



Teacher Education

Professional Experience Handbook 2022

A guide for In-school Coordinators, Supervising Teachers,
Teacher Education Students & Tertiary Supervisors



Contents

Forms	3
<i>Supervising Teacher</i>	<i>3</i>
<i>Teacher Education Student.....</i>	<i>3</i>
Contacts	4
Professional Experience Subjects	5
<i>C10350 Bachelor of Arts Bachelor of Education</i>	<i>6</i>
<i>C10349 Bachelor of Education Bachelor of Arts in International Studies</i>	<i>6</i>
<i>028230 Professional Experience 1: Preparation for Teaching.....</i>	<i>6</i>
<i>028231 Professional Experience 2: Introduction to Classroom Management</i>	<i>7</i>
<i>028232 Professional Experience 3: Effective Teaching and Learning.....</i>	<i>8</i>
<i>028233 Professional Experience 4: Building Classroom Management</i>	<i>9</i>
<i>028234 Professional Experience 5: Teacher as Researcher.....</i>	<i>10</i>
<i>028235 Professional Experience 6: Teaching Performance Assessment and Internship</i>	<i>11</i>
<i>Combined Degrees with Master of Teaching in Secondary Education.....</i>	<i>13</i>
<i>010048 Professional Learning.....</i>	<i>13</i>
<i>C04255 Master of Teaching in Secondary Education.....</i>	<i>15</i>
<i>013241 Professional Experience Teaching Practice 1</i>	<i>15</i>
<i>013242 Professional Experience Teaching Practice 2</i>	<i>17</i>
Roles and Responsibilities	19
<i>The Supervising Teacher</i>	<i>19</i>
<i>Teacher Education Student.....</i>	<i>22</i>
<i>The Tertiary Supervisor</i>	<i>25</i>
Professional Experience Report	26
Professional Experience Student At Risk (PExAR) Process	28
<i>Student at Risk.....</i>	<i>28</i>
<i>Breach of Conduct.....</i>	<i>28</i>
<i>PExAR Report.....</i>	<i>28</i>
Additional Subject & Course Requirements	29
<i>UTS Rule 10.6 – Repeated Failure in a Subject.....</i>	<i>29</i>
<i>Withdrawing from a Course or a Professional Experience Subject</i>	<i>29</i>
<i>Conflicts with Main Calendar Subjects.....</i>	<i>29</i>
Insurance Certificates	30

Forms

Supervising Teacher

You will be able to find the following documents via this link:

[2022 UTS Professional Experience Documents](#)

- 2022 Professional Experience Handbook
- Lesson Observation Report
- Checklist for Supervising Teachers & Professional Experience Coordinators re Claims
- Supervising Teacher/Professional Experience Coordinator Claim Form
- ATO Tax File Number Declaration
- ATO Superannuation Form

Your teacher education student will email you their professional experience report and attendance sheet.



Teacher Education Student

- Your report and attendance sheet for placement can be found on the Forms tab in MyPlacement.
- [Student Emergency Contact Details Form](#)
- [NSW DoE Preservice Teacher Acknowledgement checklist](#)

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Professional Experience Subjects

C10350 Bachelor of Arts Bachelor of Education

C10349 Bachelor of Education Bachelor of Arts International Studies

Professional Experience 1 (028230) - Preparation for Teaching

Professional Experience 2 (028231) - Introduction to Classroom Management

Professional Experience 3 (028232) - Effective Teaching and Learning

Professional Experience 4 (028233) - Building Classroom Management

Professional Experience 5 (028234) - Teacher as Researcher

Professional Experience 6 (028235) - Teaching Performance Assessment and Internship

C10404 Bachelor of Science Master of Teaching in Secondary Education

C10405 Bachelor of Communication (Writing & Publishing) Master of Teaching in Sec. Education

C10406 Bachelor of Engineering Studies Master of Teaching in Secondary Education

C10449 Bachelor of Business Master of Teaching in Secondary Education

C10450 Bachelor of Economics Master of Teaching in Secondary Education

Professional Experience - Professional Learning (010048)

Professional Experience Teaching Practice 1 (013241)

Professional Experience Teaching Practice 2 (013242)

C04255 Master of Teaching in Secondary Education

Professional Experience Teaching Practice 1 (013241)

Professional Experience Teaching Practice 2 (013242)

C10350 Bachelor of Arts Bachelor of Education

C10349 Bachelor of Education Bachelor of Arts in International Studies

028230 Professional Experience 1: Preparation for Teaching Year 1 Autumn Session	
Duration and Dates	8 full day school-based observations: 7 March - 8 April, 25 April - 13 May <ul style="list-style-type: none"> ● K-6: PE1 and PE2 to be completed in the same primary school, same teacher and class. ● 7-12: PE1 and PE2 to be completed in the same secondary school, same teacher and class. ● K-12: PE1 to be completed in a primary school, PE2 in a secondary school.
Weekly Activities for School Visits*	Visit 1 – The learning environment: school structure, organisation, and the school community. Visit 2 – The classroom structure and organisation Visit 3 – Students as learners Visit 4 – The school curriculum: Introduction to the KLAS Visit 5 – Cultural diversity Visit 6 – Special needs Visit 7 – Games Visit 8 – Information and communication technology
Reporting (Supervising Teacher)	To be finalised upon completion of placement: <ul style="list-style-type: none"> ● Attendance Sheet. ● Australian Professional Standards for Teachers – Professional Experience Report. In the Professional Experience Report, evaluate the Teacher Education Student with written comments in all sections.
Teaching Allocation (TES)	<ul style="list-style-type: none"> ● No classroom teaching is required.
Observation (TES)	<ul style="list-style-type: none"> ● Observe classroom organisation and teacher-student interaction. ● Focus: Additional learning requirements and adjustments. ● Focus: AITSL standards. ● Focus: ICT in the learning environment.
Focus Areas (TES)	<ul style="list-style-type: none"> ● Develop interpersonal communication skills through involvement in class and school activities. ● Interact professionally with teachers, school students and the broader school community. ● Demonstrate a genuine interest and concern in children, their welfare and learning. ● Develop an understanding of how schools are organised and managed. ● Gain experiences in the classroom through observation, immersion and for one session, small group teaching where appropriate.
Course Intended Learning Outcomes (TES)	1.1. Operate professionally in a range of educational settings, with particular emphasis on their specialisation (GTS 1, 2). 1.2. Make judgements about their own learning and identify and organize their continuing professional development (GTS 3, 6). 2.1. Analyse and synthesise research and engage in inquiry (GTS 3). 6.2 Exhibit high level numeracy and literacies (GTS 2).

