

2009
Professional Experience Requirements Booklet
Upper Primary - Years 3 to 6
Bachelor of Education (Early Childhood)



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Important Dates

| | |
|------------------------|----------------------------------|
| Placement commencement | Monday 26 th October |
| Placement conclusion | Friday 27 th November |
| Report due | Friday 5 th December |

Contact details

If you have any queries please contact the Professional Experience Office:

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Introduction

The pre-service teachers have completed studies in several key areas of curriculum and classroom management. As this is their fourth Professional Experience placement, it is expected that these pre-service teachers demonstrate high levels of competence. To date the pre-service teacher undertaking this placement has successfully participated in placements with

- ◆ Children's services with children aged 0 – 3 years
- ◆ Children's services with children aged 3 – 5 years
- ◆ Primary school years K/P – Year 2

Pre-service teachers undertaking this 25 day upper primary placement need to demonstrate the professional skills and understandings they have developed to date. During the placement, it is expected that pre-service teachers will take increasing amounts of responsibility both in the classroom and within the whole school. By the end of this placement pre-service teachers should demonstrate sufficient competence to be able to manage the class independently over the course of a sequence of days. In some situations this may not be possible but it is recommended.

Background Information

Subject Objectives

Upon successful completion of this subject, pre-service teachers should:

- ◆ have explored the sources of knowledge in primary school education;
- ◆ be aware of historical influences on current models of teaching and learning in primary schools;
- ◆ have engaged in critical enquiry and dialogue about primary curriculum and teaching practices;
- ◆ have examined, critiqued and utilised models of planning and evaluation from state curricula and support documents;
- ◆ possess a planning framework & personal philosophy to guide their teaching practice in upper primary; and
- ◆ have critically examined and utilised current assessment and reporting procedures used in primary schools.

Subject Requirements

The subject will cover the following topics:

- ◆ sources of knowledge which inform curriculum and debate around these;
- ◆ community and systemic influences on curriculum;
- ◆ contemporary challenges to teaching and learning in schools;
- ◆ models of planning in schools;
- ◆ models of teaching and learning;
- ◆ assessment and reporting;
- ◆ accessing and managing resources for planning and practice;
- ◆ critical self-reflection and ongoing professional development;
- ◆ instrumental music instruction.

Professional Experience Tasks

Professional Experience Classroom Requirements

Pre-service teachers need to use this placement to prepare themselves for the extended final placement in 4th year by undertaking the following tasks and meeting the following requirements.

- ◆ Plan and implement at least 16 lessons during the placement. These can be either whole class or small group lessons depending on the needs of the class, but a mixture is recommended.
- ◆ Work towards at least four days of full control of the class in the last two weeks. Note that the Associate teacher will need to remain in the room during this time.
- ◆ Familiarise yourself with the behaviour management plan (discipline plan) for the class and the school you are in. Implement these behaviour management strategies in your classroom, demonstrating your understanding of these to your mentor.
- ◆ Demonstrate to your Associate teacher a growing understanding of the Key Learning Areas as well as the associated curriculum documents and support materials related to them.
- ◆ Utilise the state curriculum documents during the placement.
- ◆ Show a good understanding of the timetable allocation.
- ◆ Practise using more advanced methods for planning. For example, a daybook or daily program.

Lesson Plans

All professional experience placements require pre-service teachers to undertake lessons or group experiences. The number and content of these plans will depend on requirements of each professional experience, discussion with the Associate teacher and creative input from the pre-service teacher.

The pre-service teacher has used a lesson plan format in previous placements. They may wish to use this format again, adopt a format suggested by the Associate teacher or develop a new format. It is expected that knowledge from recently completed curriculum subjects will be utilised.

Note: The pre-service teacher must:

- * Discuss their ideas for the planned experiences / lessons with their Associate teacher.
- * Discuss their written plans prior to implementation and ensure the Associate teacher signs their written plans.
- * Ensure that evaluations of each lesson are completed and attached to the plan

Professional Experience Journal Requirements

Each pre-service teacher must address the following tasks and present them as a journal to the subject coordinator. It will be reviewed by University staff and then the final section of the report form will be completed.

Pre-service teachers must ensure they include all of the following when submitting the journal:

1. Eight weekly critical reflections including evaluation.
2. Timetable they developed
3. The learning contract, signed by both pre-service and Associate teacher

1. Eight weekly critical reflections including evaluation.

Current thinking in early childhood education places strong emphasis on reflective practice. The aim of this practice is to develop reflective thinking skills and integrate theory and practice in realistic situations and help the pre-service teacher to develop their own teaching philosophy.

