Appendix 7

EDST6760 Professional Experience 1 Critical Tasks

To be completed during the first two weeks of your placement

These tasks are critically important to encourage you to ask the right questions and look at the right things when you first start your professional experience. Please complete ALL TASKS from 1 to 5 in note form, then discuss your responses with your supervisor before the end of Week 2. These tasks will be reviewed by your University Liaison and feedback provided to you by them if necessary.

TASK 1: SCHOOL PROFILE

Aim: To understand the school context

Compile a brief School Profile including:
1. Geographical features (Location, Size, Design/Layout);
2. Enrolment and staff profiles;
3. School policies and programs - curriculum offered, co-curricular activities / special programs, support services such as academically gifted, special needs, counseling and career advising, welfare/anti-bullying policies, staff development
4. Unique features of the school (e.g. selective school, sports high)

SCHOOL PROFILE
**TASK 2: LESSON ANALYSIS**

Aim: To understand the stages of a lesson and the knowledge and skills required to teach well

Observe a lesson, taking particular note of the following:

- What the teacher is doing during the lesson
- What the learners are doing
- What resources are used
- How space is used
- Movement of the learners
- Movement of the teacher
- Concentration of the learners
- Noise level in the classroom

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<thead>
<tr>
<th>Stage</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Tuning in</strong></td>
<td>What does the teacher do to gain attention of all learners?</td>
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<td>How does the teacher relate the lesson to previous learning?</td>
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<td><strong>Building Knowledge</strong></td>
<td>What subject knowledge is to be learnt?</td>
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<td>How does the teacher communicate learning intentions?</td>
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<td>What pedagogical approaches does the teacher employ to achieve the lesson outcomes?</td>
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<td><strong>Transformation</strong></td>
<td>How does the teacher check understanding?</td>
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<td>How does the teacher ensure all students grasp the key content/skills?</td>
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<tr>
<td><strong>Reflection</strong></td>
<td>How does the teacher get students to reflect on their learning?</td>
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Key:
- Tuning in: Establish what learner knows, engage ss
- Building Knowledge: Knowledge is carefully and explicitly built on
- Transformation: Ss make information their own, they transform input into new understandings
- Reflection: Ss and teacher together reflect on learning / plan for next step.
TASK 3: OBSERVING STUDENTS
Aim: To get to know students and how they learn

Observe 3 students in the classroom (one student per teaching period suggested) and interact with the same students outside the class.

Whilst observing inside, think about the following:

- Cognitive ability
- Learning style(s)
- Multiple intelligences
- Quality of their work
- Motivation to learn
- Interaction with teacher / interaction with peers
- Functioning within groups

Whilst interacting with the students outside, think about the following:

- Student’s interaction with peers
- Functioning within groups
- Languages spoken
- Dress norms
- What type of activity they’re engaged in
- Interests

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<th>Student</th>
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Reflect on the various learner needs, different styles of learning and indicators for learning success
TASK 4: CLASSROOM MANAGEMENT
Aim: To develop an understanding of effective skills to manage classrooms

How did the teacher gain the attention of the class? How did the teacher deal with inappropriate behavior?
Describe classroom procedures for distribution/collection of materials, entering/leaving the classroom, first period of the day, last period of the day etc

Classroom Management

Reflect on the strategies the teacher employs to manage the class successful- how well do they align with school policy? with evidence-based research?
TASK 5: BUILDING LITERACY
Aim: To gain insight into the key role of literacy across the curriculum

Observe a class and focus on teaching strategies for developing literacy. Think about strategies observed for teaching:
- Skills: speaking, listening, reading & writing
- Texts: understanding, interpreting, creating and analyzing texts
- Language: use of punctuation, spelling, grammar, discourse structure, technical and academic vocab, knowledge about language

Describe the literacy strategies used.

To what extent and in what ways did the literacy strategies meet the needs of all learners (EALD/Challenging Behaviours/Special Needs)?

SIGNATURE OF UNIVERSITY LIAISON_________________________ DATE__________________