

EDST5325

TESOL Professional Practice Placement Handbook

Contents

Welcome	2
Contacts	3
Overview of Program	4
Overview of EDST5325 TESOL Professional Practice	6
TESOL Requirements Flowchart	7
Overview of School Placements	8
Stream A Supervised	8
Stream A Unsupervised	9
Overview of Adult TESOL Placements	10
Stream A	10
Stream B	11
Roles and Responsibilities	12

Welcome

Thank you for your commitment to, and participation in, our TESOL Professional Practice Program. Our ongoing partnerships with key schools and other educational organisations across NSW provide invaluable opportunities for our students to meet the National Teacher Standards and are fundamental to the development of the next generation of Australian teachers.

We see TESOL Professional Practice as a vehicle for integrating theory and practice. What our TESOL students learn at university is realized in classrooms and experience in schools and classrooms, and in turn informs and anchors our programs. In order for this process to fulfil its potential, it is vital that we build shared understandings and expectations with all our partners in the professional growth of the next generation of teachers.

Please take the time to read this handbook carefully. We hope the information provided is informative and clear but please don't hesitate to contact our Professional Experience Office if you need clarification. We are confident our students are committed to gaining the most from their time in schools and other educational organisations, and that, with your support, they will develop readiness for the challenges of professional teaching.

Tony

Associate Professor Tony Loughland
*Head of School
School of Education
UNSW Australia*

Contacts

UNSW SCHOOL OF EDUCATION

COURSE CONVENOR

Associate Professor Hoa Nguyen

E: hoa.nguyen@unsw.edu.au

For inquiries related to course work, assessments and observation visits, please contact the Course Convenor.

PROFESSIONAL EXPERIENCE/ WORK-INTEGRATED LEARNING TEAM

Phone: 02 9385 9388

Email: professionalexperience@unsw.edu.au

For inquiries related to the placement and placement documentation, please contact the WIL team.

GENERAL EDUCATION ENQUIRIES

School Enquiries

Email: education@unsw.edu.au

For general inquiries related to your program, please contact the School of Education.

STUDENT NUCLEUS

STUDENT NUCLEUS HUB

Phone: 02 9385 8500

Ask a question: <https://portal.insight.unsw.edu.au/web-forms/>

For inquiries related to enrolment consent, pre-requisites, program progression and eligibility, please contact the Student Nucleus.

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 (EAL/D) 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 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/EFL/ EAL/D) (e.g. teachers, curriculum designers, program coordinators, language policy makers) with a 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 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.

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 [EAL/D qualifications](#).

