



Charles Sturt
University

EPT455 Teaching Progression English Curriculum: Understanding Language and Literacy

Work-Integrated Learning: School of Education

PROFESSIONAL EXPERIENCE EPT455: SUBJECT DESCRIPTION

This subject is the first professional experience subject in the [Bachelor of Teaching \(Primary\)](#) and the [Master of Teaching \(Primary\)](#) courses. In this subject students will develop and consolidate their understanding of English content knowledge in the strands of language, literature and literacy with a focus on the early years (ages 4-8) through online study with an embedded classroom experience focus. They will consider the acquisition of reading and writing processes with an added focus on catering for the specific needs of individuals and models of pedagogy for teaching and assessing reading, writing, listening, speaking, viewing and representing in the early years. Students will develop their understandings of how technology influences literacies. Students will also develop skills in the analysis of young children's literacy work samples to determine students' strengths and needs and identify teaching priorities related to relevant syllabus documents.

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 teaching at least one English lesson in days 6-10 of placement. There should be a minimum of five lessons taught over the course of this placement. 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.

EPT455 Teaching Progression for Pre-Service Teachers

Placement Phase	Focus	Expectations of Pre-Service Teacher (PST)	Role of Supervising Teacher (ST)
Prior to Placement	Preparation	<p>Confirm supervising teacher and class for the placement.</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>PST to contact FOAE-WPL@csu.edu.au if any support is required.</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>Confirm progression to teaching five English lessons in days 6-10 of placement</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</p>

Placement Phase	Focus	Expectations of Pre-Service Teacher (PST)	Role of Supervising Teacher (ST)
Days 1- 5 Orientation & Observation	Observation and shadowing of teacher and class	<ul style="list-style-type: none"> ○ Develop skills in observation and analysis including analytical observation of a class for a day (be guided by observation schedule from subject content) ○ Discuss your assessment items with your ST, including the use of photography ○ Familiarise yourself with school procedures and policies. ○ Assist ST with preparation of teaching materials where appropriate. ○ Become involved in lessons from Day 1, interacting with learners, helping with resource management, monitoring small groups, reading with a small group of students ○ Observe and interact with small groups, particularly in English (for example, reading groups) ○ Reflect on connections between your learning about approaches to teaching literacy (studied in EPT455) and what you are observing in the classroom practice of your ST. ○ Begin teaching small groups in English (for example, reading groups) ○ Discuss how individual lessons fit within sessions, full days and units ○ Discuss with ST lessons you will commence teaching by Day 6 	<ul style="list-style-type: none"> ○ Introduce PST to school and support staff ○ Meet with PST to discuss the literacy program for the upcoming term ○ Discuss lessons to be taught during days 6-10 ○ Organise for specific observation of a range of lessons with a focus on English and across other curriculum areas as appropriate ○ Observe small group teaching in English (e.g. reading groups). ○ Assign tasks such as resource preparation to PST (to be completed outside of class time) ○ Discuss the PSTs assessment items for this placement and collaboratively design a plan and schedule to provide feedback on and to work towards achieving these ○ Team teach with PST as appropriate ○ Discuss with PST planning and feedback (See Sec 4.2)

Placement Phase	Focus	Expectations of Pre-Service Teacher (PST)	Role of Supervising Teacher (ST)
Days 6-10 Familiarisation: Team & Independent Teaching	Observation, small group teaching and single lessons	<ul style="list-style-type: none"> ○ Continue to observe your ST throughout the day ○ Team teach where appropriate ○ Continue planning for and teaching small groups in English (e.g. reading groups) ○ Teach at least one English lesson that has been designed by your ST or co-designed between you and your ST (a minimum of five lessons taught this placement) ○ Discuss lesson planning in different KLAs with ST and collect some samples ○ Write a reflection on the lessons you have taught and/or co-taught informed by discussions with ST ○ teacher ○ Discuss your final report with your ST ○ Upload a copy of your Professional Experience Report to Brightspace on the final day of your placement, after your ST has completed and signed the report 	<ul style="list-style-type: none"> ○ Continue to team teach with PST as appropriate ○ Days 6-10, allow PST opportunities to teach at least one English lesson that has been designed by you or co-designed between you and the PST ○ Discuss lesson plans with PST prior to teaching ○ Observe and provide informal feedback to PST on at least one lesson per day ○ Days 6-10, keep a record of feedback for final report ○ Complete final report and discuss with the PST