

2009
Internship/Professional Experience Booklet
Bachelor of Education (Early Childhood)



Professional Experience Office
Murray School of Education
Charles Sturt University
PO Box 789
ALBURY NSW 2640

Fax: (02) 6051 9424
<http://www.csu.edu.au/faculty/educat/murrayed/>

Dates:

PRIMARY PLACEMENT

NSW	27 July to 28 August OR 31 August to 2 October
Victoria	13 July to 14 August OR 17 August to 18 September

UNDER 5 PLACEMENT

NSW	27 July to 28 August OR 31 August to 2 October
Victoria	13 July to 14 August OR 17 August to 18 September

Contact Details:

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Introduction

This professional experience placement marks a very significant point in a teacher's course of professional education. It acknowledges the progress that the pre-service teacher has already made, the knowledge gained through academic study and competence already demonstrated during professional experience. This placement provides pre-service teachers with the opportunity to grow as professionals, by placing them in a challenging and exciting school or service environment, supported by skilled, experienced and nurturing staff. Here, pre-service teachers are welcomed as colleagues, and share the varied experiences of teaching over an extended period of time. This is a time of consolidation, growth and sharing which lays a strong foundation for continuing professional development.

Members of the Murray School of Education at Charles Sturt University (Albury Campus) are very conscious of the importance of this experience, and value the privilege of working as a team with teachers and staff in early childhood services and primary schools. We appreciate the harmonious relationship which has developed over time with school and service staff and seek to develop it further.

We thank all those involved in this professional experience placement for their valuable assistance. We know that pre-service teachers benefit from their time in schools and services. We also trust that you will derive personal and professional satisfaction from your involvement in this particular internship/professional experience placement program.

Defining the terms

For those participating in this professional experience the following terms will apply:

Pre-service teacher

Is the final year Charles Sturt University, Murray School of Education student undertaking the professional experience with your service or school.

It is important that the pre-service teacher is perceived as a teacher and not as a student from the outset. This perception is important for the pre-service teacher to ensure that they view themselves as teachers and the responsibilities that are associated with the term.

It is also important for the children/pupils to perceive the pre-service teacher as having this status.

Internship

This relates to NSW schools only. Pre-service teachers in their final placement are eligible to be placed in a school as an intern. This is seen as a period for trying out or putting into practice skills that have been learnt throughout their university studies and professional experiences. An intern is approved to teach a class without the presence of an associate teacher although their supervisor retains the responsibility for the teaching program offered.

Associate teacher

The associate teacher is the teacher whose class or room in which the pre-service teacher is working.

In NSW schools this will be the teacher responsible for undertaking the professional development opportunity. This teacher will have some involvement with the pre-service teacher during the initial week of the professional experience before the pre-service teacher takes full responsibility for the class or room.

In Victorian schools and early childhood settings this will be the teacher responsible for assisting the pre-service teacher during their professional experience.

Mentor

The mentor is the person, in NSW schools, who supports the pre-service teacher during the professional experience and is involved in completing the stages of the report form.

In Victoria schools and early childhood settings this role is usually carried out by the associate teacher because of the requirements of supervision.

Professional Experience Liaison Officer

This person is appointed by the university as a support and as a link to the university for the pre-service teacher, the associate teacher and/or mentor.

Background Information

Pre-service teachers in the final year of their course will work for five weeks in a setting for under fives and five weeks in a setting for 5-12 year olds. This experience is expected to provide a realistic opportunity to reflect on the work of an early childhood teacher within contexts appropriate to young children. During this experience, pre-service teachers will be members of staff in this setting, and will be responsible for a group or class of children with whom they will work as a teacher.

Recognition by supervisors of the inexperience of the pre-service teachers should be noted in the fact that the university expects that these pre-service teachers have only 4 days a week face to face with children and 1 day allocated for programming and planning.

There is a musical component of this professional experience subject that pre-service teachers will be expected to complete during their time on this placement.

Upon successful completion, pre-service teachers should have:

- Participated within two settings as a full-time member of staff;
- Extended and refined their individual teaching and classroom management styles in order to make explicit their practice of teaching;
- Developed their approach to being a professional educator of young children;
- Critically reflected on issues of policy and curriculum; and
- Evaluated the contribution of this extended experience to their professional development.