028231 Professional Experience 2: Introduction to Classroom Management

Year 1 Spring Session

Duration and Dates	15 day (3 week) classroom-based program: Monday 15 August – Friday, 2 September 2022. K-6 and 7-12: 15 compulsory days with the same school, teacher and class as for PE1. K-12: 15 compulsory days, to be completed in a secondary school.
Link with Previous Professional Experience	Professional Experience 2 focuses on Classroom Management. In the previous semester, Teacher Education Students completed: <ul style="list-style-type: none"> Professional Experience 1: Preparation for Teaching
Reporting (Supervising Teacher)	To be finalised upon completion of placement: <ul style="list-style-type: none"> Attendance Sheet. Australian Professional Standards for Teachers – Professional Experience Report. In the Professional Experience Report, evaluate the Teacher Education Student with written comments in all sections.
Recommended Observation and Teaching Allocation (TES)	Maximum of three days of observation. Week 1, Day 1: Observation Week 1, Days 2-5: Minimum of 60 minutes teaching per day. Week 2: Minimum 60-90 minutes whole class teaching per day. Week 3: Minimum average of 90 minutes whole class teaching per day.
Lesson Preparation (TES)	Prepare lessons with Supervising Teacher. <ul style="list-style-type: none"> Submit lesson plans one day in advance, or as directed by the supervising teacher. Retain all teaching plans, and make plans accessible to Supervising Teacher/s and Tertiary Supervisor. Complete self-evaluations of all lessons taught.
Lesson Feedback (Supervising Teacher)	Using the UTS Lesson Observation Sheet, provide written feedback on one lesson per day.
Focus Area (TES)	Classroom management: “What do effective teachers do to pro-actively organise inclusive learning environments to maximise student engagement in learning and minimise disruption.”
Outcomes (TES)	<ul style="list-style-type: none"> Know students and know how they learn (GTS 1.1) Plan for and implement effective teaching and learning (GTS 3.1, 3.3, 3.4, 3.5) Create and maintain supportive and safe learning environments (GTS 4.1, 4.2, 4.3, 4.4) Engage in professional learning (GTS 6.3) Engage professionally with colleagues, parents/carers and the community (GTS 7.1, 7.2)

028232 Professional Experience 3: Effective Teaching and Learning

Year 2 Autumn Session

Duration and Dates	15 day (3 week) classroom-based program: Monday, 2 May - Friday 20 May 2022
Link with Previous Professional Experience	<p>Professional Experience 3 focuses on the impact of quality teaching on student learning.</p> <p>Teacher Education students are required to develop the planning of teaching/learning experiences including the use of appropriate learning technologies.</p> <p>In the previous semester, Teacher Education Students completed:</p> <ul style="list-style-type: none">• Professional Experience 2 – Introduction to Classroom Management
Reporting (Supervising Teacher)	<p>To be finalised upon completion of placement:</p> <ul style="list-style-type: none">• Attendance Sheet.• Australian Professional Standards for Teachers – Professional Experience Report. <p>In the Professional Experience Report, evaluate the Teacher Education Student with written comments in all sections.</p>
Recommended Observation and Teaching Allocation (TES)	<p>Week 1, Day 1: Observation</p> <p>Week 1, Days 2-5: Minimum of 60 minutes teaching per day.</p> <p>Week 2: Minimum 60-90 minutes whole class teaching per day.</p> <p>Week 3: Minimum average of 90 minutes whole class teaching per day.</p>
Lesson Preparation (TES)	<p>Prepare lessons with Supervising Teacher.</p> <ul style="list-style-type: none">• Submit lesson plans one day in advance, or as directed by the supervising teacher.• Retain all teaching plans, and make plans accessible to Supervising Teacher/s and Tertiary Supervisor.• Complete self-evaluations of all lessons taught.
Lesson Feedback (Supervising Teacher)	Using the UTS Lesson Observation Sheet, provide written feedback on one lesson per day.
Focus Areas (TES)	<ul style="list-style-type: none">• Lesson planning• Inclusive learning activities• Use of appropriate learning technologies• Assessment of learning during lesson• Adjustments for future lessons• Range of teaching strategies for inclusive learning
Outcomes (TES)	APST 1 – 7 https://www.aitsl.edu.au/teach/standards

028233 Professional Experience 4: Building Classroom Management

Year 3 Spring Session

Duration and Dates	15 day (3 week) classroom-based program: Monday, 15 August - Friday, 2 September, 2022
Link with Previous Professional Experience	Professional Experience 4 focuses on the development of classroom management strategies to maximise student learning. In the previous semester, Teacher Education students completed: <ul style="list-style-type: none">● Professional Experience 3 – Focusing on the impact of quality teaching and the AITSL teaching standards
Reporting (Supervising Teacher)	To be finalised upon completion of placement: <ul style="list-style-type: none">● Attendance Sheet.● Australian Professional Standards for Teachers – Professional Experience Report. In the Professional Experience Report, evaluate the Teacher Education Student with written comments in all sections.
Recommended Observation and Teaching Allocation (TES)	Week 1, Day 1: Observation Week 1, Days 2-5: Minimum of 90 minutes teaching per day. Week 2: Minimum 90 - 120 minutes whole class teaching per day. Week 3: Minimum average of 120 minutes whole class teaching per day.
Lesson Preparation (TES)	Prepare lessons with Supervising Teacher. <ul style="list-style-type: none">● Submit lesson plans one day in advance, or as directed by the supervising teacher.● Retain all teaching plans, and make plans accessible to Supervising Teacher/s and Tertiary Supervisor.● Complete self-evaluations of all lessons taught.
Lesson Feedback (Supervising Teacher)	Using the UTS Lesson Observation Sheet, provide written feedback on one lesson per day.
Focus Areas (TES)	<ul style="list-style-type: none">● Build classroom management capabilities● Introduce the concepts of instructional planning and delivery, and relationship development as effective classroom management practices.● Understanding the learning environment and its impact on student learning● Working with students with challenging behaviours.
Outcomes (TES)	APST 1 – 7 https://www.aitsl.edu.au/teach/standards

