



Charles Sturt
University

EPT340 Teaching Progression Professional Experience: 3-6

Work-Integrated Learning: School of Education

PROFESSIONAL EXPERIENCE EPT340: SUBJECT DESCRIPTION

This subject is the third in a series of professional experience subjects in the [Bachelor of Education \(Primary\)](#) and the [Bachelor of Education \(Early Childhood & Primary-2024 & prior\)](#) courses. 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 in English, Mathematics and other key learning areas. Students will design, implement, assess and evaluate a unit of work for an identified group of learners which will include appropriate pedagogical approaches to meet learners needs.

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 a 0.5 teaching load by the final week of placement. 0.5 means an 50% teaching load of a full-time classroom teacher in your school setting. 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. A mid-placement review is required in **Week 2 of placement**. We recommend this meeting occurs on **day 8 of placement**. An early placement review allows adequate time for additional support to be implemented in the event the PST is not progressing in line with the teaching progression and subject outcomes.

EPT340 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>Negotiate progression to 0.5 teaching load over the course of the placement, including lessons/teaching sequences</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 your university liaison officer (ULO) has not made contact a week prior to the placement.</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>Negotiate progression to 0.5 teaching load over the course of the placement, including lessons/teaching sequences</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 queries and/or if your university liaison officer (ULO) has not made contact by the end of the week prior to placement.</p>

Placement Phase	Focus	Expectations of Pre-Service Teacher (PST)	Role of Supervising Teacher (ST)
Week 1: Days 1- 5 Orientation & Observation	Observation and shadowing of teacher and class	<ul style="list-style-type: none"> ○ Discuss with ST an ongoing schedule for planning and feedback (See Sec 4.2) ○ Engage in observation and analysis including analytical observation of a class for a day (discuss teaching/management decisions with ST) ○ Discuss your SMART goals with your ST (Assignment 1) ○ Discuss how individual lessons fit within sessions, full days and units ○ Assist supervising teacher with preparation of teaching materials ○ Become involved in lessons from Day 1, e.g. interacting with learners, helping with resource management, teaching small groups ○ Begin teaching small groups and/or team-teach with ST if appropriate e.g. reading and/or maths ○ Develop profiles of your classes ○ Discuss with ST lessons you will commence teaching mid-Week 2 to Week 4 (gradual increase to 0.5) 	<ul style="list-style-type: none"> ○ Introduce PST to school and support staff ○ Meet with PST to discuss/plan teaching sequences/subjects/units of work to be taught during ○ Explain how individual lessons fit within broad unit frameworks ○ Prepare parts of lessons with the PST, including assigning tasks such as preparing learning materials ○ Organise for focused observation of a range of lessons across KLA's ○ Assign PST tasks e.g.: resource preparation/learning material (to be completed outside of class time) ○ Discuss PST's SMART goals for placement ○ Discuss with PST an ongoing schedule for planning and feedback (See Sec 4.2) ○ Discuss with PST lessons they will commence teaching mid-Week 2 to Week 4 (gradual increase to 0.5)

Placement Phase	Focus	Expectations of Pre-Service Teacher (PST)	Role of Supervising Teacher (ST)
Week 2: Days 6-10 Familiarisation: Team & Independent Teaching	Teaching small groups, team-teaching and teaching single lessons	<p>Early Week 2</p> <ul style="list-style-type: none"> Continue to observe your ST / Team-teach with ST Note the STs classroom routines and strategies With ST assistance, make connections between curriculum and syllabus concepts, classroom practices, school policies and social justice Prepare parts of lessons early in the week, using a detailed lesson plan template, and discuss draft lesson plans with ST Continue planning for and teaching small groups Negotiate mid-placement review meeting time towards end of Week 2 and advise your ULO of meeting time/date <p>Mid-Week 2</p> <p>Mid-placement review (to be completed by the end of Week 2)</p> <ul style="list-style-type: none"> Complete the planning and teaching of whole class single lessons (four lessons in total) Present and discuss lesson plans with ST prior to teaching Reflect on your teaching practice daily Gather and annotate evidence examples for the standards (as per Professional Experience Report) Share evidence and discuss with ST Review your progression towards achieving SMART goals <p>Prepare for the mid-placement review by checking your progress against the Graduate APSTs in the Evidence guide</p>	<p>Early Week 2</p> <ul style="list-style-type: none"> Prepare parts of lessons with the PST and provide feedback. Team-teach with PST as appropriate By mid-week 2, allow the PST opportunities to plan four whole class lessons to teach independently later in week 2 Provide in-depth feedback on strengths and areas for improvement Provide formal written feedback to PST on at least one lesson per day Discuss connections between curriculum and syllabus concepts, classroom practices, school policies and social justice Negotiate a time for mid-placement review meeting towards end of Week 2 Discuss PST progression towards achieving SMART goals <p>Mid-Week 2</p> <p>Mid-placement review (to be completed by the end of Week 2)</p> <ul style="list-style-type: none"> Advise ULO of mid-placement review date/time Complete mid-placement review and report <ul style="list-style-type: none"> Record date of the meeting on the Professional Experience Report Discuss PST performance against the 37 focus areas Collaboratively set goals for remainder of the placement Share mid-placement report with ULO <p>*IMPORTANT: Any emergent concerns? Notify the ULO immediately</p>