The pre-service teachers have had the following prior experiences

- 20 supervised days in a setting catering for children aged 0-3 years
- 20 supervised days in a setting catering for children aged 3-5 years
- 20 supervised days in a school setting with children aged 5-8 years
- 25 supervised days in a school setting with children aged 8-12 years

Pre-service teachers undertaking this final placement will have completed all core subjects in the degree. It is important to understand that these pre-service teachers have already completed all the studies needed to be an effective teacher, and with some support should be able to demonstrate this satisfactorily and demonstrate their capacity to operate independently as professionals.

At the completion of this internship/professional experience, these pre-service teachers have completed all the requirements of their university degree. In practical terms, these pre-service teachers are fully qualified.

Many of these pre-service teachers actually start casual relief teaching immediately after this placement.

Course Structure

Bachelor of Education (Early Childhood)

	Year 1	Year 2	Year 3	Year 4
Semester 1 Autumn	<p>EEB101 Children & Family Services</p> <p>EML105 Communication Skills in Education</p> <p>EEP101 Social Cont: Education & Society</p> <p>ESL101 Early Childhood Literacy Studies</p>	<p>EPT201 Professional Experience 2 (3 – 5 years old)</p> <p>EED203 Development & Learning in Early Childhood</p> <p>EMS205 Early Childhood Science / Maths</p> <p>Elective Subject 1</p>	<p>Elective Subject 2</p> <p>EED305 Learning, Motivation & Schooling</p> <p>ES301 Science & Technology in the primary school</p> <p>EMA301 Arts in the Primary School</p>	<p>EAA304 Multiple Understandings: Early Childhood Teaching & Learning</p> <p>EER403 Early Childhood Research</p> <p>EMR407 PD / Health / PE in the Primary School</p> <p>EMH408 Society and the Environment in the Primary School</p>
Semester 2 Spring	<p>EPT101 Professional Experience 1 (Under 3 years)</p> <p>EEP105 Indigenous Australian Education Studies</p> <p>EMA101 Arts 1</p> <p>EMT101 Using Educational Technology</p>	<p>EPT204 Professional Experience 3 (K – 2)</p> <p>EMR204 Health / Movement</p> <p>EMM206 Maths in the Primary School</p> <p>ESL201 Literacy Studies in the Primary School</p>	<p>EPT307 Professional Experience 4 (Upper Primary)</p> <p>EEB303 Leadership & Admin in Early Childhood</p> <p>EED302 Education & Diversity</p> <p>ESS303 Advanced Studies in Literacy & Numeracy</p>	<p>EPT405 Professional Experience 5 (5 weeks Primary, 5 weeks Birth – 5 years) 16 Points</p> <p>EEB409 Early Childhood Issues</p> <p>EEB440 The Beginning Teacher</p>

Roles and responsibilities

Pre-service teacher / Intern

Prior to placement

Contact the school / service and gain information about

- School / service organisation
- Policies and procedures of school / service
- Dress Code of school / service
- Role of the school / service in community
- Details of the class or group in which they will be placed
- Teaching programs

During placement

- Develop personal competencies
- Keep up to date with required documentation
- Ensure all paperwork is up to date and viewed by mentor or associate teacher regularly
- Arrive at school / service promptly and prepared
- Ensure any resources needed are located prior to lessons
- Arrange time for discussion with mentor or associate teacher
- Abide by the policies of the school / service in administration, dress and grooming
- Email a lesson plan & reflection of a music lesson to university contact person

As a staff member

- Be regarded as a temporary staff member and accordingly observe the same conditions as teachers
- Remain at the school / service during prescribed hours
- Abide by the regulations of the school / service

Completion of placement

- Ensure attendance sheet and report form are completed and signed
- Leave signed original Report Form with mentor or associate teacher

Associate teacher

Prior to placement

Provide information to pre-service teacher about:

- The school's / service's policies and procedures
- Setting and background interest of children
- Available resources
- Hours of work and duties expected
- Any extra curricular involvement

During placement

- Provide information and resources to pre-service teacher as required.
- Permit the pre-service teacher to take full control of the classroom/room
- Support the pre-service teacher and mentor as required

Mentor

Prior to placement

- Be familiar with Associate teacher's classroom/room programs

During placement

- Assist the pre-service teacher in developing their personal competencies
- Provide time to support the pre-service teacher's learning
- Communicate openly and honestly with the pre-service teacher and professional experience liaison officer.
- Adhere to correct procedures for placing pre-service teacher At Risk of failing placement
- Review the report form regularly with the pre-service teacher.
- Assess the pre-service teacher

Completion of placement

- Complete report and send it to the Professional Experience Office with appropriate payment claim forms

Professional Experience Liaison Officer

Prior to placement

- Attend a meeting at the Professional Experience Office
- Become familiar with the school / service hosting the pre-service teacher

During placement

- Contact pre-service teacher, associate teacher and/or mentor in accordance with the timetable outlined.
- Support the pre-service teacher, associate teacher and/or mentor with any issues that arise during the professional experience (including placing pre-service teacher At Risk if placement is not going well).
- Ensure the associate teacher and/or mentor is comfortable with the completion of the Report Form and all other paper work.