028234 Professional Experience 5: Teacher as Researcher

Year 4 Autumn Session

Duration and Dates	15 day (3 week) classroom-based program: Monday, 2 May - Friday 20 May 2022
Link with Previous Professional Experience	<p>Prior to the commencement of Professional Experience 5, Teacher Education Students have completed previous professional experiences in a range of settings.</p> <p>Successful completion of Professional Experience 5 will indicate Teacher Education Students will qualify to continue as Interns in Professional Experience 6.</p>
Reporting (Supervising Teacher)	<p>To be finalised upon completion of placement:</p> <ul style="list-style-type: none">• Attendance Sheet.• Australian Professional Standards for Teachers – Professional Experience Report. <p>In the Professional Experience Report, evaluate the Teacher Education Student with written comments in all sections.</p>
Recommended Observation and Teaching Allocation (TES)	<p>Week 1, Day 1: Observation</p> <p>Week 1, Days 2-5: Minimum of 90 minutes teaching per day.</p> <p>Week 2: Alternate half and full-day teaching days.</p> <p>Week 3: Alternate half and full-day teaching days.</p> <p>Half and full-day teaching load to be negotiated where required to comply with school timetable.</p>
Lesson Preparation (TES)	<p>Prepare lessons with Supervising Teacher.</p> <ul style="list-style-type: none">• Lesson planning should include longer units of work where appropriate, with a sequence of lessons as directed.• Submit lesson plans one day in advance, or as directed by the supervising teacher.• Retain all teaching plans, and make plans accessible to Supervising Teacher/s and Tertiary Supervisor.• Complete self-evaluations of all lessons taught.
Lesson Feedback (Supervising Teacher)	Using the UTS Lesson Observation Sheet, provide written feedback on one lesson per day.
Focus Areas (TES)	<p>Professional Experience 5 is integrated with the field component of Teacher as Researcher.</p> <p>The subject engages Teacher Education Students in two key focal areas:</p> <ul style="list-style-type: none">• Identification and critical analysis and interpretation of research to inform classroom practice, and• Development of skills to design, implement and share the findings of practitioner inquiry. <p>Teacher Education Students will undertake a project focused on gathering data to inform and improve teaching practice.</p>
Outcomes (TES)	APST 1 – 7 https://www.aitsl.edu.au/teach/standards

028235 Professional Experience 6: Teaching Performance Assessment and Internship
Fourth & Final Year Spring Session

Duration and Dates	20 day (4 week) classroom-based program: Monday, 15 August - Friday, 9 September 2022
Reporting (Supervising Teacher)	To be finalised upon completion of placement: <ul style="list-style-type: none"> • Attendance Sheet. • Australian Professional Standards for Teachers – Professional Experience Report. <p>In the Professional Experience Report, evaluate the Teacher Education Student with written comments in all sections.</p>
Lesson Preparation (TES Intern)	Prepare lessons with Supervising Teacher, as required. <ul style="list-style-type: none"> • Lesson planning should include longer units of work with a sequence of lessons as directed. • Develop and maintain a day book showing lesson planning and evaluation notes, as directed. • Submit lesson plans one day in advance, or as directed by the supervising teacher. • Complete the requirements of the Teacher Performance Assessment (TPA): <ul style="list-style-type: none"> • Develop a unit of work as directed • Record TPA lessons, and provide Supervising Teacher with recordings.
Lesson Feedback (Supervising Teacher)	Supervise a minimum of two lessons (with full lesson plans), and provide observations and feedback (see TPA documentation for further information).
Recommended Teaching Allocation (TES Intern)	<p>Week 1: Minimum of 180 minutes per day or as negotiated with the supervising teacher.</p> <p>The Teacher Education Student Intern takes responsibility for the class in “program supervision mode”.</p> <p>Weeks 2-3: Minimum teaching for half to full days.</p> <p>Week 4: Whole day unsupervised teaching, adjusted as required for timetable requirements.</p> <p>Program Supervision Mode</p> <ul style="list-style-type: none"> • Program Supervision Mode provides for the Teacher Education Student to teach without direct supervision. The Supervising Teacher can be released from the class during this period. • The Supervising Teacher takes responsibility for the class at all other times during this period. • Teacher Education Student Intern can be released from classroom teaching responsibilities for professional development or lesson planning as required and/or directed once the mandated time for teaching has been completed
TPA and Portfolio (TES Intern)	Collect evidence of student learning, and teaching resources. Attend to all TPA requirements as stipulated in the AfGT Manual v2.0.

