

EDST5325

TESOL Professional Practice

Handbook

Updated January 2024

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Welcome

Welcome to our Professional Experience courses. Our Teacher Education degree programs could not exist without your support as partners in the conduct of our professional experience curriculum.

The professional experience curriculum in our degree programs is highly valued by our students. In turn, all academic staff members in our school recognise the importance of professional experience by acting as liaisons between our school and yours. Through these liaison visits, our staff make connections for our students between what is taught on campus and what they learn in your school.

Our professional experience curriculum is supported by a skilled, diligent and responsive Professional Experience Team. We hope the information provided here is informative and clear, but please don't hesitate to contact our team if you need clarification.

Yours in partnership in professional experience,

Tony

Associate Professor Tony Loughland

Head of School

School of Education

UNSW Australia

Contacts

UNSW SCHOOL OF EDUCATION

COURSE CONVENOR

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PROFESSIONAL EXPERIENCE/ WORK-INTEGRATED LEARNING TEAM

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GENERAL EDUCATION ENQUIRIES

School Enquiries

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Overview of Program

Teaching English to speakers of Other Languages (TESOL)

Teaching English to Speakers of Other Languages (TESOL) programs at UNSW aim to address the increasing demands for knowledge and skills in teaching English to speakers of other languages (TESOL), including children and adults learning English as an additional language or dialect (EALD) in an English-medium context or as a foreign language. The Master of Education in TESOL is designed both for teachers who want to gain an accredited specialist postgraduate qualification in TESOL and/or update their qualifications and skills as specialist English language teachers to teach in Australia or overseas, as well as for teachers of other disciplines in English-speaking schools and higher education institutions who want to enhance their inclusion of students from diverse linguistic and cultural backgrounds.

Master of Education (TESOL)

The MEd (TESOL) degree is designed to provide those working with students who are learning English as a second additional language or foreign language (ESL/EAL/EFL) (e.g. teachers, curriculum designers, program coordinators, language policy makers) with a vocationally relevant degree which combines theory and practice. The program is suitable for those who have completed an undergraduate degree and a teacher education qualification and have some relevant experience in the field, who wish to either gain an accredited specialist TESOL qualification and /or update their TESOL knowledge and skills. The program provides candidates with the opportunity to engage with key issues and current debates in foreign and second language education in Australia and internationally, through the study of a range of social, cultural, political and pedagogical aspects of TESOL, including 25 days of classroom practice and a self-directed project.

Graduate Certificate of Education (TESOL)

The GradCert (TESOL) is designed for those teachers with a teaching qualification in another area who require the minimum qualification to gain accreditation as a specialist TESOL teacher in Australia in the primary or secondary sector.

EAL Positions in the NSW Department of Education and the Sponsored Training Education program

Subject approval as an EAL teacher with the DoE is restricted to the area of original mainstream teacher classifications therefore a primary trained teacher is only entitled to the primary ESL code and a secondary trained teacher is only entitled to the secondary ESL code.

Approved teachers appointed to an ESL teacher position with no previous studies in English, linguistics or language will need to complete an approved postgraduate program at certificate, diploma or master's degree level in TESOL.

Approved teachers appointed to an ESL teacher position with recognized content in English, linguistics or language will need to complete the following studies:

1. One or two subjects (depending on focus) of ESL methods for years K to 12 and
2. One subject of practicum in an ESL setting or
3. Any approved postgraduate program at certificate, diploma or master's degree level with a specialisation in TESOL or in applied linguistics.

For further information visit the Teach NSW website

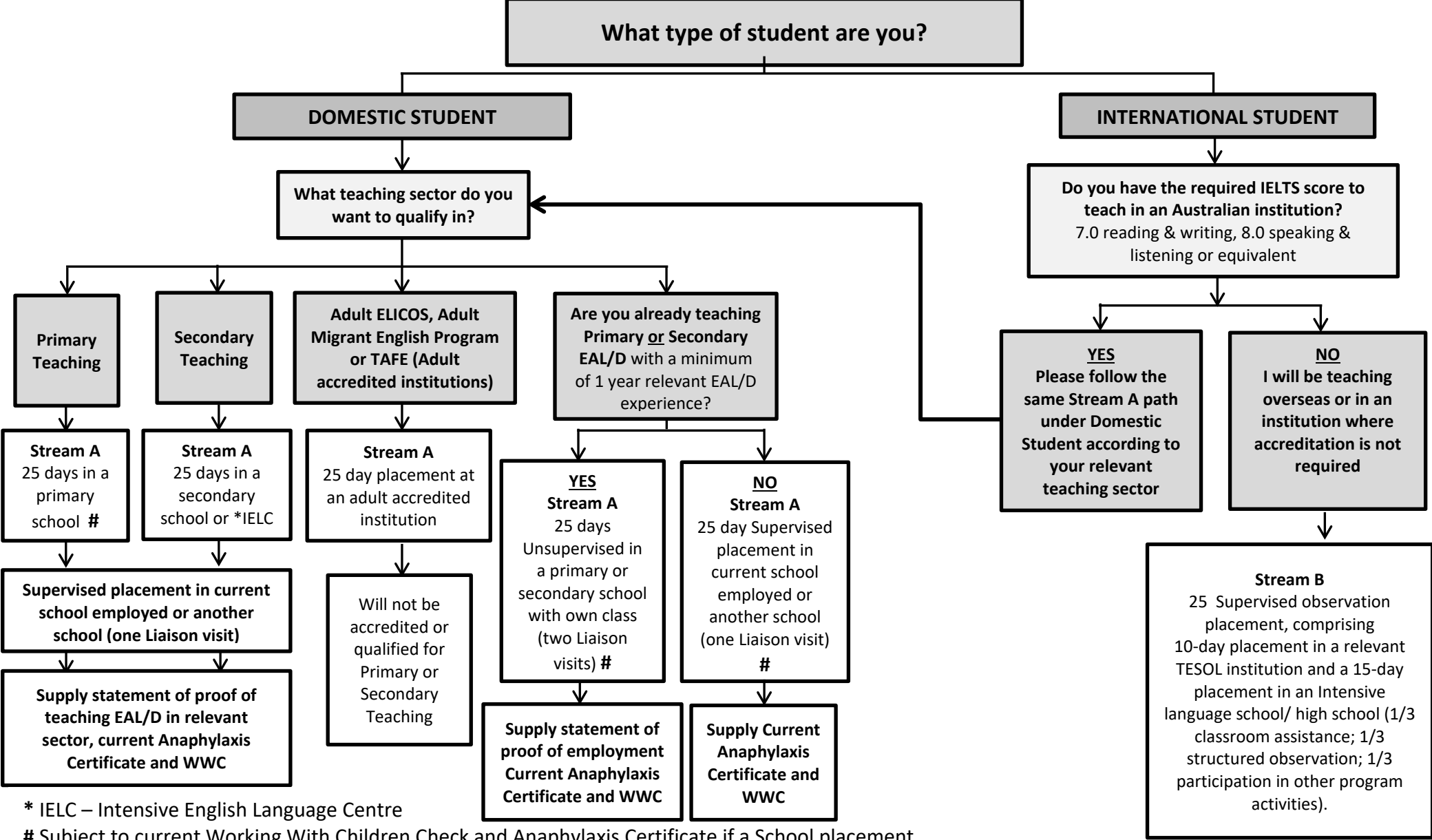
<https://www.teach.nsw.edu.au/enhanceyourcareer/sponsored-training-education-program/english-as-a-second-language>

