



FACULTY OF EDUCATION

**Professional Experience
Policy and Protocols
Handbook**

Bachelor of Education – Primary

Version 2

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Foreword from the Associate Dean (Teacher Education)

Professional experience forms an integral part of a teacher's course of professional education. A well planned induction to teaching helps to produce positive attitudes and lays a strong foundation for continuing professional development, as well as ensuring that preservice teachers have met Graduate Teaching Standards by the end of their course.

Members of the Faculty of Education at Charles Sturt University are very conscious of the importance of this induction process and value the privilege of working in partnership with school based colleagues as well as with preservice teachers. We value the harmonious relationships which have developed over time with teachers, school executive and support staff, and seek to develop it further.

We believe that Professional Experience programs should:

- help prepare preservice teachers for their multifaceted roles in schools and Early Childhood Education settings;
- provide opportunities for the development of the professional and interpersonal skills of all participants;
- encourage preservice teachers to develop increased responsibility for their own professional learning and the learning of their students;
- provide professional partners with support to undertake the role effectively and in a mutually beneficial way;
- facilitate communication between all stakeholders to ensure shared understandings and expectations of the programs; and
- reflect the changing needs of workplaces and jurisdictions.

We wish students well as they prepare for the responsibilities of the challenging, and yet immensely rewarding, profession of teaching, and we thank associate teachers, coordinators and other site-based personnel for their valuable assistance during the year and especially during professional experience. We believe that preservice teachers from Charles Sturt University benefit greatly from their close association with your school/setting. At the same time, we trust that you also will derive professional satisfaction from your involvement in the professional experience program.

Professor Jo-Anne Reid
Associate Dean –Teacher Education
Faculty of Education
Charles Sturt University

SECTION 1

INTRODUCTION

The Professional Experience component of the Bachelor of Education (Primary) has been designed so that it plays an important integrating function for all strands of the course. The time spent in schools/settings allows preservice teachers to apply the theoretical concepts developed in lectures to the practical realities of the classroom. This time has been carefully structured so that there is both a gradual introduction to the diverse roles of teacher and a graded development of the skills necessary for teaching.

Staff at CSU regard the education of preservice teachers as the first stage of their induction to the teaching profession. The time spent in schools is an especially important aspect of the induction process.

Preservice teachers from CSU are able to access school based placements for professional experience because of the assistance and generosity of the principals and staffs of many schools and other educational settings. Charles Sturt University is indebted to these educators for their professionalism and co-operation and wish to acknowledge this with our sincere thanks.

The handbook contains general information concerning the organisation of professional experience programs. Each program has a separate workbook specific to that placement. If you have any queries or would like further information please feel free to contact the Director -Professional Experience at the preservice teacher's home campus – see contact details below.

COMMUNICATION LINKS – Keeping in contact

The Faculty of Education believes it is imperative that site-based teacher educators use established communication networks to maintain close contact with the staff at the University. We welcome, at any time, the comments and suggestions from our colleagues in the field. If you have queries specifically related to this particular primary placement, contact the Professional Experience Co-ordinator or Professional Experience Administrative staff on the preservice teacher's home campus.

The **Professional Experience** Office has a **web site** for use by preservice teachers, site-based teacher educators/classroom teachers and university staff. Please visit the site to access information and documentation associated with professional experience. The web site address is:

<http://www.csu.edu.au/faculty/educat/pep/>

Bathurst		Wagga	
(02) 6338 4156	Professional Experience Co-ordinator	(02) 6338 4365	Professional Experience Co-ordinator
(02) 6338 4454	Professional Experience Administrative Officer	(02) 6933 4417	Professional Experience Administration Officer
(02) 6338 4134	<i>Facsimile</i> Professional Experience Office	(02) 6933 2803	<i>Facsimile</i> Professional Experience Office
Postal address	Professional Experience Unit Faculty of Education Charles Sturt University Panorama Ave Bathurst NSW 2795	Postal address	Professional Experience Unit Faculty of Education Charles Sturt University Locked Bag 588 Wagga Wagga NSW 2678

Return of Forms to the University

It would be appreciated that on the last day of the program, or as soon as possible thereafter, the following documentation be returned to the Professional Experience Office (see above for address) in order that grades may be recorded and payments to teacher/school/setting finalised.