Focus Areas (TES Intern)	<p>The focus of PE6 is the Teacher Performance Assessment (TPA), which requires the Teacher Education Student Intern to plan, teach, assess, moderate, and reflect on a sequence of lessons.</p> <p>The Mentor Supervising Teacher should provide feedback on lesson plans, teaching practice, in addition to support in the moderation of assessments.</p>
Outcomes (TES Intern)	APST 1 – 7 https://www.aitsl.edu.au/teach/standards

Combined Degrees with Master of Teaching in Secondary Education

010048 Professional Learning

Autumn Session for Combined Degree (Vertical Stack) Students (VSPEX 1)

Duration and Dates	20 day (4 week) classroom-based program: Monday, 2 May - Friday, 27 May 2022.
Reporting (Supervising Teacher)	<p>To be finalised upon completion of placement:</p> <ul style="list-style-type: none"> • Attendance Sheet. • Australian Professional Standards for Teachers – Professional Experience Report. <p>In the Professional Experience Report, evaluate the Teacher Education Student with written comments in all sections.</p>
Recommended Observation and Teaching Allocation (TES)	<p>Days 1 – 3</p> <ul style="list-style-type: none"> • Orientation/induction to the School/Department. • Observe a variety of lessons in both senior and junior classes of Supervising Teacher. • Assist students where appropriate and/or as directed. • Work with groups and co-teach parts of lessons with Supervising Teacher. • In collaboration with the Supervising Teacher, plan the content and suggested strategies for teaching or co-teaching parts of lessons on Days 4 & 5. • Co-write lesson plans for cooperatively planned lessons. <p>Days 4 – 5</p> <ul style="list-style-type: none"> • Co-teach parts of lessons with the Supervising Teacher. • Observe lessons and assist as directed. • Discuss and plan requirements for the remaining professional experience. • In collaboration with the Supervising Teacher, confirm lessons to be taught in the following weeks, and send a final timetable to the Tertiary Supervisor. <p>Days 6 – 20</p> <ul style="list-style-type: none"> • With Supervising Teacher support and co-planning, the Teacher Education Student works towards increased allocation of full-class teaching up to 2-3 hours per day. <p>Teacher Education Students are required to teach an average of the equivalent of half the load of a full-time teacher, i.e. 8 to 11 hours per week (11 hours by the final week of the professional experience period).</p> <p>This includes lessons that are team taught, excursions and sport carnivals.</p> <p>Preferred classes: The ideal assignment would be three classes: Stage 4, Stage 5 and Stage 6, but other arrangements are acceptable.</p>
Lesson Preparation (TES)	<p>Prepare lessons with Supervising Teacher.</p> <ul style="list-style-type: none"> • Lesson planning should include longer units of work, with a sequence of lessons as directed. • Submit lesson plans one day in advance, or as directed by the supervising teacher. • Retain all teaching plans, and make plans accessible to Supervising Teacher/s and Tertiary Supervisor. • Complete written self-evaluations and self-reflections for all lessons taught, and maintain these as a cumulative record of the Professional Experience.

Lesson Feedback (Supervising Teacher)	Using the UTS Lesson Observation Sheet, provide written feedback on one lesson per day.
Focus Areas (TES)	<ul style="list-style-type: none"> ● Know students and how they learn (GTS 1.1) ● Know the content and how to teach it (GTS 2.3, 2.5) ● Plan for and implement effective teaching and learning (GTS 3.1, 3.2, 3.3, 3.5) ● Create and maintain supportive and safe learning environments (GTS 4.1, 4.2, 4.3, 4.4) ● Assess and provide feedback and report on student learning (GTS 5.1, 5.2, 5.3) ● Engage in professional learning (GTS 6.3) ● Engage professionally with colleagues, parents/carers and the community (GTS 7.1, 7.2)
Outcomes (TES)	APST 1 – 7 https://www.aitsl.edu.au/teach/standards

C04255 Master of Teaching in Secondary Education

013241 Professional Experience Teaching Practice 1 Autumn and Spring Session	
Duration and Dates	<p>Autumn: 30 days commencing Monday, 2 May 2022 and concluding Friday, 10 June 2022.</p> <p>Spring: 30 days commencing Monday, 15 August 2022 and concluding Friday, 23 September 2022.</p>
Reporting (Supervising Teacher)	<p>To be finalised upon completion of placement:</p> <ul style="list-style-type: none"> • Attendance Sheet. • Australian Professional Standards for Teachers – Professional Experience Report. <p>In the Professional Experience Report, evaluate the Teacher Education Student with written comments in all sections.</p>
Recommended Observation and Teaching Allocation (TES)	<p>Days 1 – 3</p> <ul style="list-style-type: none"> • Orientation/induction to the School/Department. • Observe a variety of lessons in both senior and junior classes of Supervising Teacher. • Assist students where appropriate and/or as directed. • Work with groups and teach parts of lessons with Supervising Teacher. • In collaboration with the Supervising Teacher, plan content and suggested strategies for teaching parts of lessons and co-teaching on Days 4 & 5. • Write lesson plans for the co-operatively planned lessons, and have these checked by Supervising Teacher. <p>Days 4 – 5</p> <ul style="list-style-type: none"> • Co-teach parts of lessons with the Supervising Teacher. • Observe lessons and assist as directed. • Discuss and plan requirements for the remaining professional experience. • In collaboration with the Supervising Teacher, confirm lessons to be taught in the following weeks, and send a final timetable to the Tertiary Supervisor. <p>Days 6 – 30</p> <ul style="list-style-type: none"> • With supervising teacher support and co-planning, the Teacher Education Student works towards increased allocation of full-class teaching, up to 2-3 hours per day. <p>Teacher Education Students are required to teach an average of the equivalent of half the load of a full-time teacher, i.e. 8 to 11 hours per week (11 hours by the final week of the professional experience period). This includes lessons team taught, excursions and sport carnivals.</p> <p>Preferred classes: The ideal assignment would be three classes: Stage 4, Stage 5 and Stage 6, but other arrangements are acceptable.</p>

Lesson Preparation (TES)	<p>Prepare lessons with Supervising Teacher.</p> <ul style="list-style-type: none"> ● Lesson planning should include longer units of work, with a sequence of lessons as directed. ● Submit lesson plans one day in advance, or as directed by the supervising teacher. ● Retain all teaching plans, and make plans accessible to Supervising Teacher/s and Tertiary Supervisor. ● Complete written self-evaluations and self-reflections for all lessons taught, and maintain these as a cumulative record of the Professional Experience.
Lesson Feedback (Supervising Teacher)	Using the UTS Lesson Observation Sheet, provide written feedback on one lesson per day.
Focus Areas (TES)	<ul style="list-style-type: none"> ● Know students and how they learn (GTS 1.1) ● Know the content and how to teach it (GTS 2.3, 2.5) ● Plan for and implement effective teaching and learning (GTS 3.1, 3.2, 3.3, 3.5) ● Create and maintain supportive and safe learning environments (GTS 4.1, 4.2, 4.3, 4.4) ● Assess and provide feedback and report on student learning (GTS 5.2) ● Engage in professional learning (GTS 6.3) ● Engage professionally with colleagues, parents/carers and the community (GTS 7.1, 7.2)
Outcomes (TES)	APST 1 – 7 https://www.aitsl.edu.au/teach/standards