Approved teachers may be eligible for payment while studying full time or part time to become a teacher of a high demand subject area or specialist teacher and may be guaranteed a permanent position in a NSW public school with the Sponsored Training Education Program (STEP). For further information and eligibility visit

<https://www.teach.nsw.edu.au/enhanceyourcareer/sponsored-training-education-program/eligibility-criteria>

Master of Education (TESOL) Requirements for EDST5325 Professional Practice

All students must be in their final semester of the program and have completed or are currently enrolled in the corequisites **EDST5440 Advanced TESOL Methodology**



* IELC – Intensive English Language Centre

Subject to current Working With Children Check and Anaphylaxis Certificate if a School placement

Overview of EDST5325 TESOL Professional Practice

Time Period	This is a core course for all students studying the GradCert or MEd TESOL as an accredited TESOL qualification and an option for those seeking professional upgrading.
No. of Days	25 days (Stream A) Supervised and Unsupervised, or 25 days (Stream B), comprising a 10 day placement in a relevant TESOL institution and a 15 day placement an Intensive language school/ high school (1/3 classroom assistance; 1/3 structured observation; 1/3 participation in other program activities)
Description	This course provides EAL/ESL/EFL teachers with the opportunity to gain advanced classroom practice in this specialist field.
Observation, Teaching and other duties	<p>Stream A Supervised Students seeking accreditation to teach EAL/D in Australia undertake 25 days' placement in relevant school or accredited institution: 1/3 direct teaching; 1/3 structured observation; 1/3 participation in other program activities. The course coordinator will visit all students doing Stream A to see a lesson and undertake a pre and post lesson conference. To qualify for Stream A, all students must have relevant pre-service teaching qualifications for the sector in which they are specialising.</p> <p>In addition, for international students to qualify for Stream A to be accredited to teach ESL/EAL in an Australian adult ELICOS, adult migrant English Centre or TAFE in Australia, or equivalent, they must have a 7.5 IELTS score, no less than 7.0 in R & W with 8.0 for Speaking and Listening. For international students to qualify for Stream A to be accredited to teach EALD in an Australian secondary or primary school, their preservice teaching qualifications must be accredited by NESAs before they can enrol in the course.</p> <p>Stream A Unsupervised Students currently teaching in an approved TESOL setting, with a minimum of one year EFT successful TESOL experience, may be permitted to undertake an unsupervised placement provided they can still observe more experienced TESOL teachers at least five times. The 25-day practicum is completed within their own class. The student must complete five observations of another specialist teacher and the course coordinator will visit them twice.</p> <p>All Stream A placements, supervised and unsupervised, must be formalised through the Faculty Work Integrated Learning (WIL) unit.</p> <p>Stream B Structured observation Students on international study visas who are not eligible to teach in Australia but who wish to undertake structured observation of EAL/ESL teaching and participate in TESOL programs: 25 days relevant activity, including a 10-day placement in a relevant TESOL institution and a 15-day placement an Intensive language school/ high school (1/3 classroom assistance; 1/3 structured observation; 1/3 participation in other program activities)</p>

Roles and Responsibilities

Principal or Director of Studies

Where a TESOL student is placed in an intensive language centre, mainstream school or other educational organisations, they come under the administrative responsibility of the Principal or their equivalent and under the direction of the staff to whom the Principal delegates responsibilities. S/he has executive responsibility for matters of educational quality and equity related to the TESOL Professional Practice placement.

The Principal is a strong advocate for school/university partnerships and ensures there is appropriate support for each TESOL student. S/he ensures supervisors have the necessary experience and skills to fulfil their role. S/he ensures school staff is aware that TESOL students are not to be given sole responsibility for supervising activities involving risk to students and that supervisors continue to have Duty of Care responsibilities. TESOL students should not be asked to relieve teachers when absent. The Principal is responsible for decisions relating to claims of grievance or harassment, for the resolution of disputes and for decisions about the withdrawal of a TESOL student from the placement.

Course Convenor/Liaison Officer

The Course Convenor/Liaison Officer oversees all TESOL Professional Practice placements in the school or organisation. The Convenor's role is vital in encouraging teaching staff to host TESOL students and to ensure all placements run smoothly. S/he is a strong advocate for the professional development of teachers. S/he arranges meetings with the TESOL students to ensure they are well briefed on school policies, procedures and any other information relevant to the placement. S/he encourages teaching staff with sufficient teaching experience and highly developed mentoring skills to supervise UNSW TESOL students. **Any changes to scheduled TESOL Professional Practice placements must be confirmed with the school or organisation coordinator.**

Pre-placement Responsibilities

- Confirm all placement offers and arrangements with the Work Integrated Learning Office

During Placement Responsibilities

1. Complete **Appendix 3 Course Convenor/Liaison Report (Stream A only)**
2. Ensure the TESOL students are well briefed on the OH&S policies and procedures within the school
3. Ensure school expectations of TESOL students are made explicit including the importance of professional interaction and involvement with other staff and the broader school community.
4. Communicate immediately with the Work Integrated Learning Office when concerns arise related to the professionalism and/or competences of TESOL students.

