



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST6760

Professional Experience 1

Semester 1, 2017

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### **IMPORTANT:**

**For student policies and procedures relating to assessment, attendance and student support, please see website,**

**<https://education.arts.unsw.edu.au/students/courses/course-outlines/>**

**The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 6760 Professional Experience (6 units of credit)  
Semester 1 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Anna Hole  
Office Location: John Goodsell Building, Rm 139  
Email: [anna.hole@unsw.edu.au](mailto:anna.hole@unsw.edu.au)  
Phone: 9385 1993  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Professional Experience 1
<b>Credit Points</b>	6 units of credit (6 uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	Mon 27 February 2017 9am-10am ( <b>Master of Teaching students ONLY</b> ), Welcome to UNSW, Colombo Theatre B  11 April 2017 9am-4pm ( <b>ALL students</b> ), Orientation Day, venue tba 15 May 2017 12 – 2pm ( <b>ALL students</b> ), Meet your Liaison, venue tba

### *Summary of Course*

In this course you will develop a range of teaching skills and understandings essential to plan for and manage successful classrooms. You will complete a 1 day intensive orientation and a range of online activities, followed by a 4-week (20 day) supervised professional experience placement in a NSW school. Through ongoing observation, supervised teaching and contribution in the wider school community, the course ensures you work towards the achievement of the national standards for a graduate teacher. You will gain understandings of the range of activities that occur both inside and outside the classroom and the roles of the teaching and non-teaching staff within the school.

### **Special pre-requisites:**

Before undertaking the placement component of Professional Experience 1, teacher education students must provide evidence that they can meet the IELTS (if appropriate) and national literacy and numeracy requirements, successfully complete a microteaching session in each Method 1 course, and be deemed ready to teach by both method tutors (via a student readiness report) before commencing their professional experience in schools. They also must provide evidence of having received a Working with Children Check and mandatory anaphylaxis training. In order to arrange timely professional experience placements, **teacher education students must log in to the School of Education's online placement system (OPS) and enter requested information no later than week 1 of the semester.**

**Student Learning Outcomes**

Outcome		Assessment/s
1	Make significant progress in working towards meeting all the <i>AITSL Graduate Teaching Standards</i> across a range of teaching contexts and classes	1, 2
2	Respond constructively to feedback	1
3	Continually reflect on and seek out opportunities to improve teaching practice through lesson observation, reflection and inquiry	1
4	Demonstrate a strong commitment, enthusiasm and respect for the teaching profession.	1

**AITSL Professional Graduate Teaching Standards**

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1,2
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1,2
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1,2
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	1,2
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1,2
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	1,2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1,2
2.2	Organise content into an effective learning and teaching sequence	1,2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1,2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	1,2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1,2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1,2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1,2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1,2
3.3	Include a range of teaching strategies	1,2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1,2
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1,2
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1,2

3.7	Describe a broad range of strategies for involving parents/carers in the educative process	1,2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1,2
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	1,2
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	1,2
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements	1,2
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	1,2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1,2
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1,2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	1,2
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	1,2
5.5	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement	1,2
6.1	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs	1,2
6.2	Understand the relevant and appropriate sources of professional learning for teachers	1,2
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1,2
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	1,2
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	1,2
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	1,2
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1,2
7.4	Understand the role of external professional and community representatives in broadening teachers' professional knowledge and practice	1,2

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Professional Experience gives student teachers the opportunity to develop the skills, knowledge, attitudes and values essential for teaching in secondary schools in NSW. Placements should offer diversity in year levels taught, subject areas taught, educational sectors (DET, independent, Catholic and other denominations), geographical location (inner city, outer suburbs, rural), and socio-economic. Professional Experience placements are developmental and sequential.

## 5. TEACHING STRATEGIES

Professional experience consists of structured observations, supervised teaching and other duties in a school setting that allow pre-service teachers to engage with school age students, teachers and other para professionals.

The orientation day and other online and face to face interactions are designed to support this experience. Guest speakers from schools and educational organisations, as well as past and present students will be invited to participate in panel discussions and give guest lectures. These will occur in a climate that is supportive and inclusive of all learners.