013242 Professional Experience Teaching Practice 2

Autumn and Spring Session

Duration and Dates	<p>Autumn: 30 days commencing Monday, 2 May 2022 and concluding Friday 10th June, 2022.</p> <p>Spring: 30 days commencing Monday, 15 August 2022 and concluding Friday, 23 September 2022.</p>
Reporting (Supervising Teacher)	<p>To be finalised upon completion of placement:</p> <ul style="list-style-type: none">• Attendance Sheet.• Australian Professional Standards for Teachers – Professional Experience Report. <p>In the Professional Experience Report, evaluate the Teacher Education Student with written comments in all sections.</p>
Recommended Observation and Teaching Allocation (TES)	<p>Days 1 – 3</p> <ul style="list-style-type: none">• Orientation/induction to the School/Department.• Observe a variety of lessons in both senior and junior classes of Supervising Teacher.• Assist students where appropriate and/or as directed.• Work with groups and co-teach parts of lessons with Supervising Teacher.• In collaboration with the Supervising Teacher, plan content and suggested strategies for teaching or co-teaching parts of lessons on Days 4 & 5.• Write lesson plans for the co-operatively planned lessons, and have these checked by Supervising Teacher. <p>Days 4 – 5</p> <ul style="list-style-type: none">• Co-teach parts of lessons with the Supervising Teacher.• Perform some whole class independent teaching, as negotiated.• Discuss and plan requirements for the remaining professional experience.• In collaboration with the Supervising Teacher, confirm lessons to be taught in the following weeks, and send a final timetable to the Tertiary Supervisor. <p>Days 6 – 30</p> <ul style="list-style-type: none">• Teach 2-3 hours per day, with supervising teacher guidance and co-planning.• Develop independence for lesson planning, assessment and evaluation of learning.• Complete the requirements of the Teacher Performance Assessment (TPA) for teaching and learning. <p>Teacher Education Students are required to teach an average of the equivalent of half the load of a full-time teacher, i.e. 8 to 11 hours per week (11 hours by the final week of the professional experience period). This includes lessons team taught, excursions and sport carnivals.</p> <p>Preferred classes: The ideal assignment would be three classes: Stage 4, Stage 5 and Stage 6, but other arrangements are acceptable.</p>

Lesson Preparation (TES)	<p>Prepare lessons with Supervising Teacher.</p> <ul style="list-style-type: none"> ● Lesson planning should include longer units of work, with a sequence of lessons as directed. ● Submit lesson plans one day in advance, or as directed by the supervising teacher. ● Retain all teaching plans, and make plans accessible to Supervising Teacher/s and Tertiary Supervisor. ● Complete written self-evaluations and self-reflections for all lessons taught, and maintain these as a cumulative record of the Professional Experience.
Lesson Feedback (Supervising Teacher)	Using the UTS Lesson Observation Sheet, provide written feedback on one lesson per day.
Teacher Performance Assessment (TPA) and Portfolio (TES)	<p>Teacher Education Student Interns complete the requirements of the Teacher Performance Assessment (TPA).</p> <ul style="list-style-type: none"> ● Develop a unit of work, as directed. ● Have a minimum of two lessons (with full lesson plans) supervised, with observations and feedback from supervising teacher (see TPA documentation for further information). ● Collect teaching resources and evidence of student learning. ● Attend to all TPA requirements as stipulated in the AfGT Manual v2.0.
Focus Areas (TES)	<ul style="list-style-type: none"> ● Know students and how they learn (GTS 1.2, 1.3, 1.5, 1.6) ● Know the content and how to teach it (GTS 2.3, 2.5) ● Plan for and implement effective teaching and learning (GTS 3.1, 3.2, 3.3, 3.5) ● Create and maintain supportive and safe learning environments (GTS 4.1, 4.2, 4.3, 4.4) ● Assess and provide feedback and report on student learning (GTS 5.1, 5.2, 5.3) ● Engage in professional learning (GTS 6.3) ● Engage professionally with colleagues, parents/carers and the community (GTS 7.1, 7.2) <p>The Teacher Performance Assessment (TPA) requires the Teacher Education Student to plan, teach, assess, moderate and reflect on lessons.</p> <p>Lesson plans to be finalised before teaching.</p> <p>The Supervising Teacher provides feedback on lesson plans, in addition to support in moderating assessments on selected lessons.</p>
Outcomes (TES)	APST 1 – 7 https://www.aitsl.edu.au/teach/standards

Roles and Responsibilities

The following is intended to assist all participants in gaining a better understanding of their roles and responsibilities during all Professional Experience.

The relationship between the Supervising Teacher, Teacher Education Student and Tertiary Supervisor during the professional experience is one of co-operation, negotiation, and open communication. The links between field and campus-based activities are of primary importance in any Professional Experience. The articulation of theory and practice should be actively encouraged by all participants.

The Supervising Teacher

The Supervising Teacher is responsible for the professional development of Teacher Education Students during the professional experience period.

School Policies and Procedures

The Supervising Teacher is the local guide and mentor for the Teacher Education Student while they are on placement.

This role includes:

- Clarifying and explaining classroom and school organisation details.
- Ensuring that the Teacher Education Student is familiar with the school's student well-being policy.
- Advising Teacher Education Students of crisis management plans, the procedures for getting assistance in an emergency and that they should seek assistance as a priority in emergency situations.
- Providing a wide range of experiences in the school environment.