Supervising Teacher

The Supervising Teacher has the overall responsibility for the supervision of the TESOL student while undertaking TESOL Professional Practice in a school or other educational setting.

Supervising Teachers for Stream A Supervised practicum are paid for the duration of the supervision as they are responsible for helping the student prepare, implement and evaluate sequences of lessons.

For Stream B, the University appreciates that supervision is a voluntary position, a mentoring role for the TESOL student. It is expected that the Supervising Teacher will model quality teaching and learning practice including a knowledge of subject content to be taught and how students learn, of effective planning, programming and student assessment, and effective interpersonal and communication skills.

The Supervising/Cooperating Teacher is expected to:

- Understand the TESOL student does not assume duty of care of students and that consequently overall supervision responsibility is always exercised by the Supervising/Cooperating Teacher.
- Encourage and support the TESOL student throughout the placement.

- Make an effort to ensure that the TESOL student has a broad and worthwhile TESOL Professional Practice placement.
- The Supervising/Cooperating Teacher is asked to complete the following forms:

Stream A Supervised

1. Sign **Appendix 1 TESOL Attendance Sheet**
2. Complete **Appendix 2A: TESOL Stream A – Evidence of Professionalism** on the last day of the practicum, assessing the student on the Standards, Key Attributes and Competencies listed and provide a short qualitative comment on the degree of professional engagement demonstrated by the TESOL student. Return to the student for submission to the Work Integrated Learning Office via email.
3. Complete the Teacher Supervision Payment and Statement by Supplier forms and email to professionalexperience@unsw.edu.au

Stream B Supervised

1. Sign **Appendix 1 TESOL Attendance Sheet**
2. Complete **Appendix 2B: TESOL Stream B – Evidence of Professionalism** on the last day of the practicum. Return to the student for submission to the Work Integrated Learning Office via email.

Supervising/Cooperating Teachers are reminded that TESOL students should not be left in sole charge of students in classrooms at any time during their placement.

TESOL Student

The School of Education expects that a TESOL student will demonstrate professionalism at all times. Specifically:

- Understand you are a guest in the school and act accordingly;
- Be punctual
- Use appropriate language at all times
- Dress professionally (males- shirt and trousers, females- skirts/dresses no shorter than knee length, no low necklines, piercings removed and tattoos concealed if possible)
- Respect the need for confidentiality of personal/academic information of students
- Respect the school culture/ethos
- Adhere to all school policies, including the non-use of mobile phones during class time
- Understand that the possession of and/or use of drugs/alcohol is illegal and will result in immediate termination of placement
- Smoking is not permitted on school premises
- Complete all tasks and requirements by dates specified
- The TESOL student must attend school for the full day every day of the TESOL Professional Practice placement

The TESOL student must complete the following forms:

STREAM A Supervised Placement (25 days)

1. **Appendix 1 TESOL Attendance Sheet** and have the Supervisor sign
2. **Appendix 3 Lesson Observation Feedback Form** (5 forms to be completed for 5 observations of another specialist TESOL teacher)
3. Discuss and sign **Appendix 2A TESOL Stream A - Evidence of Professionalism** (25-day placement)
4. Submit completed forms Appendix 1, Appendix 2A to the Work Integrated Learning Office by email to professionalexperience@unsw.edu.au

STREAM A Unsupervised Placement (25 days)

1. **Appendix 1 TESOL Attendance Sheet** for 25 days and have the Head of Department (HOD) sign
2. **Appendix 3 Lesson Observation Feedback Form** (5 forms to be completed for 5 observations of another specialist TESOL teacher)
3. Submit completed forms Appendix 1, Appendix 2A to the Work Integrated Learning Office by email to professionalexperience@unsw.edu.au

STREAM B Supervised Placement (25 days)

1. **Appendix 1 TESOL Attendance Sheet** for 25 days and have the Supervisor sign
2. **Appendix 3 Lesson Observation Feedback Form** (5 forms to be completed for 5 observations of another specialist TESOL teacher)
3. *Discuss and sign Appendix 2B TESOL Stream B - Evidence of Professionalism* (10-day placement)
4. Submit completed forms Appendix 1 (25 days) and Appendix 2B to the Work Integrated Learning Office by email to professionalexperience@unsw.edu.au

Submission of Documents

All students are to submit their signed documents to the Work Integrated Learning Office by email to: professionalexperience@unsw.edu.au **no later than 10 working days after the completion of the placement.**

Attendance

The TESOL student must attend school/organisation for the allocated hours required and be involved in class and other aspects of the school's program. Students in Stream B observe two days every week for 5 weeks.

If for any reason you are unable to attend a placement day, please phone the school's Placement Co-ordinator to let them know of your non-attendance and also email the Work Integrated Learning Office: professionalexperience@unsw.edu.au

Students who are attending a placement at a primary or secondary school must obtain a current Anaphylaxis Certificate and Working with Children Clearance certificate prior to the placement and submit to the Work Integrated Learning Office by email.

During Placement

Stream A Supervised TESOL Students (25 day placement)

The TESOL student is placed as a specialist teacher and will take increasing responsibility for a class in conjunction with the Supervising Teacher. How the TESOL student is utilised in the classroom and in the wider school will be at the discretion of the Supervising Teacher. TESOL students are encouraged to be pro-active in volunteering to support the Supervising Teacher in various activities where appropriate. The practicum consists of 1/3 direct teaching, 1/3 structured observation and 1/3 other program activities.

Stream A Unsupervised TESOL Students (25 day placement)

The TESOL student undertakes their placement unsupervised in their own class for 25 days, including observation of another EAL/D staff member teaching. The teacher will have two liaison visits during their practicum. The practicum consists of 1/3 direct teaching, 1/3 structured observation of their own and others' teaching and 1/3 other program activities.

Stream B Supervised TESOL Students (25 days)

The TESOL student undertakes a 10-day placement in a relevant TESOL institution and a 15-day placement in an Intensive language school/ high school. The TESOL student is placed as a team teacher and may take responsibility for a class in conjunction with the Supervising Teacher but should not be left in sole charge of students in classrooms at any time during their placement. How the TESOL student is utilised in the classroom and in the wider school will be at the discretion of the Supervising Teacher. TESOL students are encouraged to be pro-active in volunteering to support the Supervising Teacher in various activities where appropriate. The practicum consists of 1/3 classroom assistance, 1/3 structured observation and 1/3 other program activities.