## 6. COURSE CONTENT AND STRUCTURE:

For Professional Experience 1, teacher education students complete a 1 day intensive orientation, then a briefing session with liaison staff and a school visit, followed by a 4-week (20 day) professional experience block in a NSW school. The placement begins with 3 days of structured observation followed by 17 days of supervised teaching, teaching one third of a teacher's normal load. Through ongoing observation, supervised teaching and performing other duties, Professional Experience 1 allows teacher education students to work towards the achievement of the AITSL standards for a graduate teacher.

### **Compulsory Orientation Day**

**Tuesday 11 April 2017, 9.00am - 4.00pm**

**Venue, tba**

**Convenor: Karen Maras**

**Support: Anna Hole, Hoa Nguyen, Tracy Durksen**

### **9-9.30 Welcome, outline of the day**

**The critical role of professional experience in teacher education**

Karen Maras, Deputy HoS (L&T)

### **9.30-10.30 What the (placement) school expects of teacher education students in PE1**

Panel discussion: School stakeholder perspectives

Chair: Karen Maras

Speakers: tbc

### **10.30 - 11.00 Morning tea**

### **11.00 - 1.00 How do make the most of your experience**

Workshop: "Doing" lesson observations and responding to feedback

Facilitator: Hoa Nguyen, Lecturer in Teacher Professional Learning

### **1.00-1.30 Lunch**

### **1.30 - 2.00 Summary: What do you actually need to do in PE1?**

Anna Hole, Course Coordinator

### **2.00 - 2.30 How well prepared are you for teaching?**

Situational judgment test, Tracy Durksen, Teaching Fellow.

### **2.30 - 3.30 Tips and traps from UNSW staff and students**

Panel discussion: Karen Maras & Hoa Nguyen + 4<sup>th</sup> Year Students

### **3.30 - 4.00 Q&A, Individual consultations with PEX staff**

**Other key dates:**

**Week 11:** Final preparation for PE 1 (check Moodle for last minute updates) & Meet Your Liaisons, Science Theatre, Monday 15<sup>th</sup> May, 12-2pm (Coordinator: Anna Hole)

**Week 11: Tuesday onwards,** Preliminary visit to school

**Week 12-15:** 22<sup>nd</sup> May - 16<sup>th</sup> June - PROFESSIONAL EXPERIENCE PLACEMENT (University Liaison to visit end of Week 2, beginning of Week 3)

**Week 16:** Debrief in methods classes and online evaluation of PE1 (Coordinator: Anna Hole)

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
1. DEMONSTRATED PROFESSIONALISM		-		all	Ongoing throughout PE1
2. PE1 REPORT		100%		all	End of PE1

The final grade awarded for Professional Experience is either Satisfactory or Unsatisfactory based on the following:

1. Demonstrated professionalism.

This is a *hurdle requirement* and is assessed by the Supervising Teacher, Coordinator and University Liaison. The teacher education student must act in a professional manner at all times during Professional Experience which includes maintaining satisfactory attendance, being punctual, dressing appropriately, proper preparation of lessons and resources, cooperating with staff, working effectively in the school environment, and in general, demonstrating attitudes and actions that are appropriate and proper to the profession of teaching. The teacher education student is required to provide evidence that he or she is preparing lessons, keeping proper records and gaining an awareness of the broader school community, by submitting a hard copy of the following documents to the University Liaison when he or she visits the school:

- The teacher education student's timetable indicating both teaching lessons and observation lessons (Appendix 2 in PE Handbook)
- Lesson observations (Appendix 4 in PE Handbook) – one for each lesson observed
- Up-to-date lesson plans (Appendix 5 in PE Handbook) – one for each lesson taught
- All observation tasks (Appendix 7 in PE Handbook)
- Teaching materials & resources

Ongoing formative assessment is provided by both the Supervising Teacher and the University Liaison.

2. The Intermediate Professional Experience Report.

The Intermediate Professional Experience report is the responsibility of the Supervising teacher(s) who may consult with the University Liaison. The report is written collaboratively where there are 2 or more supervising teachers. This report needs to be discussed with the teacher education student prior to it being signed. The report should be consistent with strengths/areas for concern discussed throughout the placement. Supervising teachers and the university liaison assess each teacher education student against the AITSL graduate teacher standards. For each standard, their level of achievement is assessed as:

- NA** – Not Applicable
- WT** – Working Towards
- D** – Demonstrated
- E** – Exceeds Expectations.


