

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 EPT447 & EPT510

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT (TES)	ROLE OF SUPERVISING TEACHER
Week 1  <b>Orientation &amp; Observation</b>	Observation and shadowing of teacher and class  Observation, small group teaching and single lessons	<ul style="list-style-type: none"> <li>Develop skills of observation and analysis including analytical observation of a class for a day (discuss teaching/ management decisions with your supervising teacher)</li> <li>Discuss your teaching goals with your supervising teacher</li> <li>Articulate how individual lessons fit within sessions, full days and units</li> <li>Familiarise yourself with school procedures and policies</li> <li>Assist supervising teacher with preparation of teaching materials</li> <li>Become involved in lessons from Day 1, e.g. interacting with learners, helping with resource management, teaching small groups.</li> <li>Observe your supervising teacher in different KLAs</li> <li>Team teach with supervising teacher</li> <li>Planning for and teaching small groups</li> <li>By mid-week, undertake the planning and teaching of whole class single lessons (<b>four</b> lessons in total)</li> <li>Present and discuss lesson plans with supervising teacher prior to teaching</li> <li>Reflect daily on your teaching practice</li> <li>Gather and annotate evidence which demonstrates your achievement of the focus areas/standards</li> <li>Contact <a href="mailto:FOAE-WPL@csu.edu.au">FOAE-WPL@csu.edu.au</a> if no contact has been made by your university liaison officer.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce teacher education student to staff and support personnel in the school</li> <li>Have a meeting to discuss and plan the teaching sequence/KLA areas to be taught over the 3 week block</li> <li>Discuss lesson/unit plans with teacher education student prior to teaching</li> <li>Discuss progress towards achieving of revised goals</li> <li>Observe and provide formal written feedback to teacher education student on at least one lesson per day</li> <li>Discuss opportunities with the teacher education student to gather evidence for their professional portfolio in relation to the Standards in the Professional Experience Report</li> <li>Prepare parts of lessons <b>with</b> the teacher education student and team teach with teacher education student as appropriate</li> <li>By the middle of the week, allow the teacher education student opportunities to plan and teach <b>four</b> whole class lessons independently with guidance.</li> <li>Discuss lesson plans with teacher education student prior to teaching and provide feedback as appropriate</li> <li>Observe and provide formal written feedback to teacher education student on at least one lesson per day</li> </ul>

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT (TES)	ROLE OF SUPERVISING TEACHER
<p>Week 2</p> <p><b>Team and Independent Teaching</b></p>	<p>Observation, small group teaching and single lessons</p>	<ul style="list-style-type: none"> <li>Implement feedback gained from your mid-placement review meeting</li> <li>Implement specific strategies and action steps to address your revised goals</li> <li>Teach complete single lessons throughout this week</li> <li>Towards the end of the week, undertake the planning and teaching of some sequences of lessons</li> <li>Continue to work with small groups as scheduled</li> <li>Present and discuss lesson plans with supervising teacher prior to teaching</li> <li>Continue to observe your supervising teacher with his/her teaching targeting any KLAs /classroom management strategies you feel less comfortable with – record detailed observational notes.</li> <li>Reflect daily on your teaching practice</li> <li>Gather and annotate evidence which demonstrates your achievement of the focus areas/standards</li> <li><b>Discuss mid-placement review</b> (based on Professional Experience Report) with supervising teacher considering achievement of each focus area. Collaboratively set new goals for the remainder of the placement.</li> </ul>	<ul style="list-style-type: none"> <li>Assist teacher education student to develop and use appropriate classroom management strategies</li> <li>Towards the end of the week, allow the teacher education student opportunities to plan and teach sequences of lessons</li> <li>Discuss lesson/unit plans with teacher education student prior to teaching</li> <li>Observe and provide formal written feedback to teacher education student on at least one lesson per day</li> <li>Discuss opportunities with the teacher education student to gather evidence for their professional portfolio in relation to the standards in the Professional Experience Report</li> </ul> <p><b>NOTE: Teacher education students should be beginning to teach whole sessions by the end of this week.</b></p> <ul style="list-style-type: none"> <li><b>Complete mid-placement review:</b> record date on Professional Experience Report – discuss how well the TES is achieving each standard/focus area, and collaboratively set new goals for the remainder of the placement</li> </ul>



PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT (TES)	ROLE OF SUPERVISING TEACHER
Week 3  <b>Transformation: Independent Teaching</b>	Move to independence on a 0.5 teaching load	<ul style="list-style-type: none"> <li>Continue to teach consecutive sessions, increasing the number of full days you are teaching building up to teaching a 0.5 load this week with support</li> <li>Manage transitions between lessons, daily routines and from day to day</li> <li>Reflect daily on your teaching practice</li> <li>Gather and annotate evidence examples of how you are achieving the standards and focus areas, share and discuss these with your supervising teacher</li> <li>Review your progress towards achieving your revised goals.</li> <li>Discuss your final report with your supervising teacher</li> </ul> <p><b>Upload a copy of your Professional Experience Report to Brightspace 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 as a separate document.</b></p>	<ul style="list-style-type: none"> <li><b>Complete Professional Experience Report</b> following discussion with Teacher Education Student and University Liaison Officer. The Professional Experience Report for this subject must include signatures of the principal, supervising teacher and teacher education student. The report is to be submitted to the University via Brightspace by the teacher education student as part of the assessment of this subject.</li> <li>Ensure all of the teacher education student's lessons are fully planned and evaluated</li> <li>Provide opportunity for the teacher education student's teaching load to increase to 0.5 towards the end of the week with limited support.</li> <li>Discuss program, lesson plans and day book details with teacher education student prior to teaching</li> <li>Observe and provide formal written feedback to teacher education student on at least one lesson per day</li> <li>Discuss opportunities with the teacher education student to gather evidence for their professional portfolio in relation to the Standards in the Professional Experience Report</li> </ul>



### 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
<b>Learning Outcomes</b> <i>These should be precise indicators of intended student learning</i>	<b>Time Guide</b>	<b>Content/Learning Experience</b>  <i>Introduction (Engagement)</i>  <i>Body (Exploration/Transformation/Presentation)</i>	<b>Teaching Strategies</b>	<b>Class Organisation</b> <i>Grouping &amp; classroom environment</i>	<b>Assessment Techniques</b> <i>What will you use to assess their learning?</i>
Conclusion (Presentation/Reflection)					
<div style="display: flex; justify-content: space-between;"> <div>Supervising Teacher's Signature: <i>taught</i></div> <div>NB: <i>This must be signed before the lesson is</i></div> </div>					



## Professional Experience Document 2: Evaluation of Lesson

<b>SPECIFIC TEACHING TARGETS FOR THIS LESSON</b>			
<b>INTENDED TEACHING OUTCOMES</b> <i>Determine these before the lesson</i>		<b>ASSESSMENT OF TEACHING OUTCOMES</b> <i>Write these after the lesson</i>	
<b>LESSON EVALUATION</b>			
<b>OUTCOMES</b>	<b>RESOURCES/ENVIRONMENT</b>	<b>PRESENTATION/STRATEGIES</b>	<b>INTERACTION &amp; COMMUNICATION</b>
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?			
<b>How will I adjust my teaching.....?</b>			
<b>Specific teaching targets</b> <i>(should be written into next lesson plan)</i>			



### Professional Experience Document 3: Daybook

<b>Daybook</b>	<b>Date:</b>	<b>Class:</b>
	<b>Before School Duties:</b>	
<b>Time</b>	<b>KLA, Lesson Focus, Teaching/Learning Activities</b>	<b>Modifications for tomorrow</b>
	<b>Recess Duties:</b>	
	<b>Lunch Duties:</b>	
	<b>After School Duties:</b>	
<b>Notes:</b>		



### Professional Experience Document 4: Guided Reading Group

<b>Instructional Group Plan for One Group for One Week</b>				<b>Level:</b>		<b>Group:</b>		<b>Names:</b>	
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		<i>What I noticed individuals understood, could do...</i>		<i>What I noticed individuals understood, could do...</i>		<i>What I noticed individuals understood, could do...</i>		<i>What I noticed individuals understood, could do...</i>	



### Professional Experience Document 5: Programming Template

Weeks		1	2	3	4	5	6	7	8	9	10
School/ Stage Level Events											
Capability Focus											
English	<ul style="list-style-type: none"> <li>Talking &amp; Listening</li> <li>Reading</li> <li>Writing</li> </ul>										
Mathematics	<ul style="list-style-type: none"> <li>Measurement &amp; Data</li> <li>Space &amp; Geometry</li> <li>Working Mathematically</li> <li>Number</li> <li>Patterns &amp; Algebra</li> </ul>										
Science & Technology	<ul style="list-style-type: none"> <li>Investigating Scientifically</li> <li>Designing &amp; Making</li> <li>The Natural Environment</li> <li>The Made Environment</li> </ul>										





HSIE	<ul style="list-style-type: none"> <li>• Change &amp; Continuity</li> <li>• Cultures</li> <li>• Environments</li> <li>• Social Systems &amp; Structure</li> </ul>										
Creative Arts	<ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• Music</li> <li>• Dance</li> <li>• Drama</li> </ul>										
PDHPE	<ul style="list-style-type: none"> <li>• Fundamental Movement &amp; Physical Activity</li> <li>• Healthy Choices</li> <li>• Self &amp; Relationships</li> </ul>										