Post Placement

Ensure that all appropriate forms have been witnessed and signed by the Supervising Teacher or Head of Department (where required) and submitted to the Work Integrated Learning Office by email to professionalexperience@unsw.edu.au no later than 10 working day after completion of the placement.

Work Integrated Learning Office

The Work Integrated Office is responsible for organising and confirming all placements. The Office communicates with a wide range of DoE, Independent and Catholic schools and accredited language institutes to seek placements.

The Work Integrated Learning staff maintain accurate records. As part of the enrolment process in this course, TESOL students are required to provide information such as prior experience, teaching qualifications, subject methods, residential address, mode of transport and high school attended to the Work Integrated Learning Administrator. This information is used by the Work Integrated Learning Office to allocate TESOL students to a suitable school or other educational organisation for their placement.

The Work Integrated Learning Office cannot guarantee the commencement of the TESOL student's placement at the beginning of the assigned period. In rare cases, the TESOL student may be informed of their allocated school or other educational organisation at short notice.

Concerns about performance

If there is concern the TESOL student will not meet the expected standards by the end of the placement, the TESOL student is at risk of failure. There needs to be an open discussion with all concerned. The Work Integrated Learning Office should be contacted immediately. Often, timely intervention can lead to improved performance.

Unprofessionalism

In an extreme situation of demonstrated unprofessionalism, the university may withdraw the TESOL student immediately from the school or organisation. This may happen if the TESOL student demonstrates:

1. Inability to cooperate with staff and work effectively in the school environment
2. Attitudes and actions antithetical to the profession of teaching
3. Absence from TESOL Professional Practice without adequate explanation or documentation

Schools can ask for a TESOL student to be withdrawn from the school based on unprofessional behaviour. TESOL students who receive an 'Unsatisfactory' grade due to unprofessionalism will need to "show cause" as to why they should be allowed to re-enrol. In the first instance, this is referred to the Course Coordinator, who may consult with the Head of School to determine further action.

Loss of TESOL Professional Practice due to industrial action of one day or part of a day that occurs in a school will need to be made up, as will any absences due to ill-health or carer responsibilities.

Appendix 1: TESOL Attendance Sheet



TESOL Attendance Sheet	
Stream A Supervised	– 25 days
Stream A Unsupervised	– 25 days
Stream B Supervised	– 25 days (10 + 15)

Instructions to Supervising/Cooperating Teachers or Head of Department (for unsupervised students only)

This report is to be completed by all TESOL students as a record of daily activity and confirmation of the required attendance during the placement.

Please sign and date this form on the final day of the placement. Upon completion, this document is to be returned to the TESOL student who will forward it on to the Work Integrated Learning Office.

Details of Teacher Education Student

Name:			
Student ID:		School/Organisation:	

Attendance Record

No	Date	Activity Summary	Supervising Teacher's Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			

10			
11			
12			
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14			
15			
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17			
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19			
20			
21			
22			
23			
24			
25			

Student signature		Date	
Supervising Teacher or HOD name			
Signature		Date	

Appendix 2A: TESOL Stream A – Evidence of Professionalism

(25 Day Supervised Placement)



TESOL Stream A – Evidence of Professionalism

Instructions to SUPERVISING TEACHER

This report is to be completed after the TESOL student has completed his or her 25 days of professional engagement. TESOL students are to be assessed for each Standard/requirement as either:

ND – Not Demonstrated; D – Demonstrated; E – Exceeds expectations (please tick)

Upon completion, this document is to be returned to the TESOL student who will forward it on to the Work Integrated Learning Office.

Details of TESOL Student

Name:			
Student ID:		School/Organisation:	
Supervising Teacher's Name:			
Date of Visit:			

EVIDENCE CONSIDERED (Tick)

- 1. TEACHING PERFORMANCE
- 2. LESSON PLANS
- 3. LOGBOOK
- Observations (teacher/peer) Self-evaluations Video/audio evaluations Program participation

This assessment criteria are structured in terms of the elaborations of the Australian Professional Standards for Teachers at the proficient level, when working with learners of English as an Additional Language or Dialect (EAL/D). <http://www.tesol.org.au/RESOURCES/Australian-Professional-Standards-for-Teachers>

STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN	ND	D	E
1.1 Use teaching strategies that recognise students' EAL/D proficiency and their social and academic needs at their Year Level.			
1.2 Structure teaching programs using EAL/D specialist advice and resources for learners who concurrently (a) learn EAL/D, (b) learn subject area content through EAL/D, and (c) learn about EAL/D.			
1.3 Design and implement inclusive teaching practices responsive to EAL/D learner needs and principles of multilingualism, reconciliation and anti-racism, with support from EAL/D specialists and intercultural officers.			
1.4 Taking account of the local context, and building on students' learning strengths, implement practices informed by all Proficient indicators in the EAL/D Elaborations and refer to the Capability Framework as relevant.			
1.5 Scaffold student learning of the language-and-culture demands of curriculum areas, recognising the increasing complexity of academic language across the Year Levels, and drawing on EAL/D resources.			
1.6 Design and implement teaching activities distinguishing EAL/D learning needs from disability, by addressing relevant policy legislative requirements to support the participation of EAL/D learners with disability.			
Comments:			

STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH It	ND	D	E
2.1 Address the specific language and-culture demands of each curriculum area, including types of texts, grammar and vocabulary, recognising that they become more complex over the years.			
2.2 Select and organise content and experiential activities to address EAL/D learners' identified content and language needs within curriculum areas.			
2.3 Address the knowledge and language needs of EAL/D learners through the design of learning sequences and lesson plans informed by EAL/D learning progressions in collaboration with EAL/D specialists and intercultural officers.			
2.4 Respond appropriately to how different cultural communities within and beyond Australia perceive and relate to Aboriginal and Torres Strait Islander people, as well as their histories, cultures and languages.			
2.5 Use teaching strategies that respond to EAL/D learners' levels of literacy and numeracy in both the home language or dialect and Standard Australian English, drawing on EAL/D knowledge sources.			
2.6 Use ICT to provide visual and auditory support for both content learning and EAL/D learning, and respond to the language-and-culture demands made by the use of ICT.			
Comments:			
STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	ND	D	E
3.1 Drawing on EAL/D learner data, set explicit, challenging and achievable learning goals both for content and Standard Australian English, recognising EAL/D learners' varying proficiencies in EAL/D and in familiarity with Australian education.			
3.2 Plan and implement learning and teaching programs that engage EAL/D learners and scaffold EAL/D language and-culture learning towards curriculum achievement by drawing on EAL/D knowledge sources and analysis of the language-and-culture demands of Year Level curriculum.			
3.3 Use effective EAL/D teaching strategies that address the language-and-culture demands of problem solving and critical and creative thinking, drawing on EAL/D knowledge sources.			
3.4 Select resources that address the knowledge needs of EAL/D learners, scaffold learning when using resources, and draw on EAL/D knowledge sources to identify the language-and-culture demands of resources so that EAL/D learners may readily access the curriculum.			
3.5 Use communication strategies that are responsive to students' level of EAL/D proficiency and familiarity with Australian cultures, providing concrete and visual support to achieve student understanding and curriculum achievement.			
3.6 Evaluate own teaching in terms of cultural inclusivity and effectiveness for EAL/D learners, using student assessments and feedback from students, EAL/D specialists, intercultural officers, and parents/carers.			
3.7 Plan opportunities for EAL/D parents/carers and community members to be involved in the educative process, drawing on the support of intercultural officers and EAL/D specialists.			
Comments:			

STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	ND	D	E
4.1 Use culturally and linguistically inclusive strategies that support EAL/D learners to participate in learning environments, showing respect for languages and knowledges that EAL/D students bring.			
4.2 Respond to the additional challenges facing EAL/D learners at different stages/levels of achievement and in different types of learning tasks.			
4.3 Manage challenging behaviour with sensitivity to possible EAL/D-related factors.			
4.4 Use strategies that support a culturally inclusive environment and promote EAL/D students' wellbeing and safety.			
4.5 Incorporate strategies that respond to EAL/D and intercultural issues in using ICT.			
Comments:			
STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	ND	D	E
5.1 Develop, select and use assessment strategies that take account of the language-and-culture demands for EAL/D learners in comprehending and responding to subject area assessment tasks.			
5.2 Work with an EAL/D specialist to analyse the language-and-culture demands of tasks to provide feedback that is linked to learning goals that are sensitive to students' EAL/D proficiency and intercultural competence.			
5.3 Understand and participate in moderation of EAL/D assessments, working with EAL/D specialists and using EAL/D annotated samples of student work such as those in local and national EAL/D curriculum and assessment documents.			
5.4 Collaborate with EAL/D specialists to interpret responses to assessment tasks, discriminating between content learning and EAL/D learning, and modify teaching practices accordingly.			
5.5 Collaborate with EAL/D specialists and intercultural officers to report clearly, accurately and respectfully to students and parent/carers about EAL/D learner achievement.			
Comments:			
STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING	ND	D	E
6.1 Use the EAL/D Elaborations of the National Professional Standards for Teachers and advice from EAL/D specialists to plan the professional learning needed to effectively support EAL/D learners.			
6.2 Participate in professional learning to develop EAL/D knowledge and practice targeted to personally identified professional needs.			
6.3 Engage with EAL/D knowledge sources to improve professional knowledge and practice in supporting EAL/D learners.			
6.4 Undertake professional learning that responds to the multiple factors that may affect individual EAL/D learners, and apply it to address the combination of their needs.			
Comments:			

STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY			
	ND	D	E
7.1 Establish consistent practices of cultural and linguistic inclusivity, actively developing respect and reciprocity in intercultural relationships.			
7.2 Understand and comply with administrative and organisational requirements for working with EAL/D students and their families.			
7.3 Establish and maintain respectful collaborative engagement with EAL/D parents/carers regarding their children’s learning and wellbeing.			
7.4 Participate in EAL/D teacher networks and engage with external EAL/D professionals to broaden knowledge and improve practice.			
Comments:			

PERSONAL LANGUAGE COMPETENCIES

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

Satisfactory Unsatisfactory

Comments by Supervising Teacher

Please provide a comment on the degree of professional engagement that you observed in the TESOL student:

Supervising Teacher’s name _____

Signature _____ Date _____

TESOL student’s name _____

TESOL student’s signature _____ Date _____

Appendix 2B: TESOL Stream B – Evidence of Professionalism

(10/15 Day Observation Placement)



MEd TESOL Stream B – Evidence of Professionalism

Instructions to SUPERVISING TEACHER

This report is to be completed after the TESOL student has completed his or her 10 days of professional engagement. TESOL students are to be assessed for each Standard/requirement as either:

NU – Not Understood; U - Understood; E - Exceeds expectations (please tick)

Upon completion, this document is to be returned to the TESOL student, who will forward it to the Work Integrated Learning Office.

Details of TESOL student

Name:			
Student ID:		School/Organisation:	

Demonstration of the Standards

	NU	U	E
Demonstrate knowledge and understanding of English language teaching and learning			
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement			
Demonstrate an ability to reflect on their language teaching			

Other Key Attributes

	NU	U	E
Demonstrates professionalism and commitment to teaching			
Meets school expectations regarding punctuality, attendance & dress			
Demonstrate the ability to collaborate effectively with staff and students			
Exhibits positive and flexible approach to resolving any problems and issues			

Comments by Supervising Teacher

Please provide a comment on the degree of professional engagement that you observed in the TESOL student:

Supervising Teacher's name _____

Signature _____ Date _____

TESOL student's name _____

TESOL student's signature _____ Date _____

Appendix 3 – Lesson Observation Feedback Form

Note: Stream A – Those doing an unsupervised placement must complete 5 observations of a more experienced teacher



Focus for Observation

Please record evidence of development against the elaborations of the Australian Professional Standards for Teachers at the proficient level, when working with learners of English as an Additional Language or Dialect (EAL/D).

<http://www.tesol.org.au/RESOURCES/Australian-Professional-Standards-for-Teachers>

Note: not all Standards & Indicators will be appropriate or necessary for every lesson.

