

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 EPT449/EPT522

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 1: Orientation & Observation	Observation in own and other classes	<ul style="list-style-type: none"> Discuss your teaching goals (assessment 1) and Graduate Teaching Performance Assessment (GTPA) requirements 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 0.8 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 classes for 0.8 teaching load which your teaching will build to over the following 5 weeks (for example: 10-12x50 minute lessons at Stage 4/5 classes plus approx. 4-6x50 min Stage 6 lessons per week) Prepare parts of lessons with the teacher education student. Assign tasks such as resource preparation to teacher education student. 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	ROLE OF SUPERVISING TEACHER
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, Inclusive Education, Boys' Education), syllabus documents, classroom practices and school policies, and issues of social justice • Continue to plan, discuss and implement GTPA • Plan and draft all lesson plans (Professional Experience Document 2) to discuss with supervising teacher • Teach complete lessons for a minimum of 0.5. teaching load of classes • Evaluate comprehensively (Professional Experience Document 3) • Gather evidence examples for the standards (as per Professional Experience Report) for your portfolio. <p>Week 2 (Day 8) 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.</p>	<ul style="list-style-type: none"> • Assist the teacher education student to make connections between curriculum perspectives (e.g. Indigenous Education, Inclusive Education, Boys' Education), syllabus documents, classroom practices and school policies, and issues of social justice • Assist teacher education student to plan and present 0.5 teaching load – team teaching is appropriate • Assist teacher education student to develop & implement appropriate management strategies • Provide in-depth feedback and advice on strengths and areas for development – observe all lessons and provide written feedback on 1 lesson per day • Assist teacher education student in goal setting for improvement <p>End of Week 2 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)</p>



PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Weeks 3 & 4: Consolidation	Plan, present, assess and evaluate your teaching	<ul style="list-style-type: none"> • Increase teaching to a minimum of 0.6 teaching load of classes for weeks 3 & 4, increase to 0.8 in week 5. • Continue to plan, discuss and implement GTPA • Meet with AEO and/or other specialist support staff to learn about their roles and how they assist teachers and students • Gather evidence which demonstrates your achievement of the focus areas/standards <p>In your teaching you should demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Variety of teaching/learning styles (both in and outside the faculty); • Independent planning & teaching, and in-depth planning of all lessons; • Assessing students and evaluating lessons using appropriate indicators, to enable enhanced student learning; • Appropriate pedagogical practices for the diverse nature of the school population; and • Demonstrate commitment to professionalism. 	<ul style="list-style-type: none"> • Increase teacher education student teaching to a minimum of a 0.6 teaching load of classes. • Provide extension or remediation as appropriate. • Assist TES to organise a meeting with AEO and other support staff as appropriate. • Ensure all TES's lessons are fully planned and carefully evaluated. • Observe all lessons. Where appropriate provide oral feedback on lessons and written feedback on one lesson per day.



PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 5: Transformation & Autonomy	Plan, present, assess and evaluate your teaching Move to independence on 0.8 load	<ul style="list-style-type: none"> • Successfully plan, teach, assess & evaluate 0.8 (maximum) teaching load of classes for final week of placement. • Continue to plan, discuss, and implement GTPA • Further explore opportunities to work with Indigenous staff, students with special needs and community members. • Use daily planner/daybook pro-forma if appropriate (Professional Experience Document 5). • Gather and annotate evidence which demonstrates your achievement of the focus areas/standards <p>End of Week 5, upload a copy of your Professional Experience Report to Brightspace <i>on the final day of your placement</i>, after your supervising teacher has completed, signed by the Principal, TES and ST and report locked by ST.</p>	<ul style="list-style-type: none"> • Support teacher education student to successfully teach 0.8 (maximum) teaching load of classes for final week. • Observe all lessons. Where appropriate provide oral feedback on lessons and written feedback on at least one lesson per day. • Ensure all lessons are fully planned and evaluated. • Negotiate use of a daily planner/daybook in lieu of lesson plans if appropriate <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 Brightspace by the teacher education student as part of the assessment of this subject.</p>



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** a number of 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 Thirty 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 9Eng – O – Shakespeare; P.2 10Eng – 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
One	Observation & Discussion	Observation & Discussion	Observation & Discussion	Observation, Discussion, team teaching	Observation, Discussion, team teaching
Two					
Three					
Four					
Five					



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>	<i>Time Guide</i>	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)					
<div style="display: flex; justify-content: space-between;"> Supervising Teacher's Signature: NB: <i>This must be signed before the lesson is taught</i> </div>					



Professional Experience Document 3: Evaluation of Lesson Plan

SPECIFIC TEACHING TARGETS FOR THIS LESSON

INTENDED TEACHING OUTCOMES *Determine these before the lesson*

ASSESSMENT OF TEACHING OUTCOMES *Write these after the lesson*

LESSON EVALUATION

OUTCOMES

Were they experienced/achieved/
developed?
Why/Why not?
How do you know?

RESOURCES/ENVIRONMENT

Were they appropriate/utilised?
Why/Why not?
How do you know?

PRESENTATION/STRATEGIES

Were these appropriate?
Why/Why not?
How do you know?

INTERACTION & COMMUNICATION

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 *(should be written into next lesson plan)*



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.

[illegible]

Supervising Teacher to verify:

Date:



Professional Experience Document 5: Daybook Planner

Date:	DAYBOOK PLANNING			
Class:	Content/Learning Intentions	Teaching/Learning Activities	Resources	Assessment & Evaluation
1.				
2.				
3.				
4.				
5.				
6.				