Placement Resources

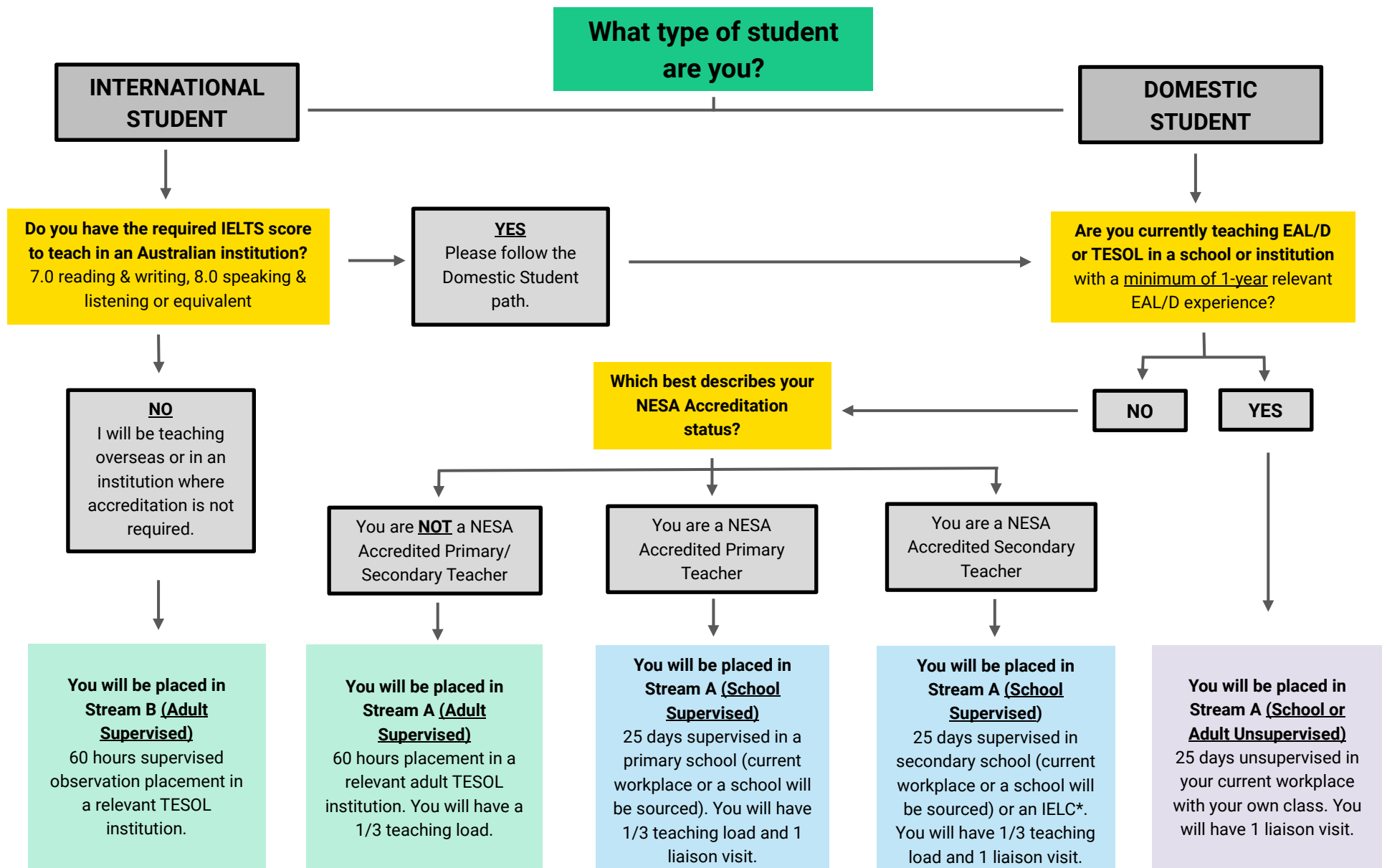
For placement resources, including attendance sheets, reports and payment forms, please refer to our [Professional Experience Website](#).

Overview of EDST5325 TESOL Professional Practice

Overview	This is a course for all students studying the GradCert or MEd TESOL as a TESOL specialisation and an option for those seeking professional upgrading.
No. of Days	Stream A School - 25 days Supervised or Unsupervised Stream A Adult Institution – 60 hours Stream B Adult Institution – 60 hours of observations
Description	This course provides EAL/D/ESL/EFL teachers with the opportunity to gain advanced classroom practice in this specialist field.
Observation, Teaching and other duties	<p>Stream A Supervised</p> <p>Domestic students will undertake a 25-day placement in a relevant school or 60 hours in a relevant adult TESOL institution: 1/3 direct teaching of the FTE teaching load; with remaining time used to observe and complete other duties. 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 in a school, 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 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 in an Australian secondary or primary school, their preservice teaching qualifications must be accredited by NESA before they can enrol in the course.</p> <p>Stream A Unsupervised</p> <p>Students currently teaching in an approved TESOL or EAL/D 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 (in schools) or 60-hour practicum (in Adult Institutions) is completed within their own class. The student must complete five observations of another specialist teacher and the course coordinator will visit them once. To be eligible for Stream A Unsupervised, a supporting letter confirming the TESOL student's employment in EAL/d must be provided.</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</p> <p>Students on international study visas who are not eligible to teach in Australia but who wish to undertake structured observations of EAL/D/ESL teaching and participate in TESOL programs will have a 60-hour observation placement in a relevant TESOL institution.</p>

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**. Please follow this flow chart to understand which stream you are eligible in.



Overview of School Placements

Stream A (Supervised & Unsupervised)

Stream A placements in Schools

TESOL students that are placed in school for their Stream A (Supervised or Unsupervised) placement hold NESA accreditation for either Primary or Secondary teaching. They will either be:

- **Supervised** – TESOL students who have not been teaching EAL/D for a minimum of a year will be placed with a trained or experienced EAL/D supervising teacher.
- **Unsupervised** – TESOL students who have been teaching EAL/D for a minimum of 1 year and are currently teaching EAL/D can complete their placement with their own class, unsupervised.