Completion of placement

- Attend a meeting at the Professional Experience Office

Professional Experience Office

Prior to placement

- Organise placements for pre-service teachers in schools / services
- Advise and send out appropriate paperwork to schools / services and pre-service teachers
- Allocate professional experience liaison officers to pre-service teachers
- Host meeting with professional experience liaison officers

During placement

- Be a central contact point for associate teachers and/or mentors, pre-service teachers and professional experience liaison officers in case of any issues

Completion of placement

- Receive in all report forms
- Arrange payment for associate teachers and/or mentors and professional experience liaison officers
- Host evaluation meeting with professional experience liaison officers

Professional Experience Tasks

General

At the conclusion of this internship/professional experience the pre-service teacher will have achieved all the competencies required to be a teacher and this should be reflected in the report. An inability to show evidence of achieving any competencies will be grounds for failure.

Identified competencies

In addition to the general areas of competence, each student is required to identify four individual competencies specific to this internship/professional experience which should be negotiated with the associate teacher/mentor. The strategies for achieving the identified competencies should be stated in a clear and practical form.

These identified competencies will reflect the competencies that the pre-service teacher and the associate teacher/mentor feel are important. For example, a pre-service teacher may have been provided with feedback on previous professional experiences about his/her ability to produce clear, concise lesson plans. Thus it might be an appropriate identified competency for the pre-service teacher to continue developing their lesson planning. Also the school or service may have some area that the pre-service teacher could access to increase their learning or awareness of during the professional experience.

Whilst reviewing the report these identified competencies should be considered to ensure that adequate progress is being made by the pre-service teacher.

The Professional Development Plan

This should be devised by the pre-service teacher, and the associate teacher/mentor. It should show evidence of strategies employed to achieve the areas of general and identified competencies. The plan should be developed during the first week of the internship/professional experience and be reviewed regularly.

Reflection

Pre-service teachers are expected to think and write about their own learning during the internship/professional experience. Before they assume full control of the learning environment, it is suggested that pre-service teachers spend some time reflecting on their teaching and learning and writing in their journal.

Regular meetings with their associate teacher/mentor can provide an excellent opportunity to discuss some of these reflections. Talking about these ideas with an experienced educator enriches the learning opportunities.

Music

Pre-service teachers should design and deliver practical music sessions with the children in each of their placements. The designed activities need to be submitted via email to Jenni Munday jmunday@csu.edu.au in the form of a short rationale.

The experiences need reflection and evaluation and these should be reported to the Jenni Munday by email after they have been completed. These will not be marked but will be a requirement for successful completion of the placement.

Presentation

The pre-service teacher is expected to make a presentation of their current development and learning that reflects on the contribution of this internship/professional experience. The exact timing of the pre-service teacher's presentation will be a matter of negotiation between the associate teacher/mentor and the pre-service teacher but it shall be towards the conclusion of the internship/professional experience

The form that the presentation may take is at the discretion of the associate teacher/mentor but it should provide the pre-service teacher with an opportunity to demonstrate, in an authentic way, their current level of skill and their plans for professional development as a teacher.

Full details related to the presentation including assessment information will be provided to students in the Subject Outline for EEB440 - The Beginning Teacher.

Accident Insurance

The following advice has been provided by the Director of the Department of Finance, Division of Financial Services, and Charles Sturt University.

This is to confirm that university pre-service teachers attached to Thurgoona campus are covered for the following insurance whilst they participate in university course-approved work placements, internships and professional experience:

- General and Product Liability Insurance and Professional Liability Insurance with Unimutual Limited under Certificate of Entry Number UL CSU for not less than 10 million dollars Personal accident insurance with AFA policy number 5399320
- Car accidents, travelling to or returning from a teaching practice school or service, or transporting school pupils to an organised activity, should be claimed on Third Party Insurance.