Classroom Practice

The Supervising Teacher is responsible for supporting the Teacher Education Student to develop as a strong and competent classroom teacher, including:

- Checking lesson plans prior to each lesson to ensure adequate preparation.
- Providing regular and constructive feedback. Teacher Education Students should reflect on their own performance and identify and analyse areas of strength and weakness as they proceed through their professional experience.
- Using the UTS Lesson Observation Sheet. It is expected that the Teacher Education Student should receive at least one feedback sheet each teaching day throughout the professional experience.
- Demonstrating practices that will complement and supplement feedback to Teacher Education Students.
- Having regular discussions with the Teacher Education Student regarding their lessons and other aspects of teaching.

Communication

The Supervising Teacher is responsible for communicating with the Tertiary Supervisor and UTS, regarding their observations of the Teacher Education Student's practice, including:

- Liaising with the Tertiary Supervisor about the professional development of the Teacher Education Student. If there are concerns, or the teacher education student is at risk these should be immediately communicated to the Tertiary Supervisor and the Tertiary Supervisor Coordinator.
- Reporting on the Teacher Education Student's progress and achievement at the conclusion of the professional experience period, and recommending the result on the Professional Experience Evaluation Report provided.
- Completing the Teacher Education Student's Professional Experience Report and Attendance Sheet.



The responsibility for the class rests with the Supervising Teacher.

Except for final placement Undergraduate Teacher Education Student Interns, who are required to manage the class by themselves, Teacher Education Students are not permitted to be left alone with the class.

Submission of Reports

After the conclusion of the Professional Experience, the Supervising Teacher must submit the following forms through MyPlacement:

- Professional Experience Evaluation Report (completed, signed and dated)
- Attendance Sheet (completed, signed and dated).

See [here](#) for further details.

Payment for Supervising Teachers & Professional Experience Co-ordinators

The Payment Claim Form and the Tax Form must be completed as soon as possible after the conclusion of the Professional Experience. Ensure information is fully completed.

- [Professional Experience Documentation](#)

Your payment can be processed only after receipt of the Professional Experience Evaluation Report, Attendance Sheet, Claim Form, ATO Superannuation Form, and ATO Tax Form.

Please email TeachEdClaims@uts.edu.au to submit your claim forms. DO NOT return your forms via the Teacher Education Student. DO NOT mail your forms.

Please be patient. Payment may take up to 6 weeks.

Payment Rates

Professional Experience Co-ordinators - \$1.73 per student per day

Supervising Teachers - \$34.68 per student per day, except as noted below.

Supervising undergraduate Teacher Education Students in their final year

In accordance with signed agreements, Supervising Teachers supervising students in their final year for their penultimate and final placements may claim for payment at the following rates:

- Penultimate placement – 100% of daily rate
- Final placement – 20% of daily rate

The University always pays Supervising Teachers strictly in accordance with rates determined by the relevant Industrial Award. In the Undergraduate 4th Year Professional Experience Program, the rates of payment vary as indicated above. In this program, the monetary payment is supplemented with time release.

Teacher Education Student

The purpose of Professional Experience is to support the Teacher Education Student to develop practical skills that are required for teaching in a school.

In their capacity as pre-service teachers, Teacher Education Students must meet the following professional expectations.

Mandatory Checks

Teacher Education Students must provide [the following documentation](#) through the Checks tab in the Student Portal on MyPlacement:

- Working with Children Check verifications, including:
 - Office of the Children’s Guardian Working With Children Check,
 - NSW Department of Education Working With Children Check Declaration, and
 - UTS Verification for Working With Children Check.
- NSW Department of Education CPAT (Child Protection Awareness Training) certificate.
- ASCIA Anaphylaxis Training Certificate.
- UTS Inherent Requirements (Education Inherent Requirements) Acknowledgement Form.
- Up to date vaccination status, as required.

Contact with School

Teacher Education Students must contact their Supervising Teacher prior to the start of the professional experience.

If the Supervising Teacher has not been advised, then the Teacher Education Student must contact the school's Professional Experience Co-ordinator.

The Teacher Education Student must provide contact details to the relevant school contact (Supervising Teacher or Professional Experience Co-ordinator), including an email address.

During Professional Experience

Teacher Education Students are expected to demonstrate a professional attitude throughout their time in schools.

Professionalism

Teacher Education Students are expected to arrive punctually for meetings, classes and duties.

They will present in clean, neat, modest attire, consistent with standards evident in the school.

They will interact with students, teachers, school personnel, Tertiary Supervisors and parents in a courteous manner as outlined in the UTS Code of Conduct.

They must adopt ethical behaviours in relation to their interactions with students, teachers, parents, and community members. These include being aware of child protection and discipline policies in the school.

Attendance Expectations

Teacher Education Students are required to attend the school in accordance with the attendance pattern specified on their Attendance Sheet.

Attendance at the school will be **from 30 minutes prior to the first teaching session of the school day**.

Attendance may also involve remaining at the school until 30 minutes after the conclusion of the final teaching session of each day, at the discretion of the Supervising Teacher.

It is expected that Teacher Education Students will attend staff meetings and other related professional activities conducted during the Professional Experience period.

Absences

Except as a result of illness or misadventure, Teacher Education Students are not permitted to change their attendance pattern without approval by the Professional Experience Office.

Absences must be explained to the Supervising Teacher and the school **must be notified in advance**, wherever possible.

Absences must be made up through additional days negotiated with the Supervising Teacher.

In the event of longer absences, alternative attendance arrangements must be made in consultation with the UTS Professional Experience Office.

In some cases, it may be necessary to arrange a supplementary placement at a later point in the semester.

Lesson Preparation

Lessons should be prepared after discussion with the Supervising Teacher.

Lesson plans **MUST** be available one day prior to teaching, for the Supervising Teacher's approval.

Teaching plans must be retained in a cumulative folder and be accessible by the Supervising Teacher and Tertiary Supervisor.

Attitude

Teacher Education Students are expected to implement advice from previous discussions in subsequent teaching/learning episodes.

They will reflect self-critically on teaching performance, and observe and reflect on teaching by the Supervising Teacher and other teaching staff.

Non-teaching time should be used as opportunities for observing, reflecting, planning, compiling, documenting, and/or organising.

Participation

Teacher Education Students are required to observe and participate in the Supervising Teacher's work, and undertake with them assigned duties, such as playground duty.

The Teacher Education Student may negotiate with their Supervising Teacher to visit other classrooms in the school and to become familiar with such services as the school library.

Lesson preparation, and other activities such as the writing of assignments, must not be undertaken during class time during the professional experience.

Non-teaching time should be spent in observing, assisting the Supervising Teacher, and/or engaging in class activities as appropriate.

After Professional Experience

The Teacher Education Student is responsible for verifying that the [Professional Experience Report and Attendance Sheet](#) have been completed, signed and dated, and submitted by the Supervising Teacher through MyPlacement.

Failure to upload these documents to MyPlacement will result in a Q Grade (result pending) for the Professional Experience subject, until such time as the documents are received.

The Professional Experience Report will be signed by the Subject Co-ordinator or the Director of Professional Experience.

IMPORTANT

The Teacher Education Student **MUST NOT** accept the Supervising Teacher's claim form, ATO Tax Form or ATO Superannuation form.

The Supervising Teacher must submit the forms for processing to TeachEdClaims@uts.edu.au.

The Teacher Education Student should download a copy of the Professional Experience report for their personal records.

It is a document that every teacher must have on file, to be available when applying for teaching positions and for recognition of qualifications if teaching in any other state or overseas.

UTS Inherent Requirements

Inherent requirements are fundamental competencies that must be demonstrated by all Teacher Education Students.

Teacher Education Students with a disability or medical condition, carer responsibilities, challenges with English language skills or cultural/religious considerations that may impact upon their capacity to demonstrate a specific inherent requirement, are strongly encouraged to seek support and/or adjustments, prior to the census date.

To successfully complete a Teacher Education course at UTS, a Teacher Education Student must:

- a) Successfully complete all required professional experience placements; and
- b) Demonstrate all the inherent requirements.

Both of the above must be satisfied as prerequisite for graduation from the course.

The Tertiary Supervisor

The vital role of the Tertiary Supervisor is to act as liaison between the Teacher Education Student, the participating school, and UTS.

Teacher Education Student

The Tertiary Supervisor acts as a mentor to the Teacher Education Student. The role includes:

- Observing the Teacher Education Students' teaching/learning practices.
- Clarifying university policy and practices relating to the professional experience.
- Conferring with the Teacher Education Student on matters relating to their plans for teaching and learning.
- Counselling the Teacher Education Student when they require assistance or advice.

Participating School

Tertiary Supervisors liaise with school personnel to facilitate the smooth running of the Professional Experience, including:

- Clarifying university policy and practices relating to the professional experience for the Supervising Teacher.
- Meeting with the Supervising Teacher to discuss aspects of the current professional experience program to ensure communication is facilitated.
- Consulting with the Supervising Teacher regarding the Teacher Education Student progress and evaluation.

UTS

Where there is cause for concern regarding a Teacher Education Student's progress, the Tertiary Supervisor, in conjunction with the Supervising Teacher, will consult with the [UTS Tertiary Supervisor Co-ordinator](#) and the [Director of Professional Experience](#).

Professional Experience Report

The Teacher Education Student is responsible for providing an electronic copy of the Professional Experience Report and Attendance Sheet to the Supervising Teacher.

At the conclusion of the placement period, the Professional Experience report will be prepared by the Supervising Teacher.

Considerations

It is important for the Supervising Teacher to consider the Teacher Education Student's strengths and weaknesses in the context of the school setting. While areas of weakness may be evident early in the Professional Experience, the Professional Experience Report should note the progress and skill development demonstrated throughout the professional experience.

The following factors should be taken into consideration when compiling the Professional Experience Report:

- Evidence from observations and evaluations conducted during the placement period.
- The Teacher Education Student's current position in their professional learning continuum.



Professional Judgement

The Supervising Teacher should form a professional judgement on the level of attainment, and indicate this on the professional experience report as one of the following:

ND: Not demonstrated for this professional experience because:

- there was insufficient opportunity to demonstrate, or
- there was sufficient opportunity, but the student was unable to demonstrate.

D: Demonstrated satisfactory progress at completion of this professional experience, relative to the National Standards Evidence Guide.

E: Exceeds expectation with regard to the National Standards Evidence Guide.

If the descriptors are not able to be demonstrated, the Supervising Teacher should provide an explanation in the appropriate comment section.

Submission of the Professional Experience Report

At the conclusion of the Professional Experience placement, the Supervising Teacher must complete a report that recommends a grade of "Satisfactory" or "Unsatisfactory" for the Teacher Education Student's placement.

The Supervising Teacher should discuss this report with the Teacher Education Student prior to submitting through MyPlacement.

Satisfactory

If the professional experience was satisfactory, then the Supervising Teacher should:

- Note this as the final award,
- Ensure that the Attendance Sheet has been completed, signed and dated, and
- Submit the signed and dated Professional Experience Report.

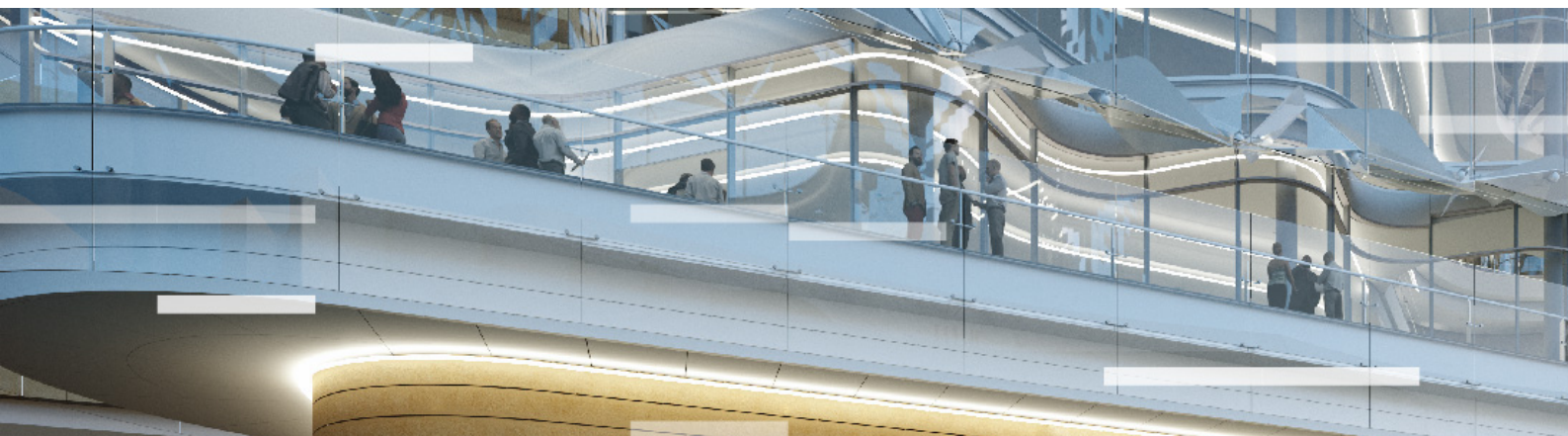
Unsatisfactory

If a final award is to be unsatisfactory, this decision must be discussed prior to the submission of the report.

The timely submission of a [PExAR Report](#) must precede an award of Unsatisfactory.

Such a decision must be taken in conjunction with the Tertiary Supervisor, the Tertiary Supervisor Coordinator, and the Director of Professional Experience.

Where the Professional Experience Report has not been finalised at the conclusion of the Professional Experience, the Supervising Teacher should still submit it, together with the Attendance Sheet, as soon as possible.



Professional Experience Student At Risk (PExAR) Process

Student at Risk

If a Supervising Teacher or Tertiary Supervisor has a concern regarding a Teacher Education Student's general progress or well-being, the Tertiary Supervisor Coordinator should be immediately contacted.

The Teacher Education Student will be notified that progress in one or more of the following areas is not satisfactory:

- APST and PEx report areas of focus for teaching
- Responding to professional feedback from Supervising Teacher
- Development and progress in professional practice.

Breach of Conduct

If a Supervising Teacher or Tertiary Supervisor believe that a Teacher Education Student is in breach of the UTS Professional Experience Code of Conduct or Professional Responsibility Conduct in Schools, then the Tertiary Supervisor Coordinator should be immediately contacted, and a course of action will be implemented.

PExAR Report

The [Professional Experience Student at Risk \(PExAR\) Report](#) should be compiled by the Supervising Teacher, Teacher Education Student, and the Tertiary Supervisor.

It should be submitted to the Professional Experience Office as soon as possible, to provide adequate time for support.

The PExAR process is designed to offer support to assist the Teacher Education Student to successfully complete their Professional Experience placement. It identifies areas needing development, a plan for addressing the areas identified, and an appropriate time frame for development and adjustment.

The PExAR report will specify:

- areas of concern,
- action strategies to be undertaken, and
- the period in which sustained adjustments to performance would be expected, identifying outcomes that are reasonable for the number of days of placement remaining.

After submission of the PExAR report, a meeting will be arranged between the Teacher Education Student, the Supervising Teacher, the Tertiary Supervisor and the Tertiary Supervisor Coordinator, with an aim of improving the Teacher Education Student's performance.

Additional Subject & Course Requirements

UTS Rule 10.6 – Repeated Failure in a Subject

1. In accordance with UTS Rule 10.6 Repeated Failure in a Subject, FASS Faculty Board has resolved that Teacher Education Students with two fails in a Professional Experience subject in the primary or secondary teacher education courses will not be permitted to re-enrol in that subject.
2. Professional experience subjects are a compulsory component of the Teacher Education degrees. Therefore, Teacher Education Students unable to re-enrol in a professional experience subject will be unable to complete the requirements for their course and will be directed to seek academic advice as to their options.
3. These options include:
 - a. transferring to C10209 Bachelor of Arts in Educational Studies, or
 - b. withdrawing from the course (students can then apply for admission to another course at UTS or other institution, if desired).
4. If a Teacher Education Student does not appeal, or if an appeal is unsuccessful, exclusion is for one academic year. The Teacher Education Student may apply for readmission after that time. Standard applications procedures apply through the Universities Admissions Centre or direct for international students. Re-admission is not automatic, and the Teacher Education Student should therefore seek guidance from the Faculty on work or study programs that could be undertaken in order to enhance the opportunity for readmission. For international students, UTS International will report the exclusion to the Department of Immigration and Border Protection as required by law, and the student visa may be cancelled.
5. The FASS Faculty Board may waive exclusion for students who appeal (Resolved FASSFB/2011/02/11), based on the condition that the students pursue an option nominated in 10.6.2.

Withdrawing from a Course or a Professional Experience Subject

When a Teacher Education Student decides to withdraw from the course or un-enrol from any Professional Experience subject, they must **immediately** notify the Professional Experience Office.

Conflicts with Main Calendar Subjects

Professional Experiences placement dates are fixed at specific times of the year, to fit in with school availabilities and the School of International Studies and Education schedule.

When conflicts occur between subjects in the Main Calendar and Professional Experience placements, it is the responsibility of the student to ensure that they communicate with affected lecturers for Main Calendar subjects as soon as possible in order to work through any issues.

There is limited flexibility available with regards to Professional Experience placements. If possible, a subject in the Main Calendar may need to be undertaken in a different session to avoid a clash.

If students have major issues following negotiations with Main Calendar lecturers, they should make an appointment with the [Director of Professional Experience](#) as soon as possible.

Insurance Certificates

- [2021/2022 Public Liability Insurance](#)
- [2021/2022 Personal Accident Insurance](#)



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[Visit the Professional Experience Website](#)