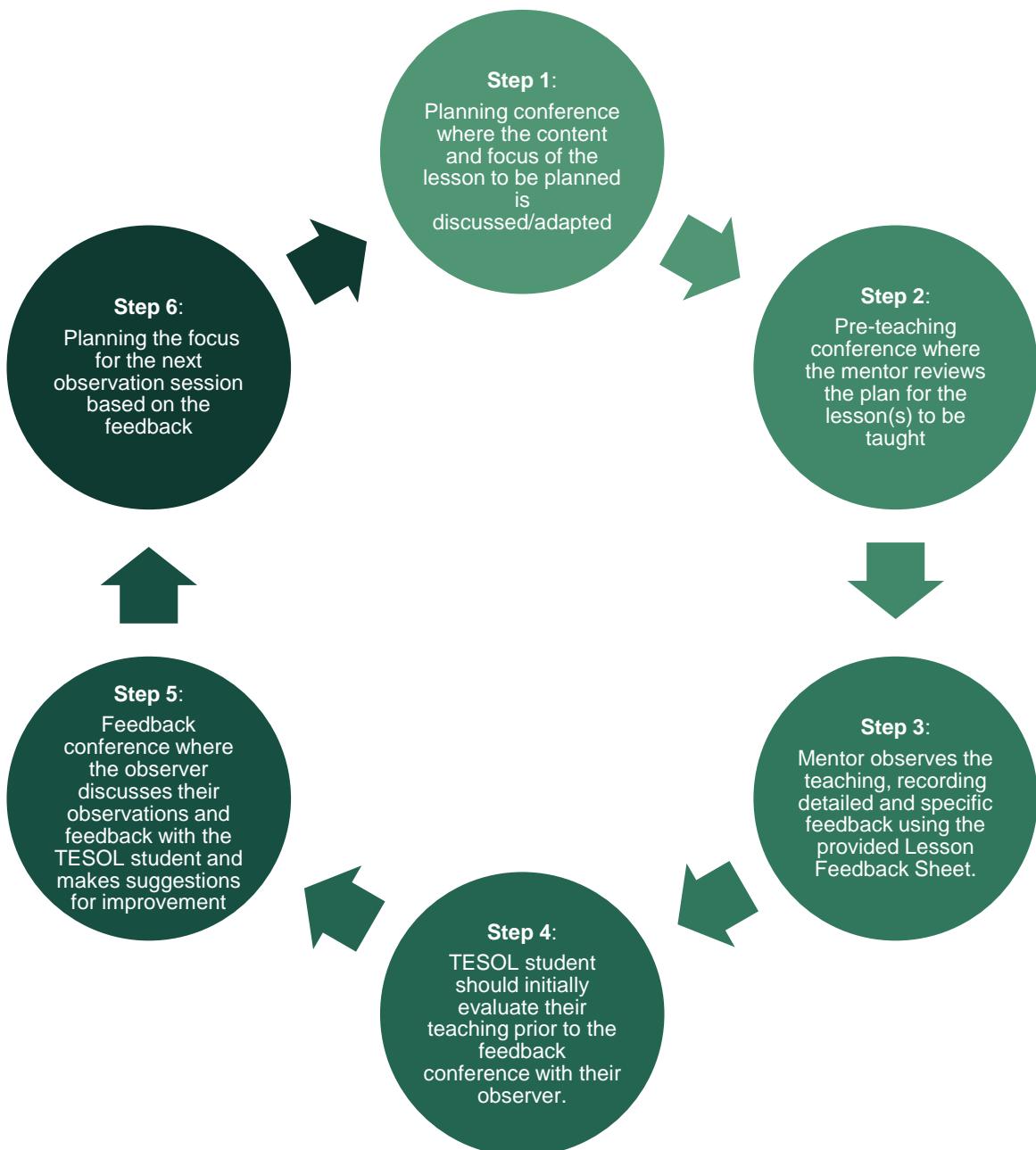
If you have any queries or would like further information about this placement please contact the appropriate person:

Subject Coordinator	Workplace Learning Team	Faculty of Arts and Education Courses Team
Responsible for: The academic aspects of the subject.	Responsible for: The organisation and administration of the placement; communication with the location	Responsible for: The administrative aspects of your course
The Subject Coordinator can help you with:  Questions about the Subject Outline, the Interact site, Learning Modules, Resources, Assessment Items and anything about the learning you will do in this <u>subject</u> .	WPL office can help you with:  Questions about your placement, attendance, at risk procedures etc.	The Courses Team can help you with:  Questions about the subject you need to enrol in, the progression of your course, pre-requisites and anything about your <u>Course</u> .
Please check the subject Interact2 site for Subject Coordinator details.	Workplace Learning Officer <a href="mailto:Education-WPL@csu.edu.au">Education-WPL@csu.edu.au</a>	Course Administrative Officer <a href="mailto:ask@csu.edu.au">ask@csu.edu.au</a>

# Cycle of Supervision

The TESOL student and mentor should engage in the following cycle using the following breakdown:

- 6 hours face-face-teaching
- 14 hours the division of which should be determined through collaboration by the mentor teacher and student to include observation, consultation, planning and reflection



# Summary of Expectations in Professional Experience

## Learning and Teaching Activities

You MUST be proactive in your own engagement with the professional experience placement. It is an expectation that all lessons are planned and discussed with the mentor at least one day **prior** to their implementation.

Forward planning and organisation are essential for successful completion of professional experience placements. It is important to take responsibility for your learning and work, ensuring you are proactive in seeking supervision and guidance from your mentor.

## Professional experience documentation

During the placement, you are required to maintain documentation (e.g. lesson plans, mentor feedback etc) in a Professional Experience Portfolio. You should add to it throughout your placement. The portfolio must be kept in a professional manner, with documentation complete, up-to-date and organised. This portfolio needs to be accessible to your mentor and Subject Coordinator.

Finally, the Professional Experience Portfolio must be submitted to your mentor for review. **It should NOT be returned to the University.**

## Documentation: planning, evaluation and assessment

During the placement, lessons should be planned and evaluated using the planning templates as shown in the subject Progression of Teaching and available on the Charles Sturt University Interact2 subject site.

Lesson plans should be developed to a standard that provides sufficient detail that would allow another teacher to implement the lesson.

Your approach should be:

- What do I want the students to learn? (Learning objective/outcome/intention)
- How will I know they have learned this? (Indicators of 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.

In addition to lesson plans, it is recommended that you complete a record of the duration of the placement. This should include a timetable and an overview of teaching and non-teaching tasks, a note of other responsibilities (e.g., special events), and reminders related to specific students and any other detail which will assist in classroom organisation and management.

## **Resource Collection (ongoing)**

It is useful to develop a collection of ideas and materials which will support teaching within and beyond the professional placement. You are not required to submit the collection, but it's a good idea to include this as regular practice. The resources may range from anecdotal notes reflecting on practices you find interesting and useful to methods of classroom management, to academic references you'd like to read and learn from. This is to assist you so how you design and organise it is up to you and you may already have such a process in place.

# **Teaching Progression**

The professional experience placement has a specific progression of teaching you are expected to undertake to meet placement requirements. You can access the progression of teaching relevant to your professional experience subject by clicking on the appropriate link below:

[EPT504 Progression of Teaching](#)