Attendance

- Pre-service teachers must attend the full 25 days of placement in **each setting**
- Hours worked should mirror those of the associate teacher/mentor
- Pre-service teachers **must** complete the Attendance Form on the back page of the Report Form and have it signed by the principal of the school or director/coordinator of the service.

In the case of illness or misadventure pre-service teachers should notify their associate teacher/mentor **before** the day begins and arrangements made to make up any missed days.

Report

Reporting for this Internship/Professional Experience will involve the associate teacher/mentor, and the pre-service teacher.

It is important that during all discussions between the pre-service teacher and the associate teacher/mentor that the pre-service teacher's personal competencies are constantly referred to and become the basis of all discussion concerning progress.

The Report should be completed by the last day of the internship/professional experience. It is important to ensure that the pre-service teacher and the associate teacher/mentor have signed the report. For auditing purposes, the principal / director needs to sign the Professional Experience Timesheet (on the final page of the report) before returning to the Professional Experience Office, Charles Sturt University, PO Box 789, ALBURY NSW 2640.

Consequences of failure

Pre-service teachers must be familiar with the University's Exclusion Regulations in the Charles Sturt University's Undergraduate Handbook:

<http://www.csu.edu.au/handbook/>

Failure in this Professional Experience placement may lead to exclusion from the course.

It is recommended that pre-service teachers acquaint themselves immediately with the entire Exclusion Regulations section of the Handbook and make an appointment with the Professional Experience Manager should they require clarification.

Support plan for pre-service teachers at risk

These are the basic guidelines for supporting a pre-service teacher who is *At Risk* of failing to satisfactorily complete all the internship/professional experience requirements.

1. The associate teacher/mentor should advise the professional experience liaison officer as early as possible that the pre-service teacher is experiencing difficulties.
2. The associate teacher/mentor, the professional experience liaison officer and the pre-service teacher should meet and discuss the situation.
3. The associate teacher/mentor, the professional experience liaison officer and the pre-service teacher should complete the Developmental Support Plan proforma.
4. Fax the completed proforma to the Professional Experience Office on (02) 6051 9424.
5. The associate teacher/mentor and the professional experience liaison officer support the pre-service teacher to achieve the desired outcomes from the internship/professional experience.
6. The professional experience liaison officer should keep in touch with the associate teacher/mentor and the pre-service teacher to ensure the progress is satisfactory.
7. If the pre-service teacher continues to experience difficulties that warrant further action prior to the conclusion of the internship/professional experience, the parties involved may agree to:
 - a) Relocate the pre-service teacher to another class, or service, or
 - b) Terminate the internship/professional experience

Please note: It is essential that if the pre-service teacher is determined to be "At Risk" then these procedures be followed. It is in the best interest of the pre-service teacher to commence "At Risk" procedures as soon as possible if any concerns are observed.

Developmental Support Plan

To be completed by the associate teacher/mentor, the professional experience liaison officer and the pre-service teacher.

Please forward to Professional Experience Office for ratification and signature after expected outcomes have been identified and agreed upon.

AREAS CAUSING CONCERN	ACTION REQUIRED BY PRE-SERVICE TEACHER	SUPPORT PROGRAM FOR PRE-SERVICE TEACHER	TIMELINE FOR SATISFACTORY COMPLETION

Pre-service teacher _____ Signature _____
 Associate teacher/Mentor _____ Signature _____
 Professional Experience Liaison Officer _____ Signature _____
 Principal _____ Signature _____
 Professional Experience Coordinator _____ Signature _____
 School _____ Date _____

Please fax to the Professional Experience Office (02 6051 9424)

**PROFESSIONAL EXPERIENCE
K/P to Year 6 Placement**

**25 day placement
Spring Session 2008**

Pre-service teacher:	School:	
Associate teacher / Mentor:	Dates of placement:	Year level:

Professional Experience Report Overview

This report was written at the conclusion of an extended professional experience in which the pre-service teacher had major responsibility for teaching a class in a primary school or classes in a secondary school. The report was prepared by a school-appointed supervisor/mentor.

