



During 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 EPT452

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 1: Orientation & Observation	Observation and shadowing of teacher and class	<ul style="list-style-type: none"> • Teacher Performance Assessment (TPA): In consultation with your supervising teacher, select and discuss how you will assess the progress of FIVE students who you are teaching over a 6 week period. Discuss and decide on the learning outcomes/ intentions which will be the focus of your inquiry into your impact on the learning of these students. • Negotiate 0.8 load of classes so you can focus attention to undertake programming and teaching in the following weeks. • Develop skills of observation and analysis including analytical observation of a class for a day (discuss teaching/management decisions with your supervising teacher). • Discuss your professional goals with your supervising teacher. • Articulate how individual lessons fit within sessions, full days and units. • Familiarise yourself with school procedures and policies 	<ul style="list-style-type: none"> • Teaching Performance Assessment (TPA): Discuss the student and help them to select FIVE students for their TPA requirement. Discuss how they can assess the selected students' progress over a 6 week period, helping them to decide upon the learning outcomes/intentions which will be the focus of their inquiry into their impact on these students' learning. • Negotiate 0.8 load of classes for your teacher education student (TES) so they can focus attention to undertake programming and teaching in the following weeks. • Introduce TES to staff and support personnel in the school. • Discuss with your TES their professional goals for this placement and collaboratively design a plan and schedule to provide feedback on and to work towards achieving these • Have a meeting to discuss and plan the teaching sequence/KLA areas to be taught over the weeks of the placement. • Organise for specific observation of a range of lessons across KLA's begin with observing small group teaching.

- 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 e.g. reading and/or maths groups.
- Assign tasks such as resource preparation to TES (to be completed outside of class time.)
- Discuss opportunities with the TES to collect evidence for their professional portfolio in relation to the standards in the Professional Experience Report.

Week 2: Familiarisation: Team & Independent Teaching	Observation, small group teaching and single lessons	<ul style="list-style-type: none"> • TPA: Prepare and teach a sequence of lessons that support your selected FIVE children to achieve learning outcomes/intentions aligned to the relevant syllabus document and appropriate for the individual learning needs of these students. • TPA: Collect evidence of your selected children's' initial understandings/skills and their progress and learning as they complete your planned learning activities and assessment tasks. • Continue to observe your supervising teacher in different KLA's. • Continue teaching small groups. • Team teach with supervising teacher. • Teach single lessons each day building to a session by the end of the week. • Prepare teaching/learning program for Weeks 3-5. • Present and discuss lesson plans with supervising teacher prior to teaching. • Reflect daily on your teaching practice. • Gather and annotate evidence examples for the standards (as per Professional Experience Report), share and discuss with supervising teacher. 	<ul style="list-style-type: none"> • TPA: Help the TES to prepare and teach a sequence of lessons that will support their selected FIVE children to achieve learning outcomes/intentions aligned to the relevant syllabus document and appropriate for the individual learning needs of these students. • TPA: Advise the TES regarding the collection of appropriate evidence of their selected children's' initial understandings and skills and their progress and learning as they complete the planned learning activities and assessment tasks. • Team teach with TES. • Allow the student opportunities to plan and teach one whole class lesson per day independently with guidance, building to teaching a session by the end of the week. • Discuss lesson plans with TES prior to teaching and provide feedback as appropriate • Observe and provide formal written feedback to the student on at least one lesson per day. • Provide opportunities for the TES to gather evidence for their professional portfolio in relation to the standards in the Professional Experience Report.
---	--	--	--



Week 3: Consolidation: Single lessons and some sequences of lessons and sessions Independent Teaching	<ul style="list-style-type: none"> • TPA: Continue to prepare and teach a sequence of lessons that support your selected FIVE students to achieve learning outcomes/intentions aligned to the relevant syllabus document and appropriate for the individual learning needs of these students. • TPA: Continue to collect evidence of your selected children's' progress and learning as they complete your planned learning activities and assessment tasks. • Teach single lessons and several sequences of lessons/sessions over the week. • Towards the end of the week, undertake the planning and teaching of one full day. • Continue to work with small groups as scheduled • Present and discuss lesson plans with supervising teacher prior to teaching. • Continue to observe your supervising teacher with his/her teaching targeting any KLA's /management strategies you feel less comfortable with – record detailed observational notes. • Reflect daily on your teaching practice. • Gather and annotate evidence which demonstrates your achievement of the focus areas/standards. <p><u>End of this week, discuss mid-placement review</u> (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"> • TPA: Continue to support the TES's preparation and teaching of a sequence of lessons that support their selected FIVE children to achieve learning outcomes/intentions and support their collection of related evidence of these students' progress and learning. • TPA: Advise the student regarding the collection of appropriate evidence of their selected children's' initial understandings and skills and their progress and learning as they complete the planned learning activities and assessment tasks. • Assist TES to develop and use appropriate management strategies. • Towards the end of the week, allow the teacher education student to plan and teach one full day. • Discuss lesson/unit plans with TES prior to teaching. • Observe and provide formal written feedback to TES on at least one lesson per day. • Provide opportunities with the TES to gather evidence for their professional portfolio in relation to the standards in the Professional Experience Report. <p><u>End of this week, complete mid-placement review</u> (record date on Professional Experience Report) – discuss how well you consider the TES to be achieving each standard/focus area, and collaboratively set new goals for the remainder of the placement.</p>