The pre-service teacher will critically reflect on some aspects of education, with particular reference, where possible, to their experiences whilst on placement. Areas they may choose to reflect upon include:

- ◆ Assessment and reporting
- ◆ Planning and delivery of curriculum
- ◆ Classroom management
- ◆ Professional and personal development requirements, including relationships with staff and parents
- ◆ Development of relationships with children, including communication skills
- ◆ Policy and provision for children with special needs
- ◆ Policy and provision for children from culturally and linguistically diverse backgrounds
- ◆ Policy and provision for children from Indigenous Australian families
- ◆ Observational skills
- ◆ Challenges to their own educational philosophy
- ◆ Planning for children with diverse educational needs (including giftedness)

Each reflection, with the exception of the evaluation, should be between 350 and 500 words in length, and each week's reflection at a minimum will include reference to;

- ◆ **one teaching reference**
- ◆ **two professional journals.**

For the purpose of assessment, each teaching reference and professional journal can count towards the total texts accessed only once.

Professional journals are easily accessed online through the library database link on the my.csu.edu.au website.

This journal is to be **submitted for feedback on Monday 25th August 2008**, at which time three journal entries should be fully completed. The journal is to be fully edited, with correct referencing throughout and a list of references attached. The assessed journal will be made available to each student before placement commences.

The final journal entry should be an evaluation of the placement and the pre-service teacher's honest appraisal of their development as an educator, including both strengths and areas requiring further work. The pre-service teacher should specifically comment on their perception of the success of their placement in the school. This evaluation should be 500 words in length, and should use teaching references to support the student's evaluation.

The journal, with seven reflective entries and one evaluation, will be **submitted for final marking on Friday 7th November, 2008.**

2. Timetable they developed

The pre-service teacher is required to develop a timetable in order to organise their involvement in the school and to illustrate how they will implement their strategies to achieve the core competencies. NB: Pre-service teachers are encouraged to develop their own timetable considering the school and applying their own creative input.

This timetable should be an opportunity for students to record where they have demonstrated their competencies, and can be used as evidence of achievement in their final interview with their Associate teacher.

No pre-service teacher will access or incorporate information, written or verbal, without the consent of the Associate teacher. The Associate teacher must sign this completed task to ensure that they are fully aware of the information that is included.

3. The learning contract, signed by both pre-service and Associate teacher

Each pre-service teacher will be required to be familiar with the core competencies. At the beginning of the placement they will discuss with their Associate teacher the areas they particularly wish to focus upon developing during the placement. They will discuss with their Associate teacher what strategies and goals they have for the successful completion of the placement. At the end of this discussion a learning contract is to be written by the pre-service teacher and signed by both the pre-service teacher and Associate teacher. This learning contract will be placed in the journal and referred to regularly throughout the placement by the pre-service teacher and Associate teacher to ensure that the goals of the placement are being met.

Evaluation of the core competencies will be conducted by the pre-service teacher at the conclusion of the placement and be included in the professional experience journal.

The report form that the Associate teacher completes will refer directly to these core competencies and the required tasks.

Attendance

- ◆ Pre-service teachers must attend the full 25 days of placement
- ◆ Hours worked should mirror those of the Associate teacher
- ◆ Pre-service teacher **must** complete the Attendance Form on the back page of the Report Form and have it signed by the principal of the school.

In case of illness or misadventure pre-service teacher should notify the Associate teacher **before** the day begins and arrangements made to make up the missed days.

Report

The Associate teacher and pre-service teacher should refer regularly to the report during the placement. This should be completed on the last day of the placement. Please ensure that the pre-service teacher, the Associate teacher and the director have all signed the report before returning to

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As per the Professional Experience Handbook
Associate teachers must note that during
professional experience pre-service teachers are
not to be given sole responsibility for students
in the classroom



PROFESSIONAL EXPERIENCE
Upper Primary Placement

25 day placement
SpringSession 2009

School: _____

Pre-service teacher name: _____ Pre-service teacher signature: _____

Supervisor name: _____ Supervisor signature: _____

Year level: _____ Date: _____

Overall Assessment and Summary Statement

It is an expectation of this professional experience that pre-service teacher will achieve competence in each of the core areas. If the pre-service teacher demonstrates this competence only with 'a lot of support' the assessment will be deemed marginal.

| | |
|---|--|
| <input type="checkbox"/> Unsatisfactory (May lead to exclusion from course) | <input type="checkbox"/> Satisfactory (Can progress to next practicum) |
|---|--|

Please comment on and rate the pre-service teacher's work in relation to each of the competencies.

| | | | |
|---------------------|---------------------------------------|--------------------------------------|-------------------------|
| 1. Not demonstrated | 2. Demonstrated with a lot of support | 3. Demonstrated with minimum support | 4. Worked independently |
|---------------------|---------------------------------------|--------------------------------------|-------------------------|