The overall grade for this pre-service teacher is:

Unsatisfactory <input type="checkbox"/>	Satisfactory <input type="checkbox"/>
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The first section of this report gives a broad indication of the extent to which the pre-service teacher has demonstrated their ability to meet elements of teaching that are closely aligned with the NSW Institute of Teachers' Professional Teaching Standards Framework which are also similar to Victorian standards. However, it must be acknowledged that pre-service teachers have not yet reached beginning teacher status. Therefore, the professional judgements made at the end of the placement should be based on realistic expectations that are appropriate for the final stage of a pre-service teacher's education program. The terms used to indicate the extent to which pre-service teachers have met professional teaching standards should be interpreted as follows:

- **Not achieved** – the pre-service teacher has demonstrated little or no evidence of this aspect during the placement;
- **Working towards** – the pre-service teacher has demonstrated some evidence of this aspect and has shown a willingness to address it further;
- **Achieved** – the pre-service teacher has demonstrated consistent evidence of this aspect; and
- **Going Beyond** – the pre-service teacher has demonstrated consistent evidence and displayed initiative and competence not normally expected at this stage of their learning continuum.

If the pre-service teacher is awarded one '**not achieved**' grade she/he may receive a final grade of Unsatisfactory. Supervisors/Mentors should comment on the circumstances for which a **not achieved** was given.

The second section provides an opportunity for the supervisor/mentor to describe in more detail how particular aspects of professional knowledge, practice and commitment were demonstrated by the intern. This section also provides an opportunity for the pre-service teacher to comment on their learning experience during the placement.

Professional Knowledge

Element 1: Teachers know their subject content and how to teach that content to their students

Aspect				Possible indicators during placement	
1.1 Knowledge of subject content				<ul style="list-style-type: none"> ◆ Demonstrates comprehensive knowledge in appropriate Key Learning Areas ◆ Represents relevant concepts in a variety of modes that are easily accessible to students ◆ Presents content with confidence 	
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond		
1.2 Knowledge of pedagogy				<ul style="list-style-type: none"> ◆ Applies a range of teaching strategies that are informed and appropriate to students' learning stages ◆ Designs and implements intellectually challenging learning experiences ◆ Engages students in relevant and meaningful learning experiences 	
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond		
1.3 Knowledge of curriculum requirements				<ul style="list-style-type: none"> ◆ Implements school-based and mandatory policies related to the curriculum ◆ Accesses information about curriculum documents then designs and implements lessons accordingly 	
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond		
1.4 Knowledge of communication and information technologies (ICT)				<ul style="list-style-type: none"> ◆ Demonstrates basic operational skills with a variety of technologies (e.g. CD player, overhead projector, digital camera, photocopier, computer) ◆ Uses ICT as a resource for designing learning experiences (e.g. internet, word processor, DVDs) ◆ Models and facilitates the use of ICT in classroom practice to enhance pedagogical skills ◆ Uses ICT for administrative purposes (e.g. record keeping, reporting student progress, communicating with parents) 	
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond		
Element 2: Teachers know their students and how they learn					
2.1 Knowledge of and respect for the diverse backgrounds of students and the effects these factors have on learning				<ul style="list-style-type: none"> ◆ Conveys sensitivity to how diverse student backgrounds affect learning (e.g. social, cultural, ethnic and religious backgrounds) ◆ Designs lessons that identify and address students' prior knowledge, backgrounds and histories ◆ Demonstrates and awareness of the typical stages of students' physical, social, emotional and intellectual development 	
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond		
2.2 Knowledge of students' varied approaches to learning				<ul style="list-style-type: none"> ◆ Employs a range of strategies that cater for varied student learning styles (eg: VAK, Gardner's multiple intelligences) and mandatory areas ◆ Explicitly addresses the literacy needs of all learners, including ATSI, students with Special Educational needs, LBOTE, and students with challenging behaviours 	
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond		