**INSTRUCTIONS TO SUPERVISING TEACHER**

This Intermediate Professional Experience Report is to be completed at the end of that placement or placements identified by this institution as providing developmental opportunities in relation to the National Teacher Standards for graduates. The Professional Experience Handbook contains advice of this professional experience placement and where it fits with other placements in the teacher education student's program as well as information of the teaching demands of pre-service teachers. Supervising Teachers should refer to the accompanying Evidence Guide before completing this report. Pre-service teachers are to be assessed for each standard/requirement as either *NA – Not Applicable*; *WT – Working Towards*; *D – Demonstrated*; *E – Exceeds expectations*.

**The overall assessment is either Satisfactory or Unsatisfactory.**

**Details**

Student Name		Student ID	
Program		No. of days	
School		Dates of placement	
Method(s) taught			

**PROFESSIONAL KNOWLEDGE**
**1. TEACHERS KNOW THEIR STUDENTS AND HOW THEY LEARN**

	<i>NA</i>	<i>WT</i>	<i>D</i>	<i>E</i>
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet to specific learning needs of students across the full range of abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**COMMENTS**

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**2. TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS**

	<i>NA</i>	<i>WT</i>	<i>D</i>	<i>E</i>
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organise content into an effective learning and teaching sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate broad knowledge of, and understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMENT</b>				

**PROFESSIONAL PRACTICE**

**3. TEACHERS PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING**

	<i>NA</i>	<i>WT</i>	<i>D</i>	<i>E</i>
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan lesson sequences using knowledge of student learning content and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Include a range of teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe a broad range of strategies for involving parents /carers in the educative process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMENT</b>				

**4. TEACHERS CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS**

	<i>NA</i>	<i>WT</i>	<i>D</i>	<i>E</i>
Identify strategies to support inclusive student participation and engagement in classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to organize classroom activities and provide clear directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate knowledge of practical approaches to manage challenging behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe strategies that support students' well-being and safety working within school and/ or system, curriculum and legislative requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate and understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**COMMENT**

**5. TEACHERS ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING**

	<i>NA</i>	<i>WT</i>	<i>D</i>	<i>E</i>
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**COMMENT**

**PERSONAL LANGUAGE, LITERACY AND NUMERACY COMPETENCIES**

**PROFESSIONAL ENGAGEMENT**

**6. TEACHERS ENGAGE IN PROFESSIONAL LEARNING**

	<i>NA</i>	<i>WT</i>	<i>D</i>	<i>E</i>
Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the relevant and appropriate sources of professional learning for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek and apply constructive feedback from supervisors and teachers and to improve teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**COMMENTS**

**7. TEACHERS ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY**

	<i>NA</i>	<i>WT</i>	<i>D</i>	<i>E</i>
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand strategies for working effectively, sensitively and confidentially with parents/carers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**COMMENTS**

The Teacher Education Student can use the English language appropriately and accurately to communicate and manage interactions with students and colleagues effectively both inside and outside the classroom

**Satisfactory**       **Unsatisfactory**

The Teacher Education Student demonstrates mastery of the full range of literacy and numeracy competencies required of a beginning teacher

**Satisfactory**       **Unsatisfactory**

**SUMMARY COMMENTS:**

**FINAL GRADE:**  Satisfactory  Unsatisfactory

**Supervising Teacher's name** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Teacher Education Student's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Principal/PE School Coordinator/School Executive or Head of Faculty signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## 7. RESOURCES

### *Required Readings*

Australian Institute for Teaching and School Leadership. (2013). *Australian Professional Standards for Teachers. Home*. Retrieved from <http://www.teacherstandards.aitsl.edu.au/>

Australian Institute for Teaching and School Leadership. (2013). *Australian Professional Standards for Teachers. Standards*. Retrieved from <http://www.teacherstandards.aitsl.edu.au/OrganisationStandards/Organisation>

Churchill, R., Ferguson, P., Godinho, S., Johnson, N.F., Keddie, A., Letts, W., Vick, M. (2013). *Teaching. Making a Difference*. (2<sup>nd</sup> ed onwards.). Milton, QLD: John Wiley & Sons.