CORE COMPETENCIES

| PROFESSIONAL KNOWLEDGE | | |
|---|--|----------------------|
| Competency | Indicator | Please Circle |
| Clearly demonstrates the ability to use a variety of observation strategies appropriate to primary school classrooms. | <ul style="list-style-type: none"> ◆ Considers learners, content, context, outcomes and strategies. ◆ Can articulate the class profile. ◆ Uses notes, checklists, student work samples, screening tests. | 1 2 3 4 |
| Develops and delivers effective and concise lessons taking prior learning into account. | <ul style="list-style-type: none"> ◆ Appropriate acknowledgement of prior learning. ◆ Lesson plans are clear and sequential. ◆ Lesson shows logical development of ideas. ◆ Lesson steps are given appropriate timing. | 1 2 3 4 |
| Evaluates lessons using a variety of criteria | <ul style="list-style-type: none"> ◆ Student response and performance ◆ Classroom management ◆ Critical reflection | 1 2 3 4 |
| Displays knowledge of content relevant to activities. | <ul style="list-style-type: none"> ◆ Demonstrates understandings of learning content relevant to the students. ◆ Explains ideas clearly. ◆ Adapts content to suit the students and the strategies. | 1 2 3 4 |
| Demonstrates proficiency with a range of teaching strategies. | <ul style="list-style-type: none"> ◆ For example, questioning, demonstrating, group work, modelling, discussion, problem solving. | 1 2 3 4 |

| PROFESSIONAL PRACTICE | | |
|--|---|---------------|
| Competency | Indicator | Please Circle |
| Seeks out and creates materials, equipment and other appropriate resources for planned learning experiences. | <ul style="list-style-type: none"> ◆ Demonstrates confidence in use of resources ◆ Selects resources that support learning ◆ Shows awareness and demonstrates utility of relevant resources in KLAs. | 1 2 3 4 |
| Develops lessons from a range of curriculum areas eg literacy, art, technology, maths and science. | <ul style="list-style-type: none"> ◆ Demonstrates knowledge of the breadth of curriculum in primary schools. ◆ Can design learning experiences and use varied ◆ Teaching strategies relevant to different KLAs. | 1 2 3 4 |
| Meets learner diversity. | <ul style="list-style-type: none"> ◆ Develops activities that are inclusive of all children. ◆ Provides for individual differences, rates and styles of learning. | 1 2 3 4 |
| Demonstrates flexibility, responsiveness and initiative. | <ul style="list-style-type: none"> ◆ Can make changes to plans if necessary. ◆ Responds maturely to unexpected events. | 1 2 3 4 |
| Structures learning tasks effectively. | <ul style="list-style-type: none"> ◆ Delivers effective lessons ◆ Designs interesting learning activities ◆ Organises a variety of teaching aids. ◆ Uses appropriate grouping and organising strategies. | 1 2 3 4 |
| Sets and maintains clear expectations/ uses appropriate discipline strategies. | <ul style="list-style-type: none"> ◆ Maintains routine procedures ◆ Responds to responsible student behaviour ◆ Encourages appropriate behaviour ◆ Sets consequences for inappropriate behaviour ◆ Presents expectations in an assertive manner ◆ Develops a personal discipline plan | 1 2 3 4 |
| Develop and apply own management strategies consistent with school discipline policies. | <ul style="list-style-type: none"> ◆ Is familiar with classroom and school discipline policy ◆ Applies consequences fairly and consistently | 1 2 3 4 |
| Develops positive working environment with the class. | <ul style="list-style-type: none"> ◆ Cooperates with class teacher ◆ Accepts and responds to advice ◆ Encourages positive peer interaction and cooperation ◆ Promotes matures interpersonal behaviour | 1 2 3 4 |
| Demonstrates communication skills sufficient to motivate and engage students. | <ul style="list-style-type: none"> ◆ Has a happy and relaxed approach with students ◆ Listens to students ◆ Motivates students with an enthusiastic and dynamic approach ◆ Engages in meaningful conversations with students | 1 2 3 4 |
| Evaluation of student learning | <ul style="list-style-type: none"> ◆ Shows awareness of individual performance ◆ Observes and takes action ◆ Gives feedback ◆ Asks questions to clarify students' understanding ◆ Increasing capacity in the use of curriculum materials in student evaluation | 1 2 3 4 |
| Uses evaluative information to adjust content, style, and pedagogical technique in future lessons. | <ul style="list-style-type: none"> ◆ Articulates strengths and weaknesses of lessons ◆ Takes a proactive approach to adjustment of content and pedagogy | 1 2 3 4 |



School: _____

Under the terms of the P.S.B. Agreement, Associate teachers are eligible to claim only for block placement days on which the pre-service teacher is actively supervised.
Associate teacher was absent on : _____

Principal/Authorised Supervisor's comments:

Signed: _____

Principal/Authorised Supervisor (required to meet auditing regulations).

Checklist

- | | |
|---|--------------------------|
| Report signed by | |
| Pre-service teacher (1 st page) | <input type="checkbox"/> |
| Associate teacher (1st page) | <input type="checkbox"/> |
| Principal (last page) | <input type="checkbox"/> |
| Appropriate payment claim form attached | <input type="checkbox"/> |
| For individual claim | |
| Payment voucher | <input type="checkbox"/> |
| TFN Declaration form (dated less than 7 days ago) | <input type="checkbox"/> |
| For school claim | |
| Tax Invoice made out to CSU (including site ABN number and the words Tax Invoice) | <input type="checkbox"/> |

To be forwarded to:

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