

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.

SUMMARY OF MINIMUM EXPECTATIONS OF PARTICIPANTS IN EPT512

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT (TES)	ROLE OF SUPERVISING TEACHER (ST)
Week 1: Orientation Observation	Observation in own and other classes	<ul style="list-style-type: none"> Discuss your teaching goals with your Supervising Teacher (ST). Further develop skills of observation and analysis, using the observation template (Professional Experience Document 1). Ask how the lessons observed fit within a broad unit framework. Familiarise yourself with school procedures and policies such as welfare; evacuation; wet weather; meeting schedule; excursion policy. Negotiate classes for 0.5 teaching load on which you will focus over the following 5 weeks Assist supervising teacher with preparation of teaching material. Team teach with supervising teacher if appropriate. Begin recording activities undertaken on the Activity Log (Professional Experience Document 4) and add to this throughout the placement 	<ul style="list-style-type: none"> Introduce teacher education student to staff in Faculty and other sections of the school. Organise for observation of classes in Faculty (& other Faculties if appropriate). Negotiate 0.5 load of classes on which teacher education student can focus attention to undertake teaching in following weeks Prepare parts of lessons with the teacher education student. Assign tasks such as resource preparation to teacher education student. Organise for teacher education student to shadow member of Executive. Discuss opportunities with the teacher education student to collect evidence for their professional portfolio in relation to the standards in the Professional Experience Report

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT (TES)	ROLE OF SUPERVISING TEACHER (ST)
Week 2: Familiarisation	Prepare material with supervising teacher's input and present teaching material independently	<ul style="list-style-type: none"> • With assistance of supervising teacher, make connections between curriculum perspectives (e.g. Indigenous education), syllabus documents, classroom practices and school policies, and issues of social justice • Draft lesson plans (<u>Professional Experience Document 2</u>) to discuss with supervising teacher. • Teach at least one complete lesson per day. • Plan ALL teaching/learning experiences fully. • Evaluate comprehensively (<u>Professional Experience Document 3</u>) • Gather evidence examples for the standards (as per Professional Experience Report) for your portfolio. 	<ul style="list-style-type: none"> • Make explicit for the teacher education student the linking of curriculum/good classroom practice with teaching and learning methodology and policies – school, regional and departmental. • Assist Teacher Education Student to plan and present at least one (50-minute equivalent) lesson per day – team teaching is appropriate. • Assist teacher education student to develop & implement appropriate management strategies. • Provide in-depth feedback and advice on strengths and weaknesses – observe all lessons; Provide written feedback on 1 lesson per day. • Assist teacher education student 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	<ul style="list-style-type: none"> • Employ appropriate pedagogical practices to cater for the nature of the school population. • Assess students and evaluate lessons using appropriate indicators, to enable enhanced student learning. • Negotiate with staff to work with students with special needs. • Move to independent teaching and in-depth planning of all lessons. • Demonstrate commitment to professionalism. • Gather evidence examples for the standards/focus areas. • Discuss mid-placement review (using Professional Experience Report) with supervising teacher discussing achievement of each focus area and collaboratively set new goals for the remainder of the placement. 	<ul style="list-style-type: none"> • Complete mid-placement review (record date on Professional Experience Report – discuss how well the TES is achieving each standard/focus area, collaboratively set new goals for the remainder of the placement). • 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 to 3 lessons per day. • Ensure all lessons are fully planned and carefully evaluated. • Assist teacher education student to meet with Support Staff –e.g., Special Education Unit, Aboriginal Education Officer, School Learning Support Officer.
Week 5: Transformation	Move to independence on a 0.5 teaching load	<ul style="list-style-type: none"> • Teach 0.5 load independently, with supervising teacher's supervision in classroom. • Spend time in Special Education Unit if possible. • Gather evidence examples for the standards/focus areas. <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>	<p>Complete final report following discussion with teacher education student and University Liaison Officer. Assessment reports for this subject must include 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.</p> <ul style="list-style-type: none"> • Ensure all lessons are fully planned and evaluated. • Teacher education student should teach 0.5 load for these weeks with limited support. • Provide oral feedback on at least two lessons per day; written feedback on at least one per day.



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** several 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 Twenty-Five 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 9 Eng – O – Shakespeare; P.2 10 Eng – 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
5 Lead in Days	Observation & Discussion	Observation & Discussion	Observation & Discussion	Observation, Discussion, team teaching	Observation, Discussion, team teaching
One					
Two					
Three					
Four					



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)					
Supervising Teacher's Signature: <i>taught</i>			NB: <i>This must be signed before the lesson is</i>		



Professional Experience Document 3: Evaluation of Lesson Plan

SPECIFIC TEACHING TARGETS FOR THIS LESSON			
INTENDED TEACHING OUTCOMES <i>Determine these before the lesson</i>		ASSESSMENT OF TEACHING OUTCOMES <i>Write these after the lesson</i>	
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 <i>(should be written into next lesson plan)</i>			



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.

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Supervising Teacher to verify:

Date:

