



Teacher Education

Professional Experience Handbook 2023



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



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Forms

Please see the Forms Usage Table at the end of this handbook for explanations on each form, where to source the form and its usage or refer to the [Form Usage Information Sheet](#) (pdf 222kB).

Supervising Teacher

You can source many of the documents required on the [UTS Professional Experience Documents webpage](#).

Pay Claim Documents

[Supervising Teacher/Professional Experience Coordinator Claim Forms](#), including the UTS Supervising Teacher / PEC Claim Form, Tax File Number Declaration & ATO Superannuation Standard Choice form, are available as [fillable PDFs](#).

These forms are also available on the [UTS Professional Experience Documents webpage](#).

Professional Experience Report and Attendance Sheet

The teacher education student will email you a link to their digital Professional Experience Report prior to placement. The PEx Report can be completed and a draft saved throughout the placement period.

Please complete, verify, date and submit the Professional Experience Report within 30 days of placement completion.

The teacher education student will also email you a link to the digital Attendance Sheet. Upon completion of the placement, you are required to verify, date, and submit this form.

Lesson Observation Report

The teacher education student will forward a link to the digital Lesson Observation Report.

As their supervising teacher you are required to complete at least one (1) Lesson Observation Report for each week during which the teacher education student conducts a lesson.

Professional Experience At Risk (PExAR) and Breach of Code of Conduct

Professional Experience At Risk (PExAR) and Breach of Code of Conduct Forms are available on request from the student's allocated tertiary supervisor.



Teacher Education Student

All forms completed on MyPlacement, or using a MyPlacement link, will be saved as a PDF in MyPlacement → Documents once the final submission has been actioned.

Professional Experience Report and Attendance Sheet

The Professional Experience Report and Attendance Sheet for each placement will be automatically added to MyPlacement → Forms. You are required to use the external invitation feature to send each form to your supervising teacher.

Please refer to the timing on the Form Usage table at the end of this handbook for when you should send each form to your supervising teacher. For the Attendance Sheet, you can save drafts as often as required before sending the form to your supervising teacher.

UTS Preferred Lesson Plan

You must complete a Lesson Plan for each lesson you will be conducting. Lesson Plans should be saved in a shared location accessible by your supervising teacher and tertiary supervisor. You can self-select and complete your lesson plan in MyPlacement → Forms.

Lesson Observation Report

Your supervising teacher is required to complete at least one (1) Lesson Observation Report for each week of placement during which you conduct a lesson.

If your supervising teacher completes the Lesson Observation Report using the MyPlacement link, then the report will be automatically saved as a PDF in your MyPlacement profile.

If your supervising teacher completes the observation report using an alternative format, such as through a word document provided by the PEx office, you are responsible for uploading a minimum of one (1) such report per week of placement, to MyPlacement → Documents.

Please refer to the [UTS Professional Experience Documents webpage](#) for the [Form Usage Information Sheet](#) (pdf 222kB) for further explanation and timing of these forms, and for information on additional forms now available for students to self-select in MyPlacement.

Contacts

Primary Education

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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: 6 March - 7 April, 24 April - 12 May 2023 <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. ● Professional Experience Report – Australian Professional Standards for Teachers. 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 14 August – Friday 1 September 2023 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.• Professional Experience Report – Australian Professional Standards for Teachers. 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 at least one lesson per week. Provide written or verbal feedback on at least 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 1 May - Friday 19 May 2023
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. Professional Experience Report – Australian Professional Standards for Teachers. <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)	<p>Using the UTS Lesson Observation Sheet, provide written feedback on at least one lesson per week.</p> <p>Provide written or verbal feedback on at least one lesson per day.</p>
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 14 August - Friday, 1 September 2023
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.● Professional Experience Report – Australian Professional Standards for Teachers. 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 at least one lesson per week. Provide written or verbal feedback on at least 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 1 May - Friday 19 May 2023
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. • Professional Experience Report – Australian Professional Standards for Teachers. <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)	<p>Using the UTS Lesson Observation Sheet, provide written feedback on at least one lesson per week.</p> <p>Provide written or verbal feedback on at least one lesson per day.</p>
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 14 August - Friday 8 September 2023
Reporting (Supervising Teacher)	To be finalised upon completion of placement: <ul style="list-style-type: none"> • Attendance Sheet. • Professional Experience Report – Australian Professional Standards for Teachers. <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 (teacher education student is able to provide TPA documentation).
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 and 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 1 May - Friday 26 May 2023
Reporting (Supervising Teacher)	<p>To be finalised upon completion of placement:</p> <ul style="list-style-type: none"> • Attendance Sheet. • Professional Experience Report – Australian Professional Standards for Teachers and Non-Academic Attributes. <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 – 5</p> <ul style="list-style-type: none"> • Orientation/induction to the School/Department. • Observe a variety of lessons as directed. • Assist students and work with groups where appropriate and/or as directed. • Discuss and plan requirements for the remaining professional experience. • In collaboration with the supervising teacher / professional experience coordinator, plan lessons to be taught (both co-teaching and full class teaching) in the following weeks. <p>Days 6 – 10</p> <ul style="list-style-type: none"> • Assist students and work with groups as directed. • With supervising teacher support and co-planning, the teacher education students works towards increased allocation of co-teaching, up to an average of 1 hour per day. <p>Days 11 – 20</p> <ul style="list-style-type: none"> • Assist with students and work with groups as directed. • With supervising teacher support and co-planning, the teacher education students works towards increased allocation of co-teaching, up to an average of 2 hours per day. <p>Teacher education students are required to teach for at least 8 hours in the final week of the professional experience period.</p> <p>This includes lessons that are team taught, excursions and sport carnivals.</p>
Lesson Preparation (TES)	<p>Prepare lessons with supervising teacher.</p> <ul style="list-style-type: none"> • Lesson planning should include parts of lessons that are team taught with 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 at least two lessons taught by the teacher education student.

Focus Areas and Outcomes (TES)	<ul style="list-style-type: none">● Know students and how they learn (GTS 1.1, 1.2, 1.5)● Know the content and how to teach it (GTS 2.5)● Plan for and implement effective teaching and learning (GTS 3.3, 3.5)● Create and maintain supportive and safe learning environments (GTS 4.1)● Assess and provide feedback and report on student learning (GTS 5.2)● Non-academic attributes:<ul style="list-style-type: none">• Interpersonal and communication skills• Willingness to learn• Resilience• Self-efficacy• Conscientiousness and organisational skills• Cultural awareness
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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 1 May 2023 and concluding Friday 9 June 2023</p> <p>Spring: 30 days commencing Monday 14 August 2023 and concluding Friday 22 September 2023</p>
Reporting (Supervising Teacher)	<p>To be finalised upon completion of placement:</p> <ul style="list-style-type: none"> • Attendance Sheet. • Professional Experience Report – Australian Professional Standards for Teachers. <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. ● UTS preferred Lesson Plan to be used.
Lesson Feedback (Supervising Teacher)	<p>Using the UTS Lesson Observation Sheet, provide written feedback on at least one lesson per week.</p> <p>Provide written or verbal feedback on at least one lesson per day.</p>
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)	<p>APST 1 – 7 https://www.aitsl.edu.au/teach/standards</p>

013242 Professional Experience Teaching Practice 2

Autumn and Spring Session

Duration and Dates	Autumn: 30 days commencing Monday 1 May 2023 and concluding Friday 9 June 2023 Spring: 30 days commencing Monday 14 August 2023 and concluding Friday 22 September 2023
Reporting (Supervising Teacher)	To be finalised upon completion of placement: <ul style="list-style-type: none">• Attendance Sheet.• Professional Experience Report – Australian Professional Standards for Teachers. In the Professional Experience Report, evaluate the teacher education student with written comments in all sections.
Recommended Observation and Teaching Allocation (TES)	Days 1 – 3 <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. Days 4 – 5 <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. Days 6 – 30 <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. 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. Preferred classes: The ideal assignment would be three classes: Stage 4, Stage 5 and Stage 6, but other arrangements are acceptable.

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. ● UTS preferred Lesson Plan to be used.
Lesson Feedback (Supervising Teacher)	<p>Using the UTS Lesson Observation Sheet, provide written feedback on at least one lesson per week.</p> <p>Provide written or verbal feedback on at least one lesson per day.</p>
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)	<p>APST 1 – 7 https://www.aitsl.edu.au/teach/standards</p>

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 lesson observation report each teaching week 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.
- 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 Report.
- 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, and teacher education students who have achieved conditional accreditation and are undertaking a placement in accordance with a Waiver of Appendix B, 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 Report (completed, signed/verified, and dated)
- Attendance Sheet (completed, signed/verified, and dated).

Payment for Supervising Teachers & Professional Experience Coordinators

The Payment Claim Form, ATO Tax File Number Declaration Form and ATO Superannuation Standard Choice Form must be completed as soon as possible after the conclusion of the Professional Experience. Ensure information is fully completed.

Please visit the [UTS Professional Experience Documentation](#) webpage to source these documents.

Your payment can be processed only after receipt of the Professional Experience 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 8 weeks.

Payment Rates

Professional Experience Coordinators - \$1.78 per student per day

Supervising Teachers - \$35.72 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.

Placements with the approval of Waiver B application

Where the teacher education student has obtained approval of a *Waiver of Appendix B of the NESA Professional Experience Policy*, the mentoring supervising teacher (program supervision) will be paid the following rate:

- 20% of daily rate

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
- NSW Department of Education CPAT (Child Protection Awareness Training) Certificate.
- Child Protection Update Training Certificate.
- ASCIA Anaphylaxis Training Certificate.
- UTS Inherent Requirements (Education Inherent Requirements) Acknowledgement.
- LANTITE (placement relevant).
- COVID-19 vaccination (if attending a School for Special Purpose).

Further information can be found on the [mandatory checks web page](#).

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 coordinator.

The teacher education student must provide contact details to the relevant school contact (supervising teacher or professional experience coordinator), including an email address.

During Professional Experience

Teacher education students are expected to demonstrate a professional attitude throughout their time in schools, and adhere to the UTS Code of Ethics and Conduct and relevant government regulations.

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.

The teacher education student is also required to advise the tertiary supervisor of the absence(s), and to complete the Absence Form in MyPlacement → Forms.

Lesson Preparation

Lessons should be prepared after discussion with the supervising teacher, using the UTS Preferred Lesson Plan.

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 organising resources.

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 coordinator 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 coordinator](#) and the [director of Professional Experience](#).

Application for a waiver to Appendix B of the NESAP Professional Experience Policy

With an approved Application for a waiver of Appendix B of the NESAP Professional Experience Policy, conditionally accredited initial teacher education students, who meet the requirements of the waiver, can continue their employment including receiving payment/wages while undertaking their final placement in a school where they are employed.

The school of employment will be asked to provide information, including the name, position and contact details of the nominated *Mentoring Supervising Teacher*. The mentoring supervising teacher is responsible for completing and submitting the teacher education student's Professional Experience Report, verifying and submitting the teacher education student's Attendance Sheet, and supporting the teacher education student to complete their placement including their TPA.

Please see the [Waiver B Information Sheet](#) (pdf 299kB) for further information.

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:



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.

Worked Towards attainment during this professional experience and demonstrated the capacity to further develop this skill in a subsequent professional experience. Worked Towards is only available on the 010048 Professional Learning placement report.

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

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 will need to select the appropriate justification for the grade recommended. Please refer to the table under each grade for available justifications.

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 and select the appropriate justification,
- Ensure that the Attendance Sheet has been completed, signed/verified, and dated, and
- Submit the signed and dated Professional Experience Report.

Justification	Definition
Standards Achieved	All standards and attendance requirements met.
Standards Achieved – Did Not Complete Placement	Student met required standards, however, attended fewer than 90% of scheduled days (unless placement reduction approved).
Standards Achieved – Special Consideration	Student met required standards, however, could not complete placement due to special consideration i.e. medical reasons, inability to attend placement out of the student's control and unforeseen circumstances.