Professional Practice				
Element 3: Teachers plan, assess and report for effective learning				
Aspect				Possible indicators during placement
3.1 Planning for teaching and learning				<ul style="list-style-type: none"> ◆ Designs sequenced lessons to develop students' understanding of a concept ◆ Identifies and articulates clear and appropriate learning goals for student needs ◆ Generates lessons that address learning outcomes for appropriate developmental stages ◆ Critiques, selects and uses a range of resources that support syllabus outcomes
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
3.2 Assessing student for learning				<ul style="list-style-type: none"> ◆ Implements a variety of assessment strategies ◆ Records student learning in a detailed, accurate and comprehensive manner ◆ Uses assessment results to provide constructive and timely feedback to students ◆ Uses assessment processes to inform and guide future planning
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
3.3 Report student learning				<ul style="list-style-type: none"> ◆ Works collaboratively to inform parents and caregivers of student progress ◆ Produces written documentation that is consistent with school expectations ◆ Demonstrates understanding of systemic (eg DET, CEO) expectations in relation to reporting
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
Element 4: Teachers communicate effectively with their students				
4.1 Effective communication and classroom discussion				<ul style="list-style-type: none"> ◆ Communicates clear directions to students about learning goals ◆ Demonstrates a range of effective questioning techniques to maximise student learning ◆ Listens to students and engages them in classroom conversations ◆ Speaks clearly using appropriate tone, volume & expression ◆ Uses non-verbal forms of communication effectively
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
4.2 Student grouping				<ul style="list-style-type: none"> ◆ Maintains a balance of student group structures, as appropriate, to address teaching and learning goals (e.g. individual, paired, small group and whole class work)
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
4.3 Teaching strategies				<ul style="list-style-type: none"> ◆ Creates a motivating classroom environment to maintain student engagement (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking) ◆ Demonstrates an ability to “read the play” when teaching and adapts lessons accordingly ◆ Models an enthusiastic and positive attitude towards learning
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	

Professional Practice (cont)				
Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills				
Aspect				Possible indicators during placement
5.1 Creates an environment of respect and rapport				<ul style="list-style-type: none"> ◆ Demonstrates a variety of approaches to develop and sustain respect and rapport with, and among, all students ◆ Promotes a classroom atmosphere of acceptance that is free of negative personal comment or put-downs
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
5.2 Establishes a climate where learning is valued and students' ideas are respected				<ul style="list-style-type: none"> ◆ Designs learning experiences that foster student autonomy and initiative ◆ Establishes supportive learning environments where students feel safe to risk full participation ◆ Maintains high expectations of all students relative to their individual stages of development ◆ Demonstrates a capacity to connect with student's prior knowledge & experiences
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
5.3 Manages classroom activities smoothly and efficiently				<ul style="list-style-type: none"> ◆ Provides students with explicit expectations in relation to the work they are to produce ◆ Demonstrates organisational skills that minimise disruption ◆ Establishes and maintains class routines that foster well-paced lessons and sustained student engagement
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
5.4 Manages student behaviour and promotes student responsibility for learning				<ul style="list-style-type: none"> ◆ Implements a variety of practical and effective approaches to managing student behaviour ◆ Negotiates roles, responsibilities, class rules and consequences with students ◆ Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
5.5 Assures the safety of students				<ul style="list-style-type: none"> ◆ Is aware of, and follows, specific requirements for ensuring student safety (e.g. code of conduct, occupational health and safety procedures, duty of care, child protection)
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	

Professional Commitment				
Element 6: Teachers continually improve their professional knowledge and practice				
6.1 Capacity to analyse and reflect on practice				<ul style="list-style-type: none"> ◆ Reflects critically on teaching practice in order to improve it through written evaluations ◆ Engages in professional discussion with colleagues and mentor ◆ Accepts and responds appropriately to critical feedback from colleagues and mentors
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
6.2 Engagement in personal and collegial professional development				<ul style="list-style-type: none"> ◆ Demonstrates an awareness of the professional standards framework and its impact on their professional life ◆ Recognises the importance of personally planning for ongoing professional growth ◆ Actively seeks and participates in opportunities for professional learning
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
6.3 Capacity to contribute to a professional community				<ul style="list-style-type: none"> ◆ Participates proactively in school staff meetings and other school initiatives ◆ Interacts positively with school staff and support personnel ◆ Demonstrates the capacity to access a range of resources and support personnel ◆ Volunteers skills and knowledge to enhance learning within the school community as well as professional team ◆ Accesses appropriate policy documents for professional purposes
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
Element 7: Teachers are actively engaged members of their profession				
7.1 Communicating with parents and caregivers				<ul style="list-style-type: none"> ◆ Demonstrates the capacity to communicate effectively with parents and caregivers ◆ Demonstrates empathy and understanding when interacting with parents and caregivers ◆ Recognises the importance of maintaining links between school and home ◆ Fosters opportunities for parent and caregivers to be involved in their child's learning
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
7.2 Contributing to the school and wider community				<ul style="list-style-type: none"> ◆ Works effectively with a range of personnel to enhance student learning (e.g. school counsellors, external professionals, teachers aides, or community-based networks) ◆ Actively participates in extra-curricular activities
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	
7.3 Professional ethics and conduct				<ul style="list-style-type: none"> ◆ Demonstrates an understanding of regulations and statutes related to teachers' responsibilities and students' rights ◆ Presents a professional image in all communication and interactions with members of the school and local community
<input type="checkbox"/> Not achieved	<input type="checkbox"/> Working towards	<input type="checkbox"/> Achieved	<input type="checkbox"/> Going beyond	

School and classroom context (Brief outline of the school, the community and the program(s) in which the pre-service was engaged during this placement).