Stream A Supervised

Overview

TESOL students that are placed in Stream A (Supervised) hold NESA accreditation for either Primary or Secondary teaching. They are not currently teaching EAL/D for a minimum of 1 year. They will be placed in an appropriate school setting and complete 25 days of placement. They will need a supervising teacher for the 25 days and are expected to be direct teaching for 1/3 of the FTE teaching load. The remainder of the teaching load can include observations of the supervising teacher and other duties (e.g. meetings, playground duty, RFF). The course convenor will conduct one visit.

Supervising Teacher Tasks

The Supervising Teacher will have overall responsibility for the supervision of the TESOL student during their placement. They will:

- Provide opportunities for the TESOL student to observe quality practices of teaching EAL/D
- Observe and provide feedback for the lessons taught by the TESOL Student (minimum 1/3 of the FTE Teaching Load)
- Complete the required documentation ([all documentation can be found on our website](#))
 - WIL012-A TESOL Attendance Sheet – School
 - WIL013-A TESOL Stream A Evidence of Professionalism
- Complete the Teacher Supervision Payment and Statement by Supplier forms and email to professionalexperience@unsw.edu.au

TESOL Student Tasks

The TESOL Student will need to ensure they uphold the Code of Conduct and demonstrate professionalism at all times. They will:

- Ensure they attend for the required 25 days (full school days)
- Are teaching 1/3 of the FTE Teaching load, with the remainder observing the supervising teacher and other duties of the teacher
- Complete 5 Lesson observation forms of the supervising teacher in EAL/D
- Provide the supervising teacher with all required documentation and upload to Moodle no later than 10 working days after the placement is finished
 - WIL012-A TESOL Attendance Sheet – School
 - WIL013-A TESOL Stream A Evidence of Professionalism

Stream A Unsupervised

Overview

TESOL students that are placed in Stream A (Unsupervised) hold NESA accreditation for either Primary or Secondary teaching. They are currently teaching EAL/D in the school and have a minimum of 1 year experience. They will complete their placement at their current school of employment and can continue teaching their class. They are required to have a minimum of 5 lesson observations of another experienced EAL/D teacher. The course convenor will conduct one visit.

TESOL Student Tasks

The TESOL Student will need to ensure they uphold the Code of Conduct and demonstrate professionalism at all times. They will:

- Ensure they attend for the required 25 days (full school days)
- Are teaching minimum 1/3 of the FTE Teaching load, with the remainder of other duties.
- Complete at least 5 Lesson observation forms of another experienced teacher in EAL/D
- Complete all required documentation and upload to Moodle no later than 10 working days after the placement is finished
 - WIL012-A TESOL Attendance Sheet – School (signed off by the Head Teacher / Executive Staff)

Overview of Adult TESOL Placements

Stream A and Stream B

Placements in Adult TESOL Institutions

TESOL students that do not hold a NESA accreditation for teaching in a primary or secondary school will be placed in a relevant adult TESOL institution. We have two streams:

- **Stream A**– TESOL students in Stream A will complete a supervised teaching placement, where they will be teaching 1/3 of the FTE teaching load.
- **Stream B** – TESOL students in Stream B will complete an observation placement where they act as a classroom assistant. There is no teaching load required.

Stream A - Adult

Overview

TESOL students that are placed in Stream A (Supervised) in an adult institution have met the minimum IELTS requirements or are a domestic student. They will be placed in an appropriate adult TESOL setting and complete **60 hours of placement**. They will need a supervising teacher for the entirety of the placement and are expected to be direct teaching for 1/3 of the FTE teaching load. The remainder of the teaching load can include observations of the supervising teacher and other duties. The course convenor will conduct 1 visit.

Supervising Teacher Tasks

The Supervising Teacher will have overall responsibility for the supervision of the TESOL student during their placement.

They will:

- Provide opportunities for the TESOL student to observe quality practices of teaching TESOL
- Observe and provide feedback for the lessons taught by the TESOL Student (minimum 1/3 of the FTE Teaching Load)
- Complete the required documentation ([all documentation can be found on our website](#))
 - WIL012-B TESOL Attendance Sheet - Adult Institution
 - WIL013-A TESOL Stream A Evidence of Professionalism
- Complete the Teacher Supervision Payment and Statement by Supplier forms and email to professionalexperience@unsw.edu.au

TESOL Student Tasks

The TESOL Student will need to ensure they demonstrate professionalism at all times. They will:

- Ensure they attend for the required 60 hours.
- Are teaching 1/3 of the FTE Teaching load, with the remainder observing the supervising teacher
- Complete 5 Lesson observation forms of the supervising teacher
- Provide the supervising teacher with all required documentation and upload to Moodle no later than 10 working days after the placement is finished:
 - WIL012-B TESOL Attendance Sheet - Adult Institution
 - WIL013-A TESOL Stream A Evidence of Professionalism

Stream B - Adult

Overview

TESOL students that are placed in Stream B in an adult institution will be completing an observation placement. They will be placed in an appropriate adult TESOL setting and complete 60 hours of placement. They will need a supervising teacher for the entirety of the placement and are expected not to undertake any direct teaching. They will act as a classroom assistant and assist the teacher and students as required.

Supervising Teacher Tasks

The Supervising Teacher will have overall responsibility for the supervision of the TESOL student during their placement.

They 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.
- Complete the required documentation ([all documentation can be found on our website](#))
 - WIL012-B TESOL Attendance Sheet - Adult Institution
 - WIL013-B TESOL Stream B Evidence of Professionalism
- The University appreciates that supervision is a voluntary position, a mentoring role for the TESOL student. Therefore, no payment is offered for supervision.

TESOL Student Tasks

The TESOL Student will need to ensure they demonstrate professionalism at all times. They will:

- Ensure they attend for the required 60 hours.
- Complete 5 Lesson observation forms of the supervising teacher
- Provide the supervising teacher with all required documentation and upload to Moodle no later than 10 working days after the placement is finished
 - WIL012-B TESOL Attendance Sheet - Adult Institution
 - WIL013-B TESOL Stream B Evidence of Professionalism

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. They have 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 oversees all TESOL Professional Practice placements in EDST5325 and will act as the liaison officer. Liaisons play an important role in supporting the learning of TESOL Students while on placement. The following responsibilities are associated to the work performed by UNSW liaisons in accordance with the [common roles and responsibilities stated by NESA](#)

Liaisons are the first point of contact for school principals, professional experience coordinators, supervising teachers and teacher education students during the professional experience placement. They provide quality educational and professional leadership in helping to foster good relationships between NSW Schools, Adult TESOL Institutions and UNSW. They contribute to the TESOL student's professional learning during the professional experience placement by modelling quality teaching and learning practice including a knowledge of the subject content to be taught and how students learn, effective planning, programming and student assessment, and effective Interpersonal and communication skills. Liaisons undertake some email and calls contacts with the assigned placement school/institution, depending on the structure of the placement. These contacts may include:

- email and calls with school coordinator, supervisor, and TESOL Student to introduce yourself as the first point of contact while the student is on placement, clarify role and expectations and organise the liaison visit.
- a liaison visit generally involves speaking with the TESOL student and the supervising teacher(s) about progress.
 - In Stream A, the liaison visit will aim to facilitate the learning of the TESOL Student more fully by observing their teaching and completing an observation report.

Pre-placement Responsibilities

- Introduce yourself to the students and host organisations.
- Organise a visit date for those in Stream A

During Placement Responsibilities

- Complete **Course Convenor/Liaison Report (Stream A only)**
- Support students and their supervisors with inquiries related to the placement (Stream A and Stream B).
- Liaise with the TESOL Students, host organisation and the WIL team regarding performance and/or concerns
- Conduct a visit and lesson observations for those in Stream A

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 required forms (attendance record and reports). The TESOL Student should provide the teacher with these forms, but they can also be found at our [Professional Experience Website](#).

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
- 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
- Complete all tasks and requirements by dates specified
- Complete all compliance requirements (including WWCC and UNSW Training)
- Complete all required forms.
- Follow the UNSW Code of Conduct
- Provide the supervising teacher with all placement forms, including attendance records and placement reports. They can be found in your EDST5325 Moodle or on our [Professional Experience Website](#).
- Understand the inherent requirements outlined in the [UNSW Professional Experience Handbook](#)

Submission of Documents

All students are to submit their signed documents by uploading to Moodle **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.

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 upload it to their InPlace profile.

Post Placement

Ensure that all appropriate forms have been witnessed and signed by the Supervising Teacher or Head of Department (where required) and uploaded to moodle 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 Team. Please update it on UNSW InPlace. 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 Course Convenor/ Liaison should be contacted immediately and cc in the Work Integrated Learning Office (professionalexperience@unsw.edu.au). 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.