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.

Justification	Definition
Standards Not Achieved – Poor Performance	Student met attendance requirements, however, did not meet Graduate Teacher Standards
Standards Not Achieved – Did Not Complete Placement	Student did not meet required standards, and attended fewer than 90% of scheduled days (unless placement reduction approved).
Standards Not Achieved – Special Consideration	Student did not meet required standards and could not complete placement due to special consideration i.e., medical reasons, inability to attend placement out of the student's control, and unforeseen circumstances.

Professional Experience Student At Risk (PExAR) Process

Breach of Conduct

If a supervising teacher or tertiary supervisor believes that a teacher education student is in breach of the UTS Professional Experience Code of Conduct, the school's Code of Conduct, or Professional Responsibility Conduct in Schools, then the tertiary supervisor coordinator should be immediately contacted, and the Breach of Code of Conduct Form completed and submitted via MyPlacement.

UTS will implement a response, which will be communicated directly to the tertiary supervisor and supervising teacher.

Student At Risk (PExAR)

If a supervising teacher has a concern regarding a teacher education student's general progress or wellbeing, the tertiary supervisor should be immediately contacted and advised.

The tertiary supervisor is to advise the tertiary supervisor coordinator of the student at risk.

The Professional Experience Student at Risk (PExAR) Report should be initiated by the tertiary supervisor, in consultation with the supervising teacher and teacher education student.

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.

At the end of the support period, the tertiary supervisor or nominated UTS representative, the supervising teacher, and the teacher education student are to meet at a mutually convenient time for a PExAR Review Meeting.

The PExAR Review Meeting is an opportunity for the teacher education student to provide evidence of improvement/progress and to allow time for the supervising teacher to provide feedback regarding the teacher education student's performance since the initiation of the PExAR process.

Following the PExAR Review Meeting, the PExAR report will be verified and submitted by the teacher education student, the supervising teacher, and the tertiary supervisor or nominated UTS representative.

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 application 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 Experience 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 notify the Professional Experience Office as soon as possible, and seek advice from the [Director of Professional Experience](#) as soon as possible.

Form Usage

All forms submitted through MyPlacement will be saved as PDFs in MyPlacement, under the student's *Documents* tab.

Form	How to use the form
<p>Professional Experience Report</p> <p>For the supervising teacher to provide a professional judgement regarding the teacher education student's level of attainment.</p> <p>Form source: Teacher education student → MyPlacement → Forms</p>	<p>Prior to placement</p> <p>The teacher education student emails a link to the report to their supervising teacher.</p> <p>Throughout placement</p> <p>The supervising teacher can SAVE DRAFT throughout the duration of the placement period.</p> <p>After placement</p> <p>The supervising teacher completes, verifies, and submits the PEx Report upon completion of placement.</p> <p>Following submission by the supervising teacher, the subject coordinator will verify, date and submit.</p>
<p>Professional Experience Attendance Sheet</p> <p>For the teacher education student to record and maintain daily placement attendance.</p> <p>Form source: Teacher education student → MyPlacement → Forms</p>	<p>Throughout placement</p> <p>During placement the teacher education student is to maintain details of attendance each day.</p> <p>Teacher education students can SAVE DRAFT each day to save the information in the form.</p> <p>After placement</p> <p>On completion of placement the teacher education student is to provide a link to the attendance sheet via email to the supervising teacher to verify, date and submit.</p>
<p>Absence Form</p> <p>For the teacher education student to notify if absent for one or more days of placement.</p> <p>Form source: Teacher education student → MyPlacement → Forms</p>	<p>Any time during placement</p> <p>Supporting documentation such as a Medical Certificate is required to be uploaded with the form.</p>
<p>Waiver B Application</p> <p>For a teacher education student who is employed as a classroom teacher in a school, to request final placement at their school of employment.</p> <p>Form source: Teacher education student → MyPlacement → Forms</p>	<p>Prior to placement</p> <p>The teacher education student initiates the application process.</p> <p>They forward the application to the school of employment's professional experience coordinator, mentoring supervising teacher, and principal.</p> <p>The form is then forwarded to the director of professional experience.</p> <p>All applications for a Waiver of Appendix B must be compiled for approval by NESAs. For this reason, the application is to be submitted at least 6 weeks prior to the scheduled placement commencement date.</p>