Professional Knowledge

Professional Practice

Professional Commitment

Overall comment

Supervisor/Mentor's signature:

Date:

Pre-service teacher's comment

Pre-service teacher's signature:

Date:



School: _____

Pre-service teacher's name	Class/Group	Associate teacher / Mentor	Dates (inclusive)	
			/ /2008	/ /2008

The timesheet should be initialled **by the pre-service teacher** and times shown on arrival and departure each day. Any leave days should be noted accordingly, i.e. Public Holiday, Sick, etc. **The information entered here is an auditing requirement in connection with payment of claims.**

DATE	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
Week beginning	Initials	Arrived	Depart	Initials	Arrived	Depart	Initials	Arrived	Depart	Initials	Arrived	Depart	Initials	Arrived	Depart
/ /2008															
/ /2008															
/ /2008															
/ /2008															
/ /2008															
/ /2008															

Principal / Authorised Supervisor's comments as thought appropriate:

Principal / Authorised Supervisor's Signature:

(required to meet auditing regulations)

To be forwarded to:

**Professional Experience Office
Murray School of Education
Charles Sturt University
PO Box 789
ALBURY NSW 2640**



PROFESSIONAL EXPERIENCE
Birth to 5 years

25 day placement
Spring Semester 2008

Service: _____ Age Group: _____ Address: _____ Phone/Fax: _____

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

Associate teacher / Mentor's name: _____ Associate teacher / Mentor's signature: _____

Date received by Professional Experience Office: _____ Professional Experience Office signature: _____

The overall grade for this pre-service teacher is:

Unsatisfactory <input type="checkbox"/>	Satisfactory <input type="checkbox"/>
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1. <i>Not Yet Evident</i>	2. <i>Developing</i>	3. <i>Established</i>
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Area of Competence: Teaching skills

<i>Competencies</i>	<i>Indicators</i>	NYE	Dev	Est	<i>Associate teacher/Mentor Comments</i>
Planning					
Demonstrates adequate preparation	<ul style="list-style-type: none"> ◆ reflects the context of the service ◆ follows appropriate procedures ◆ learning experiences completed ◆ uses variety of resources 	1	2	3	

Competencies	Indicators	NYE	Dev	Est	Associate teacher/Mentor Comments
Planning Continued...					
Selects teaching methods which cater for all children	<ul style="list-style-type: none"> ◆ aware of and uses a variety of teaching styles to cater for individual differences ◆ sets clear challenging goals for children ◆ states goals clearly ◆ ensures content relates appropriately to set goals 	1	2	3	
Program addresses the social, cognitive, physical and emotional needs of the children.	<ul style="list-style-type: none"> ◆ aspects of the community are incorporated into planning ◆ links made between relevant observations ◆ can apply integrated curriculum approaches 	1	2	3	
Delivery					
Teacher interactions clarify support and facilitate children's levels of understanding.	<ul style="list-style-type: none"> ◆ teacher language is appropriate for children's conceptual levels ◆ interacts in a warm and friendly way 	1	2	3	
Interactions encourage language development and questioning skills	<ul style="list-style-type: none"> ◆ practices active and reflective listening ◆ models appropriate language 	1	2	3	

Competencies	Indicators	NYE	Dev	Est	Associate teacher/Mentor Comments
Delivery Continued...					
Resources are selected to provide application of a variety of learning strategies.	<ul style="list-style-type: none"> ♦ children's individual interests are able to be reflected in the choice and flexibility in modes of learning 	1	2	3	
Service Management					
Develops responsive, positive relationships with children	<ul style="list-style-type: none"> ♦ encourages respect and cooperation in all interpersonal relations 	1	2	3	
Understands and addresses the emotional factors influencing children's behaviour	<ul style="list-style-type: none"> ♦ can anticipate and respond to situations likely to create distraction, disturbance or disruption ♦ can communicate effectively with a child who is upset 	1	2	3	
Creates a well-managed and safe environment	<ul style="list-style-type: none"> ♦ consistently uses positive guidance techniques with children ♦ has awareness of the 'whole' picture ♦ general approach is consistently applied ♦ is able to maintain safety by supervision and deployment of staff 	1	2	3	
Assessment/Evaluation					
Uses appropriate assessment methods to monitor and record children's learning and needs	<ul style="list-style-type: none"> ♦ interprets and analyses accurately ♦ complies with assessment procedures ♦ writes concise and valid notes 	1	2	3	

