



BACHELOR OF EDUCATION (EARLY CHILDHOOD) COURSE

Professional Experience 3: Assessment and Classroom Planning

Student's Name _____

Placement School _____

Class _____

Teacher _____

This document must be read in conjunction with the General Handbook for the Bachelor of Education (Early Childhood) course

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ETHICAL CONSIDERATIONS FOR STUDENTS UNDERTAKING PROFESSIONAL EXPERIENCE PROGRAMS AS PART OF THE PRESERVICE TEACHER EDUCATION PROGRAMS

Preamble: Often preservice teachers are required to undertake data collection in the form of lesson observations, interview teachers and or students and collect samples of work while undertaking their professional Experience programs. Ethical approval through the University's Ethics in Human Research Committee is not required for exercises that are not for the purpose of formal research or for publication in any form. However, such data collection exercises involving human participants do incur the same ethical obligation as research projects. Preservice teachers involved in these activities must adhere to the following principles:

- **Respect for persons.** *Preservice teachers must respect the rights and beliefs of individuals. For example, do not make public your judgements about the physical appearance or intellectual abilities of students in your classes. A guiding principle in all of your interactions with other people in your professional experience setting should be that respect for the dignity and well being of others takes precedence over the expected benefits to knowledge of the data collection you might engage in.*
- **Avoid doing harm.** *Preservice teachers must avoid doing harm which may be in the form of embarrassment or exploitation (e.g. taking copies of a teacher's programs and using them without giving due recognition of the teacher's work) or of a physical nature (e.g. expecting students to undertake physical testing) and exposing them to ridicule by their peers.*
- **Informed consent.** *Teachers, students and members of the school community must be informed of the nature of their participation and the uses to which the data they provide will be put. You should explicitly ensure you have their agreement to participate only after being made aware of the nature of the program. A participant's right to withdraw without explanation at any time should be assured and honoured.*
- **Privacy and confidentiality.** *Preservice Teachers must respect the privacy of participants and avoid unnecessary intrusions. All information should be treated carefully and, where possible or promised, names and personally identifiable information should not be disclosed to others. For example, it is inappropriate to discuss information you might gather about any members of the school community – students, teachers etc – beyond the confines of the school or with those other than the people you initially stated when obtaining participants' consent. Be mindful of legislation regarding taking photos of students.*
- **Security and integrity of data.** *All the information collected should be safely stored and not be used for other purposes. For example, samples of student work should normally have identifying information removed or disguised, should not be bandied around amongst your peers, nor should they be used in subject(s) other than those that you obtained consent for. At completion of the program, material should be destroyed.*
- **Academic and scientific standards.** *Preservice teachers must analyse and report their findings accurately, honestly and in compliance with accepted academic and scientific standards.*
- **Cultural sensitivities.** *Preservice teachers should articulate how they will work sensitively and respectfully with diverse populations that may include members of Indigenous, NESB communities and students from low socio-economic backgrounds. For example, preservice teachers will need to be familiar with the cultural nuances associated with these diverse groups – willingness to speak in groups, use of body language to convey meaning etc.*

If you have any concerns in relation to this matter, please don't hesitate to contact the Professional experience Co-ordinator at CSU.

The following sites might be useful if you would like more information in relation to ethical considerations when "collecting" data.

- The NSW Department of Education and Training's Research Guidelines: Guidelines for Approving Applications from External Agencies to Conduct Research in NSW Government Schools, accessible at <http://www.det.nsw.edu.au/policies/research/reseguid/index.htm>
- Early Childhood Australia's Code of Ethics, accessible at http://www.aeca.org.au/abtus_resources_cofe.htm
- The Australian Institute of Aboriginal and Torres Strait Islander Studies' Guidelines for Ethical Research in Indigenous Studies, accessible at <http://www.aiatsis.gov.au/corp/docs/EthicsGuideA4.pdf>
- The Board of Studies site contains "Working with Aboriginal communities: A guide to community consultation and protocols", accessible at http://www.boardofstudies.nsw.edu.au/aboriginal_research/pdf_doc/work_aborig_comm.pdf

PRESCRIBED OBJECTIVES – GUIDED PRACTICE 3

The pre-service teacher will have successfully completed this teaching practice when she/he has:-

ESTABLISHED his/her **SUITABILITY FOR TEACHING** through a personal and diadic assessment of:

- * Personal qualities
- * Professional qualities
- * Communication skills
- * Interaction with children, staff and parents

CONSOLIDATED ALL OBJECTIVES for Teaching Practice, including personal objectives:

DEMONSTRATED PERFORMANCE SKILLS, the indicators being:

- * Detailed planning and preparation of activities and experiences
- * Teaching skills that enable children to achieve intended outcomes
- * Management skills that facilitate learning and teaching
- * Knowledge of content of experiences presented
- * Daily evaluation of experiences
- * Monitoring and recording of group and individual outcomes, and incorporating these implications into planning

DEMONSTRATED REFLECTIVE PRACTICE, by maintaining a reflective journal throughout the professional experience.