Details

Student				Observer		
Subject		Class		Date		

Standards	Comments
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1. Teachers know their students and how they learn

2. Teachers know their subject content and how to teach that content to their students

3. Teachers plan for and implement effective teaching and learning

4. Teachers create and maintain supportive and safe learning environments

5. Teachers assess, provide feedback and report on student learning

General comments *(including evidence of continually improving professional knowledge and practice, ability to respond constructively to the advice and feedback of colleagues and commitment to being actively engaged in the profession and wider community)*

Recommendation for next time

Appendix 4 – Course Convenor/Liaison Report



Instructions to Course Convenor/University Liaison

Upon completion, this document is to be returned to the **Work Integrated Learning Office**

Course Convenor/Liaison Staff Information

Name of Course Convenor/ Liaison staff member	
Date of Visit	
School Name	

Details of Teacher Education Student

Teacher Education Student Name		Method/s 1. 2.	Program
Supervising Teacher Name		School Coordinator Name	
Direct Contact with	• Supervising Teacher • School Coordinator • Teacher Education Student		

Teacher Education Student Requirements

Please tick appropriate box upon sighting the following completed documentation:

<input type="checkbox"/> Timetable	<input type="checkbox"/> Up-to-date Lesson Plans	<input type="checkbox"/> Observation Tasks
<input type="checkbox"/> Lesson Observations	<input type="checkbox"/> Teaching Materials	

General Comments

Strengths/ Concerns raised by the Supervising Teacher

Strengths/ Concerns raised by the Teacher Education Student

General comments of this placement for Professional Experience

For the Attention of the Course Coordinator

• Any follow up required? Yes No	• Follow up visit by Course Convenor required – <i>please give details if arrangement already made</i> _____ _____	• Contact by Work Integrated Learning Coordinator required
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Appendix 5 – Inherent Requirements for Teacher Education Programs

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Introduction to Inherent Requirements for Teacher Education Programs

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The University of New South Wales School of Education (SoEd) strongly supports the rights of all people who wish to pursue teacher education at the SoEd to achieve their potential and career objectives. The School is committed to making reasonable adjustments to teaching and learning, assessment, professional experience and other activities to address the impact of students' disabilities so that they are able to participate in their program. To support potential and current students' decision making a series of inherent requirement statements has been developed (© University of Western Sydney 2013, used with permission). These statements specify the requirements of the teacher education programs for student admission and progression, with aspects associated with the study and the professional practice of teaching. The study and practice of teaching requires respect for diversity, knowledge of theories, legislation, policies and procedures, effective communication, inter-personal, critical thinking and problem solving skills and stamina, to effectively work with children/young people, their families and communities.

Inherent requirements for Teacher Education Programs

If you are intending to enrol in a teacher education course, you should look at these inherent requirement statements and think about whether you may experience challenges in meeting these requirements. If you think you may experience challenges related to your disability, chronic health condition or any other reason, you should discuss your concerns with SEADU or the SoEd staff, such as your Program Convenor or the Professional Practice Coordinator. These inherent requirements should be read in conjunction with other course information and related material such as the Australian Institute for Teaching and School Leadership National Professional Standards for Teachers, as well as the UNSW policy on enrolment and progression.

Each inherent requirement is made up of the following five levels:

- Level 1 - introduction to the inherent requirement
- Level 2 - description of what the inherent requirement is
- Level 3 - explanation of why this is an inherent requirement of the course
- Level 4 - the nature of any adjustments that may be made to allow you to meet the requirement
- Level 5 - examples of things you must be able to do to show you've met the requirement

Inherent requirement domains

For each of the three initial teacher education courses the following nine domains apply. Some domains also have a number of sub-domains:

1. Ethical behaviour
2. Behavioural stability
3. Legal
4. Communication
5. Cognition
6. Interpersonal engagement
7. Sensory ability
8. Strength & mobility
9. Sustainable performance

1. Ethical Behaviour

Students need to comply with, and are governed by, quality and professional standards, where they are both accountable and responsible for ensuring professional ethical behaviour in all contexts.

Student demonstrates:

- Knowledge of, and engages in, behaviour consistent with all relevant standards.

Justification of inherent requirement:

- Student compliance with the Standards facilitates safe, competent interactions and relationships with people to ensure their physical, psychological, emotional and spiritual wellbeing is not placed at risk.
- Compliance with the Standards facilitates safe, competent interactions and relationships with people to ensure the student's physical, psychological, emotional and spiritual wellbeing is not placed at risk.
- Understanding and application of key ethical and conduct principles is a requirement of the Graduate Teacher Standards for students in school settings. Students in school settings must meet graduate teaching standards in order to graduate and to be eligible to apply for registration as a teacher.

Adjustments must comply with standards and maintain ethical behaviour.

Exemplars:

- Demonstrating respect for the diversity of family and community values and practices within academic, professional and field experience settings
- Complying with privacy and confidentiality requirements in academic, professional and field experience settings
- Demonstrating honesty and integrity in academic, professional and field experience settings

2. Behavioural Stability

Behavioural stability is required to function and adapt effectively and sensitively in educational settings.

Student demonstrates:

- Behavioural stability to work constructively in diverse and challenging academic and educational environments
- Consistency in responding appropriately to children, young people and families' needs in stressful and challenging situations

Justification of inherent requirement:

- Behavioural stability is required to work in changing and unpredictable environments. Students will be exposed to complex, stressful situations and will be required to have behavioural stability to manage these events objectively and professionally
- Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must support stable, effective and professional behaviour in both academic and professional and field experience settings.

Exemplars:

- Responding appropriately to constructive feedback
- Coping with own emotions and behaviour effectively when dealing with individuals in community and educational settings

3. Legal

Initial teacher education courses are mandated by specific legislation and regulations to comply with professional accreditation, registration and professional and field experience requirements.

Student demonstrates:

- Knowledge and compliance with Australian law, professional regulation requirements and standards relevant to persons working with children, young people and their families, and those which dictate the scope of teaching.

Justification of inherent requirement:

- Knowledge, understanding, and compliance with legislative and regulatory requirements are necessary pre-requisites to professional and field experience in order to reduce the risk of harm to self and others
- Compliance with these professional regulations and the Australian Law ensures that students are both responsible and accountable for their practice
- Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must be consistent with legislative and regulatory requirements.

Exemplars:

- Complying with relevant child protection and safety legislation
- Complying with relevant Work Health and Safety legislation
- Adhering to requirements of informed consent, privacy and confidentiality with organisational, family and child information in academic and education settings

4. Communication

4.1 Verbal

Effective verbal communication, in English, is an essential requirement for all courses offered by SoEd.

