

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 EPT329

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 1: Orientation	Observation in own and other classes	<ul style="list-style-type: none"> Discuss your teaching goals with your supervising teacher Observe and analyse your supervising teacher teaching Articulate how individual lessons 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 0.6 teaching load on which you will focus over the following 5 weeks Assist supervising teacher with preparation of teaching material Become involved in lessons from Day 1 Develop a profile of your class to use in planning to teach the class (Standard 1). Identify particular strategies and resources (human and physical) used to cater for diversity in the classroom (Standard 1) Team teach with supervising teacher if appropriate. Contact university liaison officer if no contact has been made 	<ul style="list-style-type: none"> Introduce teacher education student to staff in KLA and other sections of the school Organise for observation of classes in KLA (& other KLAs if possible) Negotiate 0.6 load of classes on which teacher education student can focus attention to undertake teaching in following weeks Discuss the teacher education student's Professional Experience Goals Prepare parts of lessons with the teacher education student. Assign tasks such as resource preparation to teacher education student Assign tasks such as resource preparation to TES.
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 Discuss with your supervising teacher the discipline and bullying policies in the school, taking notes accordingly (Standard 4) Draft lesson plans to discuss with supervising teacher using planning format (Professional Experience Document 2) 	<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

- Teach at least one complete lesson per day (50 minute)
- Plan ALL teaching/learning experiences fully
- Comprehensively evaluate all lessons taught using Professional Experience Document 3
- Continue to observe and analyse your supervising teacher teaching
- Write daily reflections on your teaching practice in your personal day book
- Gather and annotate evidence examples for the Standards, share and discuss with your supervising teacher
- Provide in-depth feedback and advice on strengths and weaknesses – observe all lessons; provide written feedback on one lesson per day
- Assist teacher education student in goal setting for improvement

Week 3 & 4:**Consolidation**

Plan, present, assess and evaluate your teaching

End of Week 3: Discuss mid-placement review with supervising teacher discussing achievement of each Standard on the Professional Experience Report and collaboratively set new goals for the remainder of the placement.

- Towards the end of week 3, undertake the planning and teaching of some sequences of lessons.
- Employ appropriate pedagogical practices for the diverse nature of the school population.
- Assess students and evaluate lessons using appropriate indicators, to enable enhanced student learning.
- Record and use assessment information informally (e.g. observations of student learning and/or work samples) to monitor student learning in your Daybook (Standard 5).
- Reflect upon ways of modifying teaching practice as a result of assessment data in consultation with your supervising teacher (Standard 5).
- Negotiate with staff to work with students with special needs.
- Move to independent teaching and in-depth planning of all lessons.
- Research teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context and learners (Standard 2).
- Develop teaching and learning programs and/or lesson plans which show either integration of higher order thinking skills or ICT (Standard 2).

End of Week 3: Complete mid-placement review with reference to the Standards on the Professional Experience Report.

- Mid-placement review to be noted on the front of the Professional Experience Report. If there are emergent concerns, notify the Workplace Learning Team immediately.
- 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 up to 3 lessons per day. Err on the side of quality rather than quantity. At least 0.5 load by end of week 4.
- Allow the TES opportunities to plan and teach a sequence of lessons.
- Ensure all lessons are fully planned and carefully evaluated.
- Assist TES to negotiate a link with Support Staff – e.g. Inclusive Education unit.



- Demonstrate commitment to professionalism.
- Gather and annotate evidence examples for the standards, share and discuss with ST.
- Make observations in your Daybook regarding how the supervising teacher establishes/maintains respectful collaborative relationships through the use of verbal and non-verbal communication in assemblies, community meetings, on excursions and/or in parent/teacher meetings (as appropriate and wherever possible) (Standard 7).
- Participate with school staff in all school activities and record any additional activities in which you have engaged (Standard 7).

Week 5 & 6:
Transformation

Move to independence on a 0.6 load

- Teach maximum of 0.6 load independently, with ST's supervision in classroom.
- Manage transitions between lessons and daily routines.
- Gather and annotate evidence examples for the standards, share and discuss with ST.
- Collect samples of two-way communication between the supervising teacher and parents/carers, including opportunities for parents/carers to give feedback on homework, class newsletters, etc. Either take notes or digitally record these (with permission) (Standard 3).
- Plan a lesson that shows clear evidence of a range of teaching and learning strategies that nurture inquiry: discovery, cooperative learning, experiment and research (Standard 3).
- Spend time in Special Education Unit if possible.
- Write an evaluation of your progress and development during this professional experience in consultation with your supervising teacher. Consider how well you have achieved your personal professional goals, what standards you have achieved well in and which ones were more challenging for you (500 – 750 words). Keep this self-evaluation in your professional experience file as it will be needed in your final EPT subject when you decide upon your professional goals once again (Standard 6).
- Discuss Professional Experience Report with ST.

- Ensure all of TES' lessons are fully planned and evaluated.
- TES should teach maximum of 0.6 load for these weeks with limited support.
- Discuss lesson plans with TES prior to teaching.
- Observe and provide formal written feedback to TES on at least one lesson per day.

End of Week 6: Complete Professional Experience Report following discussion with teacher education student. The Report for this subject must include original signatures of the Principal, ST and TES.

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



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					
Six					



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

Supervising Teacher to verify:

Date:



Professional Experience Document 5: Daybook

Date:	DAYBOOK PLANNING			
Class:	Content/Learning Intentions	Teaching/Learning Activities	Resources	Assessment & Evaluation
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