Week 4: Consolidation: Independent Teaching	Two consecutive full days of teaching and a variety of sequences of lessons and sessions	<ul style="list-style-type: none"> • TPA: Continue to prepare and teach a sequence of lessons that support your selected FIVE children to achieve learning outcomes/intentions aligned to the relevant syllabus document and appropriate for the individual learning needs of these students. • TPA: Continue to collect evidence of your selected children's' progress and learning as they complete your planned learning activities and assessment tasks. • Teach two sessions per day, increasing to teaching two consecutive full days by the end of the week. • Manage transitions between lessons and maintain daily routines. • Continue to observe your supervising teacher in response to feedback related to your next learning steps. • Reflect daily on your teaching practice – record notes onto your planning/day book. • Gather and annotate evidence examples for the standards/focus areas. • Implement feedback gained from your mid-placement review meeting last week. • Implement specific strategies and action steps to address your revised goals. 	<ul style="list-style-type: none"> • TPA: Continue to support the student's preparation and teaching of a sequence of lessons that support their selected FIVE children to achieve learning outcomes/intentions and support their collection of related evidence of these students' progress and learning. • TPA: Advise the student regarding the collection of appropriate evidence of their selected children's' initial understandings and skills and their progress and learning as they complete the planned learning activities and assessment tasks. • Provide opportunity for the student to teach two sessions per day and two consecutive full days by the conclusion of the week. • Discuss lesson/unit plans with teacher education student prior to teaching. • Discuss progress towards achieving of revised goals. • Observe and provide formal written feedback to the student on at least one lesson per day. • Provide opportunities with the student to gather evidence for their professional portfolio in relation to the standards in the Professional Experience Report.
Week 5 Transformation: Independent Teaching	Teaching consecutive sessions, assessment and evaluation of teaching and learning. 0.8 teaching load	<ul style="list-style-type: none"> • TPA: Continue to prepare and teach a sequence of lessons that support your selected FIVE children to achieve learning outcomes/intentions aligned to the relevant syllabus document and appropriate for the individual learning needs of these students. • TPA: Continue to collect evidence of your selected children's' progress and learning as they complete your planned learning activities and assessment tasks 	<ul style="list-style-type: none"> • TPA: Continue to support the student's preparation and teaching of a sequence of lessons that support their selected FIVE children to achieve learning outcomes/intentions and support their collection of related evidence of these students' progress and learning. • TPA: Advise the student regarding the collection of appropriate evidence of their selected children's' initial understandings and skills and their progress and learning as



- Teach a 0.8 load this week with limited support
- Manage transitions between lessons, daily routines and from day to day
- Reflect daily on your teaching practice
- Gather and annotate evidence examples of how you are achieving the standards and focus areas.

they complete the planned learning activities and assessment tasks.

- Ensure all of the lessons are fully planned and evaluated
- Provide opportunity for the student's teaching load to be increased to 0.8 this week with limited support.
- Discuss lesson plans & day book details with student prior to teaching.
- Observe and provide formal written feedback to teacher education student on at least one lesson per day.

Week 6

Transformation: 0.8 teaching load

Becoming a Teacher

- **TPA:** Continue to prepare and teach a sequence of lessons that support your selected FIVE children to achieve learning outcomes/intentions aligned to the relevant syllabus document and appropriate for the individual learning needs of these students.
- **TPA:** Continue to collect evidence of your selected childrens' progress and learning as they complete your planned learning activities and assessment tasks
- Teach a 0.8 load this week with only limited supervision
- Manage transitions between lessons, daily routines and from day to day
- Reflect daily on your teaching practice
- Gather and annotate evidence examples of how you are achieving the standards and focus areas.

- **TPA:** Continue to support the student's preparation and teaching of a sequence of lessons that support their selected FIVE children to achieve learning outcomes/intentions and support their collection of related evidence of these students' progress and learning.
- **TPA:** Advise the student regarding the collection of appropriate evidence of their selected childrens' initial understandings and skills and their progress and learning as they complete the planned learning activities and assessment tasks.
- Provide opportunity for the student's teaching load to be operating at 0.8 this week.
- Ensure all of the lessons are fully planned and evaluated - discuss lesson plans & day book details with student prior to teaching.
- Observe and provide formal written feedback to teacher education student on overall teaching plans and operation

Upload a copy of your Professional Experience Report to EASTS on the final day of your placement, after your supervising teacher and principal has completed, signed and locked the report

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.



Professional Experience Document 1: 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:			NB: <i>This must be signed before the lesson is taught</i>		



Professional Experience Document 2: 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 3: Day Book

Day Book		Date:	Class:
Morning Duties:			
Time	KLA, Lesson Focus, Teaching/Learning Activities	Modifications for tomorrow	
Recess Duties:			
Lunch Duties:			
Home Duties:			
Notes:			



Professional Experience Document 4: Guided Reading Group

Instructional Group Plan for One Group for One Week				Level:	Group:		Names:		
Day/ Date									
Text or Resource/s									
Learning Outcome/ Indicators									
Vocabulary									
Introduction Orientation Hook									
Learning sequence		Teaching points		Learning sequence		Teaching points		Learning sequence	
		Practice activity:				Practice activity:			
Evaluation	What I noticed individuals understood, could do...			What I noticed individuals understood, could do...		What I noticed individuals understood, could do...		What I noticed individuals understood, could do...	