Placement Phase	Focus	Expectations of Pre-Service Teacher (PST)	Role of Supervising Teacher (ST)
Week 3: Days 11-15 Consolidation: Independent Teaching	Single lessons and some sequences of lessons and sessions	Week 3 <ul style="list-style-type: none"> ○ Reflect on your performance against the APST Graduate Standards ○ Review your SMART goals with your ST for the remainder of the placement, refine if necessary ○ Independently teach single lessons throughout Week 3 ○ Towards the end of week 3, undertake the planning and teaching of sequences of lessons ○ Self-evaluate lessons comprehensively ○ Continue to engage in all teaching staff activities Week 4 <ul style="list-style-type: none"> ○ Build up to 0.5 teaching load of classes ○ Plan and draft lesson plans to discuss with ST ○ Comprehensively self-reflect and evaluate lessons ○ Continue to observe your ST's practice ○ Maintain detailed observation notes 	Week 3 <ul style="list-style-type: none"> ○ Assist PST to use and develop classroom management strategies ○ Towards the end of Week 3, allow the PST opportunities to plan and teach sequences of lessons ○ Discuss lesson/unit plans with PST prior to teaching ○ Provide oral feedback on at least two lessons per day; written feedback on at least one per day ○ If appropriate, increase teaching load up to 3 lessons per day, focusing on quality rather than quantity Week 4 <ul style="list-style-type: none"> ○ At least 0.5 teaching load by end of Week 3 <p>NOTE: Pre-service teachers (PSTs) should be beginning to teach whole lessons by Week 3</p>

Placement Phase	Focus	Expectations of Pre-Service Teacher (PST)	Role of Supervising Teacher (ST)
Week 4: Days 16-20 Transformation: Independent Teaching 0.5 Teaching Load	Sequences of lessons, assessment of learning and teaching	<ul style="list-style-type: none"> Continue to teach consecutive classes, increasing the number of full days, building up to a maximum 0.5 teaching load by the end of Week 4 with support Demonstrate independent planning of all lessons Assess students and evaluate lessons to promote student learning Manage transitions between lessons, daily routines and from day to day Demonstrate appropriate pedagogical practices for the diverse nature of the learning community Continuing development of professional identity as a teacher Reflect daily on your teaching practice Review your progress towards achieving your SMART goals <p>Upload a copy of your Professional Experience Report (Assessment task 2) on the final day of your school placement. Ensure the ST and Principal has completed, signed and locked the report.</p>	<ul style="list-style-type: none"> Ensure all the PST's lessons are fully planned and evaluated Discuss lesson plans with PST prior to teaching Ensure the PST's teaching load increases to 0.5 by Week 4 Observe all lessons. Provide oral feedback on lessons and written feedback at least one lesson per day Discuss the GTPA learning sequence with the PST, encouraging reflection and evaluation of the impact of their teaching on student learning <p>Complete the Professional Experience Report following discussion with PST. The Report for this subject must include original signatures of the Principal, ST and PST.</p> <p>The PST must upload the report as a mandatory Assessment task.</p>