READ with the permission of your Associate, the **CURRENT PROGRAM** for the class; read other programs that staff are willing to share; read developmental records.

PLANNED, in consultation with your Associate, **TAUGHT and EVALUATED** a series of lessons and a full week of teaching.

COMPLETED A SITUATION ANALYSIS for this professional experience.

COMPLETED CHILD ASSESSMENT TASKS and used this information to plan for individualised learning.

FULFILLED PERSONAL OBJECTIVES for this practice.

ADDED TO YOUR PERSONAL PHILOSOPHY

ADDED observations and *relevant* items to his/her **RESOURCE COLLECTION**.

COMPLETED A PERSONAL WRITTEN EVALUATION of his/her teaching and general achievements during the session.

SITUATION ANALYSIS

A detailed analysis should be completed by end Week 1, and appropriate amendments made during the professional experience.

During this teaching practice session you are required to make close observations of certain features of the school in which you are placed. These observations will form the basis of your developing conceptualisation of a school.

Report under the following headings:-

1. Classroom Analysis

- includes the layout of the classroom itself, learning resources and management of students and routines
- note the usual timetable for the week, note changes to this; eg, special events, and how plans are made

2. The Teacher's Role

- teaching tasks, non-teaching tasks(e.g. choir) and other activities.
- staff communication processes
- organisation of staff

3. The School

- policies re. curriculum, assessment, discipline, sport, accidents, library use, computer use
- playground supervision, excursions, use of equipment, traffic and safety
- links between school, parents, caregivers and community
- features of this school (special programs, community involvement, annual events facilities, etc.)

4. The Children

- group dynamics, social climate in the classroom, behaviour
- classroom and school responsibilities
- interests, non-teaching activities

Take the initiative to find out as much as you can about the school as a whole - the principal, staff, their specific roles, the level of parent participation, etc.

Associate Teacher to Verify : _____ Date: _____

CHILD ASSESSMENT AND INDIVIDUALISED PLANNING

During this teaching practice, students are expected to design assessment tasks that will inform their planning for individual children in one key learning area (KLA).

In consultation with the classroom teacher, select two children of differing ability levels as focus children. Design a range of assessment procedures (eg. observation, interview, structured tasks, questioning, etc) that will provide evidence of each child's level of achievement in relation to specific Syllabus indicators.

Basing your assessment on one KLA, analyse each child's progress towards meeting Syllabus outcomes, and make recommendations to help the child meet the outcome.

Plan and implement individualised activities for the children, as part of your teaching in the KLA.

Evaluate the child's progress throughout the 4- week placement.

TEACHING PROGRESSION – Guided Practice 3

The suggested sequence will vary with the particular circumstances of the placement. Students and Associate Teachers should negotiate these arrangements during the first week of the professional experience and discuss them with the University Mentor.

Observation

Observation of general teaching procedures and interactions on the FIRST week of the practice and afterwards when not involved in teaching. Observations are to be recorded as set out in the situation analysis. Students should also begin to make additions to their resource collection.

Teaching

All planning and teaching will involve the student working as a team member with the Associate and other staff as necessary. Plans must be shown to the Associate, and discussed, before implementing lesson experiences. All lessons must be fully evaluated.

Progression through the following steps is suggested:

- Week 1) This week is completed in the role of a Teacher's Aide, assisting the associate to orient young learners to school contexts at the beginning of the school year.
- Week 2) Students will take responsibility for planning and teaching individual lessons, moving to the goal of **one full teaching day** by the end of week 2.

Week 3) Students should extend their teaching to cover a range of subject areas, working towards the goal of **two consecutive full days** by the end of week 3.

Week 4) **One full week of teaching.** Students may wish to use this week to introduce or develop a unit of work, in keeping with the classroom program.

This sequence should be seen as a consolidation and extension of basic teaching skills and the quantities of teaching undertaken as a **minimum requirement**. There will be many students who will exceed this minimum, but this should only be undertaken on the recommendation of the associate teacher and with the approval of the university mentor. The teaching load attempted should always be set giving due consideration to the priority of **quality** over **quantity** of teaching undertaken.

Lessons should be written up in full, using the Planning Format (page 14), an alternative lesson plan format (page 15) or any other format suggested by the Associate Teacher. Evaluations should include required headings, as shown on page 16. As students move to full day planning, a day book format, eg. Page 17, may be used.