Competencies	Indicators	NYE	Dev	Est	Associate teacher/Mentor Comments
Assessment/Evaluation Continued...					
<p>Undertakes continuing critical evaluation of children's progress and development</p>	<ul style="list-style-type: none"> ◆ relates assessment to stated outcomes ◆ is familiar with expected learning outcomes 	1	2	3	
<p>Develops sound follow-up techniques</p>	<ul style="list-style-type: none"> ◆ structures future learning activities on child's needs and achievements ◆ is aware of the progression, regression patterns of child learning ◆ undertakes critical self-evaluations of teaching skills and situations ◆ provides opportunities for remediation and enrichment 	1	2	3	
<p>Demonstrates effective communication skills with teachers, parents, guardians or others</p>	<ul style="list-style-type: none"> ◆ speaks and writes in a professional manner ◆ adjusts communication skills to suit particular situations 	1	2	3	
<p>Develops a pleasant learning environment</p>	<ul style="list-style-type: none"> ◆ creates a tidy, organised room ◆ appropriate displays ◆ is consistent in expectations for children to show respect towards each other ◆ children are happily engaged in a variety of learning experiences 	1	2	3	

Competencies	Indicators	NYE	Dev	Est	Associate teacher/Mentor Comments
General Professional Qualities					
<p>Develops constructive relationships with fellow professionals and the wider community</p>	<ul style="list-style-type: none"> ◆ identifies with other education professionals ◆ participates in professional development and management processes (e.g. Management meetings) ◆ develops a friendly working relationship with others ◆ interacts positively with parents and the community involved in the service 	1	2	3	
<p>Displays commitment, enthusiasm and a positive attitude</p>	<ul style="list-style-type: none"> ◆ interprets and respects the professional codes being modelled in the setting ◆ demonstrates ability to accept and implement advice ◆ prepared to put in the time and effort for preparation and delivery of service-based activities 	1	2	3	
<p>Demonstrates initiative, flexibility and resourcefulness</p>	<ul style="list-style-type: none"> ◆ can quickly facilitate the smooth functioning of a task or situation ◆ demonstrates willingness and ability to re-assess a situation and alter plans to suit the needs of child's or colleagues ◆ is obliging and co-operative ◆ can substitute alternative strategies or resources promptly and appropriately when unexpected circumstances arise 	1	2	3	

Competencies	Indicators	NYE	Dev	Est	Associate teacher/Mentor Comments
General Professional Qualities Continued...					
Conducts self in a professional manner	<ul style="list-style-type: none"> ◆ is punctual ◆ is well presented ◆ is dependable ◆ loyal to children and staff 	1	2	3	
Carries out responsibilities in a conscientious and diligent manner	<ul style="list-style-type: none"> ◆ provides records etc on time ◆ happily undertakes extra tasks 	1	2	3	
Demonstrates effective management	<ul style="list-style-type: none"> ◆ develops a discipline plan which reflects service policy ◆ gives clear and specific directions ◆ implements the discipline plan consistently ◆ supports learner self-regulation 	1	2	3	
Committed to the improvement of teaching skills, performance and professional knowledge	<ul style="list-style-type: none"> ◆ organises a professional development plan that reflects identified needs and is achievable ◆ shows evidence of professional reading and dialogue with colleagues ◆ has the ability to think creatively to improve the quality interaction and activities in the room 	1	2	3	

Please write identified competencies and strategies below and comment on the associate teacher's development in these areas.

Identified competencies 1-4	Strategies	Associate teacher/Mentor Comments
1		
2		
3		
4		

Associate teacher / Mentor comments



Service: _____

Pre-service teacher's name	Class/Group	Associate teacher / Mentor	Dates (inclusive)	
			/ /2008	/ /2008

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/ /2008															
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Director / Authorised Supervisor's comments as thought appropriate:

Director / Authorised Supervisor's Signature:

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