Form	How to use the form
<p>Breach of Code of Conduct Report</p> <p>For completion by tertiary supervisor or the supervising teacher if the teacher education student has breached the Code of Conduct.</p> <p>Form source: Tertiary supervisor → MyPlacement → Forms</p>	<p>Immediately, at any time during placement</p> <p>The Breach of Code of Conduct Report must be completed immediately as required.</p> <p>Tertiary supervisor can complete or forward to the supervising teacher.</p>
<p>At Risk Report (PExAR)</p> <p>For completion by tertiary supervisor with the supervising teacher if the teacher education student is at risk of not successfully completing placement.</p> <p>Form source: Tertiary supervisor → MyPlacement → Forms</p>	<p>Any time during placement</p> <p>The tertiary supervisor, supervising teacher and teacher education student are all required to verify, date and submit the report after completing the section detailing areas of concern, and strategies for improvement/support.</p> <p>Following a review meeting during which all parties consider the progress made by the teacher education student since the PExAR Report was filed, all parties are required to verify, date, and submit the completed document.</p>
<p>Tertiary Supervisor Progress Report</p> <p>For completion by the tertiary supervisor with the supervising teacher, if the supervising teacher has concerns regarding the teacher education student.</p> <p>Form source: Tertiary supervisor → MyPlacement → Forms</p>	<p>Any time during placement</p> <p>The progress report is completed by the tertiary supervisor when undertaking a lesson observation, in consultation with the supervising teacher.</p> <p>After the form is submitted by the tertiary supervisor, the form will be saved as a PDF in the student's Documents tab, however, is only viewable to the UTS PEx team.</p>
<p>Supervising Teacher Pay Claim Documents (Combined)</p> <p>Completed by supervising teacher/professional experience coordinator requesting payment.</p> <p>Form source: UTS PEx Webpage → For Supervising Teachers</p>	<p>After placement</p> <p>To be submitted after all required documents, including Attendance Sheet and Report, have been verified and submitted.</p> <p>Please complete and email to TeachEdClaims@uts.edu.au.</p>

Form	How to use the form
<p>UTS Preferred Lesson Plan</p> <p>For completion by the teacher education student for each lesson to be conducted.</p> <p>Form source: Teacher education student → MyPlacement → Forms</p> <p>Alternative form source: UTS PEx Webpage → Teacher Education Student</p>	<p>Throughout placement</p> <p>The teacher education student is to complete a lesson plan prior to each lesson they will conduct during their placement.</p> <p>Lesson plans are to be saved in a central location such as a shared file for access by the supervising teacher and tertiary supervisor.</p>
<p>Supervising Teacher Lesson Observation Report</p> <p>For completion by the supervising teacher while observing a lesson conducted by the teacher education student.</p> <p>Form source: Teacher education student → MyPlacement → Forms</p> <p>Alternative form source: Lesson Observation Report templates in Microsoft Word format may be requested by emailing the UTS PEx office.</p>	<p>Throughout placement</p> <p>For each week of placement, a minimum of one (1) Lesson Observation Report is required to be completed by the supervising teacher.</p> <p>If not completed through MyPlacement, the teacher education student is responsible for uploading one Lesson Observation Report per week to the <i>Documents</i> tab in MyPlacement.</p>
<p>Tertiary Supervisor Lesson Observation Report</p> <p>Tertiary supervisor to complete when observing a lesson conducted by the teacher education student.</p> <p>Form source: Tertiary supervisor → MyPlacement → Forms</p>	<p>Any time during placement</p> <p>The Tertiary Supervisor will complete the Lesson Observation Report when observing the teacher education student conducting a lesson.</p>

Insurance Certificates

2022/2023 Public Liability Insurance and 2022/2023 Personal Accident Insurance certificates may be accessed through the [UTS Professional Experience Documents webpage](#).



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