Student demonstrates:

- Effective verbal communication at formal and informal levels in tutorials, with peers and lecturers/tutors in small and large groups
- The ability to provide clear instructions and presentation of ideas to individuals and large groups relevant to the learning context
- The capacity to use verbal language in a range of different social situations with children and adults during professional and field experience
- The ability to communicate effectively with diverse linguistic and cultural groups and individuals across a range of social contexts
- The capacity to use a range of Information and Communication Technologies (ICTs) that support verbal communication with individuals and small groups for learning and assessment purposes and during professional and field experience

Justification of inherent requirement:

- Verbal communication is the primary medium of communication in an educational setting
- Timely, accurate, clear and effective delivery of information provides clear instruction and initiation of learning
- Interactivity of communication is fundamental to the educational process
- Adequate verbal communication is essential in developing and maintaining effective relationships with all educational stakeholders
- Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must enable verbal communication with clarity and accuracy that facilitates effective communication and safety.

Exemplars:

Communicating in English effectively and appropriately in tutorials, lectures and on professional and field experience

- Demonstrating knowledge and use of ICTs such as data projectors, computers and DVDs to support oral communication for tutorial presentations and small group presentation on professional and field experience

4.2 Aural

Competent aural communication is required to effectively access course content and being responsive to the demands of professional and field experience.

Student demonstrates:

- Sufficient aural function to perform and comprehend the required range of tasks
- Active listening in tutorials and lectures with tutors, lecturers and peers and during professional and field experience with families and children
- Appropriate use of ICTs that support aural communication with individuals and small groups for learning and assessment purposes and during professional and field experience, such as audio-visual equipment and mobile phones and technologies

Justification of inherent requirement:

It is an AITSL Graduate Teacher Standard and Department of Education and Community (DEC) requirement that students are able to:

- Use effective aural communication formally and informally in tutorials with peers and lecturers/tutors in small and large groups and during professional and field experience in a range of different social situations with children and adults
- Be active and empathetic listeners in diverse social and linguistic contexts
- Use ICTs to support aural communication in professional contexts
- Demonstrate sufficient aural ability to gather information and accurately feedback and monitor students consistently and accurately whilst on professional and field experience

Adjustments to address the effects of a hearing impairment must be effective, consistent and not compromise effective and timely reception of, and response to auditory inputs.

Exemplars:

- Demonstrating knowledge and use of ICTs that rely on effective aural communication for tutorial presentations and small group presentation on professional and field experience
- Responding effectively to children and adults demonstrating empathy towards and active listening to what is being communicated

4.3 Non-verbal

Effective non-verbal communication is fundamental to education and needs to be respectful, clear, attentive, empathetic, honest and non-judgmental.

Student demonstrates:

- The capacity to recognise, interpret and respond appropriately to behavioural cues and gestures
- Consistent and appropriate awareness of own behaviours
- Sensitivity to individual differences

Justification of inherent requirement:

- The ability to observe and understand non-verbal cues assists with building rapport in academic, work and professional relationships
- Displaying consistent and appropriate facial expressions, eye contact, being mindful of space, time boundaries and body movements and gestures promotes the trust and respect necessary to develop effective professional relationships
- Safe and effective initial teaching education requires the capacity to observe, interpret and respond appropriately to non-verbal communication, particularly in situations where their students may not be able to verbalise distress, discomfort or fear
- For children who do not talk or use verbal language their gestures and cues are their main communication tool

Adjustments must enable the recognition, appropriate response or initiation of effective non-verbal communication in a timely and appropriate manner.

Exemplars:

- Recognising non-verbal cues and responding appropriately in tutorials and seminars
- Recognising non-verbal cues and responding appropriately in professional and field experience settings
- Displaying appropriate non-verbal gestures in classroom situations and professional and field experience settings

4.4 Written

Effective written communication in English is required to effectively access course content and participate in professional and field experience.

Student demonstrates:

- The capacity to construct and model coherent written communication appropriate to the circumstance.

Justification of inherent requirement:

- It is an AITSL Graduate Teachers Standard and Department of Education and Community (DEC) requirement that students are able to:
- Construct a range of written assignments to ethical and academic standards in order to convey knowledge, understanding and skills of relevant content and pedagogy, curriculum materials and professional and field practice
- Produce accurate, responsive and diligent reports, student profiles, record keeping, lesson material, curriculum plans, assessment and evaluations necessary for the provision of an effective learning environment
- Effectively and appropriately use a range of texts, which include those that are written, screen-based, image-based, sign/symbol-based are necessary to communicate meaning, directions and imagination in each of the courses offered by SoEd

Adjustments must meet necessary standards of clarity, accuracy and accessibility to facilitate effective planning, delivery, reporting, evaluating and synthesising of information in both academic and educational settings.

Exemplars:

- Constructing written assignments that comply with academic standards
- Conveying information in a written form effectively to families or other staff in the educational setting

5. Cognition

5.1 Knowledge and cognitive skills

Consistent and effective knowledge and cognitive skills must be demonstrated to provide safe, professional and competent teaching practice.

Student demonstrates:

- The capacity to locate appropriate and relevant information
- The ability to process information relevant to practice
- The ability to integrate, reflect on and implement theoretical knowledge in tutorials, professional and field experience settings

Justification of inherent requirement:

- Delivery of quality teaching relies on the understanding and application of theory in practice
- Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must support the student's ability to acquire, analyse and apply knowledge.

Exemplars:

- Conceptualising and use appropriate knowledge in response to academic assessment items
- Identifying and applying knowledge of policy and procedures during professional and field experience settings

5.2 Language and Literacy

Competent English language and literacy skills are essential for professional and effective delivery of teaching content.

Student demonstrates:

- The ability to accurately acquire information and convey appropriate messages
- Ability to read and comprehend a range of texts for teaching and learning purposes
- The capacity to understand and implement academic conventions to construct written text in a scholarly manner

Justification of inherent requirement:

- The ability to acquire information and to accurately convey information is fundamental to teaching and learning
- The ability to read, decode, interpret and comprehend multiple sources of information is fundamental for effective preparation and teaching practice
- Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must demonstrate a capacity to effectively acquire, comprehend, apply and communicate accurate information.

Exemplars:

- Conveying a spoken message accurately
- Competently constructing and sharing a range of texts including digital, written, and visual texts in a range of social contexts

5.3 Numeracy

Competent and accurate numeracy skills are essential for effective delivery of teaching content.