ACADEMIC PROGRESS REGULATIONS

(As per CSU University Handbook)

Because it includes a professional experience component for your course, **Bachelor of Education (Early Childhood)**, this subject is regarded as an indicator of your professional suitability. A failure in the professional experience component will mean that you have not met an essential element of the Academic Progress Regulations. Should you fail the professional experience component of this subject you may be excluded from the course and you can then appeal against exclusion, if you so choose. If you are not successful with your appeal, you will be prevented from studying subjects in your course for the period of the exclusion and you will be required to re-apply for admission to the course, because continuation after exclusion is not automatic. Should you experience any difficulties in the professional experience component of this subject and/or you have been identified as being “at risk”, it is strongly recommended that you immediately seek additional assistance and advice from your Associate Teacher, the Service Director or delegated member of staff, University staff and/or the Professional Experience Co-ordinator.

SUMMARY OF TEACHING: List Topic & Date and your role in the lesson i.e. observer, Aide, Team Teach, Independent Teach

	Weeks			
	1	2	3	4
English :				
Mathematics :				
Science & Technology				

**Human Society &
its Environment**

1	2	3	4

**Personal Develop't,
Health, Physical
Education.**

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**Creative & Practical
Arts**

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Signed: _____ Associate Teacher: _____ Date: _____

VARIETY OF TEACHING STRATEGIES

Indicate the teaching strategies and techniques you have attempted and evaluated.

- | | |
|--|--|
| <input type="checkbox"/> Describing | <input type="checkbox"/> Co-constructing |
| <input type="checkbox"/> Demonstrating | <input type="checkbox"/> Deconstructing |
| <input type="checkbox"/> Facilitating | <input type="checkbox"/> Empowering |
| <input type="checkbox"/> Questioning | <input type="checkbox"/> Philosophising |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Modelling | <input type="checkbox"/> Reinforcing |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Scaffolding |
| <input type="checkbox"/> Recalling | <input type="checkbox"/> Task Analysis |
| <input type="checkbox"/> Singing | <input type="checkbox"/> Positioning equipment |
| <input type="checkbox"/> Suggesting | <input type="checkbox"/> Collecting |
| <input type="checkbox"/> Telling/Instructing | <input type="checkbox"/> Scheduling |
| <input type="checkbox"/> Documenting | <input type="checkbox"/> Positioning people |
| <input type="checkbox"/> Encouraging/Helping | <input type="checkbox"/> Others _____ |

EQUIPMENT

List items you have used successfully :

_____	_____
_____	_____
_____	_____

THE REFLECTIVE PRACTITIONER

You are expected to reflect on your experience during your professional experience by engaging in dialogue with associate teachers and fellow students and by keeping a journal/diary in which you record your deliberations over the duration of the professional experience period. The purpose of these reflections is for you to develop new understandings and appreciation about the nature of teaching and of yourself as both teacher, learner and community member.

ADDITIONAL ACTIVITIES UNDERTAKEN e.g. staff meetings, excursions (provide details of these activities)

RESOURCE COLLECTION

From the first site based experience the pre-service teacher has been expected to develop a collection of ideas and materials that will assist in teaching practice sessions and in teaching. The collection should be added to during this teaching practice session as well as from other sources.

Naturally, as the collection expands a separate file will be needed for each age-group or even each grade. Pre-service teachers may find it more effective to develop separate sections for pre-school and school experiences.

By the end of each session the student will be expected to demonstrate that appropriate additions to the collection have been made. It should be organised with flexibility and imagination in such a way that ideas are easily accessible. The pre-service teacher will then have a bank of resources that may serve as a 'survival kit' for those early days of their teaching career.

Sections should be included with headings, such as:

- * Setting up the learning environment
- * Classroom management
- * Themes
- * Ideas for display
- * Evaluation and assessment
- * Interaction with families
- * Staff team work
- * Provision for individual differences.
- * Books - author, title, publisher, source, price, suitability
- * Collections - songs, music, poems, stories, craft, art, special occasions

As well as these files, samples of children's work showing date and age level should be collected.

Associate teacher to note: _____

Date: _____

EVALUATION

OBJECTIVES	RESOURCES	PRESENTATION/STRATEGIES	QUESTIONING AND INTERACTION
<p>Were they experienced/achieved/ developed? Why/why not?</p> <p>Observations of children to support this.</p>	<p>Were they appropriate/utilised? Why/why not ?</p> <p>Observations to support this.</p>	<p>Was it appropriate ? Why/why not ?</p> <p>Observations to support this.</p>	<p>Were they appropriate/utilised ?</p> <p>Why/why not ?</p> <p>Observations to support this.</p>
<p><u>Follow up:</u></p>			

DAY BOOK FORMAT (School Setting)

DATE/ TIME	CURRICULUM AREA/TOPIC	RATIONALE & OBJECTIVES INDIV./GROUP	ORGANISATION PREPARATION	TEACHING/LEARNING STRATEGIES SEQUENCE	EVALUATION OF OBJECTIVES, RESOURCES, SELF