Student demonstrates:

- Ability to interpret and correctly applies data, measurements and numerical criteria in a range of contexts.

Justification of inherent requirement:

- Competent application of numeracy skills is fundamental for effective delivery of teaching content
- Graduates of accredited courses must meet the Graduate Teacher Standards requirements to be competent in the application of numeracy skills

Adjustments must enable the demonstration of effective numeracy skills.

Exemplars:

- Demonstrating competency in applying basic mathematics knowledge and skills in everyday life and in academic tasks
- Demonstrating effective use of numeracy skills in matters related to student learning
- Applying numeracy skills to interpret and solve problems in a range of educational and academic contexts

5.4 Information and Communication Technology (ICT)

Information and Communication Technologies (ICT) are processes and tools that are fundamental to accessing course content, current teaching practice, and pedagogical practice.

Student demonstrates:

- Knowledge of, and confidence in, the use of ICT in academic, professional and curriculum context.

Justification of inherent requirement:

- Use of ICTs is necessary to provide an effective teaching and learning environment consistent with
- current pedagogy
- Meeting these requirements is necessary for course accreditation and graduate eligibility for registration

Adjustments must enable the student to demonstrate a capacity to comprehend, interpret and apply ICT.

Exemplars:

- Utilising appropriate ICTs to communicate with peers and lecturer and to gather information in
- accomplishing academic tasks
- Using ICTs for accurate, responsive and diligent reports, student profiles, record keeping, lesson
- presentation material, curriculum plans, assessment and evaluations
- Using written texts including SMS and email professionally at university and during professional experience with students, children, staff, parents and the community

6. Interpersonal Engagement

Interpersonal engagement is essential to work effectively, sensitively and build relationships in community and educational settings

Student demonstrates:

- The ability to work effectively, sensitively and confidentially with children, young people, parents/carers and community members
- The ability to create rapport with peers, academic and professional staff conducive to effective working relationships
- Cultural competence, sensitivity and willingness to work with individual children and young people in a complex and diverse Australian society

Justification of inherent requirement:

- AITSL Graduate Teacher Standards require effective, sensitive and confidential engagement with students, parents and work colleagues and the ability to engage with people from diverse backgrounds and ability in various contexts
- Graduates of accredited courses must meet the Graduate Teacher Standards requirements. Inclusion is mandated in the Australian educational context

Adjustments must enable appropriate levels of interpersonal engagement and behaviour.

Exemplars:

- Participating in a respectful and culturally competent manner in tutorial discussion
- Collaborating, modifying and reflecting on their teaching during professional and field experience in response to student needs and supervisor feedback
- Interacting with mutual respect, equity and dignity towards others

7. Sensory Ability

Adequate visual acuity is required to provide safe and effective supervision of children and young people in a range of educational and community settings.

Student demonstrates:

- Sufficient visual acuity to perform the required range of skills
- Sufficient visual acuity to monitor children and young people's behaviour and safety

Justification of inherent requirement:

- Sufficient visual acuity is necessary to demonstrate the required range of skills, tasks and assessments
- Visual observations, examinations and assessment are fundamental to safe and effective scope of teaching practice

Adjustments must address the need to perform the required range of tasks involved in field placements. Any strategies to address the effects of the vision impairment must be effective, consistent and not compromise care or safety.

Exemplars:

- Monitoring children and young people's safety and well-being in indoor and outdoor and engaging in activities at both near and far distances
- Negotiating unfamiliar settings effectively
- Manipulating a range of resources
- Monitoring children's behaviour, safety, health and wellbeing

8. Strength and Mobility

8.1 Gross motor

Participation in physical activities and movement is required to function effectively in community and educational settings.

Student demonstrates:

- The ability to move and perform gross motor function within the scope of practice.

Justification of inherent requirement:

- Sufficient gross motor skills are necessary to perform, coordinate and prioritise care. Tasks that involve gross motor skills include sitting, lifting, carrying, pushing, pulling, standing, twisting and bending. Students must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to themselves and others
- It is a BOSTES, AITSL and the Department of Education and Community requirement that educators are able to undertake many physical tasks and classroom routines
- Meeting these requirements is necessary for course accreditation and graduate eligibility for registration

Adjustments must facilitate functional effectiveness, safety of self and others and a capacity to provide appropriate education and care.

Exemplars:

- Setting up safe learning environments with resources and equipment
- Safely retrieving, moving and using large pieces of equipment

8.2 Fine motor

Teaching is a profession that requires manual dexterity and fine motor skills.

Student demonstrates:

- The ability to use fine motor skills to provide safe effective education and care.

Justification of inherent requirement:

- Sufficient fine motor skills are necessary to perform, coordinate and prioritise education and care. Tasks that involve fine motor skills include being able to grasp, press, push, turn, squeeze and manipulate various objects. Students must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to themselves and others
- It is a BOSTES, AITSL and the Department of Education and Community requirement that
- educators are able to undertake many physical tasks and classroom routines
- Meeting these requirements is necessary for course accreditation and graduate eligibility for registration

Adjustments must facilitate functional effectiveness, safety to self, children/young people and others and a capacity to provide appropriate education and care.

Exemplars:

- Recording, observing, documenting, and clearly modelling the use of equipment such as scissors, pencils and other such equipment
- Manipulating resources during learning activities
- Using ICT equipment for teaching and learning

9. Sustainable Performance

Students require both physical and mental performance at a consistent and sustained level over appropriate time frames to meet the course outcomes.

Student demonstrates:

- Consistent and sustained level of physical energy to complete a specific task in a timely manner
- The ability to perform all required activities with a level of concentration that ensures a capacity to focus on the activity until it is completed appropriately
- The capacity to maintain consistency and quality of performance throughout the designated period of academic, field, or professional experience

Justification of inherent requirement:

- Sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks in varying periods of time to provide safe and effective participation in all teaching, field, and professional experience activities
- Graduates of accredited courses must meet the Graduate Teacher Standards requirements

Adjustments must enable consistent and sustained performance over a given period.

Exemplars:

- Preparing for and participating in tutorials, lectures and professional experience
- Providing consistent supervision, education/instruction and care to children/young people over a negotiated time frame
- Performing multiple tasks simultaneously whilst supervising the safety and care of children.