- Mid-Session Report
- Professional Experience Report
- Copies of any written feedback provided to preservice teacher – signed & dated (originals given to the preservice teacher)
- At the commencement of the professional experience session please return the Confidential Personal and Banking Details Form and Tax File Number Declaration Form to the HR Service Centre.***
- Teacher's Pay Claim or Invoice from School/setting (signed by the principal or appointee)
- Preservice Teacher's Time Sheet – indicates days completed for accreditation purposes
- Leave of Absence form – if used.

SUPPORT PROGRAMS

The **CSU Counselling Service** offers free and confidential assistance to all enrolled students (both internal and distance education students). Student Counsellors offer assistance to students experiencing academic and personal concerns including anxiety and stress, depression, loss and grief, motivational problems, family conflicts and relationship difficulties. We recognise that these and other difficulties can impede your ability to study effectively. Our aim is to help you manage these difficulties in a way which will help you continue and succeed with your study.

For further information, and to find out how to contact a Student Counsellor, please visit:

<http://www.csu.edu.au/division/studserv/counsell/>.

Disability Service

The University is committed to providing an inclusive educational environment which promotes awareness and understanding of issues for students with a disability. Support is provided for preservice teachers who have a disability or medical condition which may affect access to or participation in study, placements or university life. This may include assistance with lectures, tutorials, labs and examinations and professional experience. Medical or educational reports must be submitted prior to service delivery. Assistance is strictly confidential.

Preservice teachers are encouraged to disclose the need for reasonable adjustment to be made in their Professional Experience and to discuss with either their Course, Coordinator, Subject Coordinator, Director-Professional Experience or Disability Liaison Officer.

There is a **Checklist** for Professional Placements for Students with Disabilities that may be of assistance in following through this process. The link is at <http://www.csu.edu.au/faculty/pep/>. For further information or advice please contact the Disability Liaison Officer at your home campus. More information is also available on the Disability Service web site. <http://www.csu.edu.au/division/studserv/disability/index.htm>

Albury/Wodonga & Goulburn	Bathurst, Dubbo & Orange	Wagga Wagga
<i>Student Services</i> Ground Floor Gordon Bevan Building Thurgoona Campus Tel: (02) 6051 6971 Fax: (02) 6051 6748	<i>Student Services,</i> Building N6 Bathurst Campus Tel: (02) 6338 4531 Fax: (02) 6338 4614	<i>Student Services</i> Student Services Building 20 Wagga Campus Tel: (02) 6933 2987 Fax: (02) 6933 2199

SECTION 2

BACKGROUND INFORMATION

BATHURST SCHOOL OF TEACHER EDUCATION BACHELOR OF EDUCATION (PRIMARY) COURSE STRUCTURE (COMMENCING 2008)

	First Year		Second Year		Third Year		Fourth Year	
THEMES	<i>Scholarly, autonomous and responsible learners</i>		<i>Dynamic understanding of discipline knowledge and an ability to practice effectively as teachers of knowledge</i>		<i>Committed to education as a process of critical transformation of individuals, schools and society</i>		<i>Transition to the profession</i>	
	DISCIPLINARY FOUNDATIONS- PROFESSIONAL CONTENT KNOWLEDGE				PEDAGOGICAL KNOWLEDGE and PROFESSIONAL KNOWLEDGE			
SESSION	1	2	3	4	5	6	7	8
Education Studies Major	EED108 Child Development	EEP106 Education, Society & Social Justice in Australia	EED202 Aboriginal Culture & History	EED208 Aboriginal & Cultural Pedagogies	EEA310 Managing Learning Environments	ESS305 Inclusive Education	ESR404 Education in Rural Places**	EER411 Researching Teaching
Professional & Elective Studies	EMM108 Mathematics & Numeracy Studies EML110 English 1: Language as Social Practice EMS108 Science & Technology Studies	EMA116 Creative Arts 1: Arts Experience EML210 English 2: Reading Process & Pedagogies	EMM209 Mathematics: Content & Pedagogy EMR205 PDHPE: Health & Movement Studies			EMH304 HSIE : Education for Sustainability ELN302 Literacies for the Future	EEL410 Special Topic in Education: Teacher as Researcher** EEB425 Reflecting on Professional Practice: Assessment & Reporting	EEB426 Becoming a Professional ELECTIVE 1
Curriculum Studies			EMH204 HSIE 1: Exploring Australian Identity	EML309 English 3: Primary English Curriculum EMS308 Sci & Tech Curriculum	EMA303 Creative Arts2: Content & Context of Creative Arts K-6 EMR302 PDHPE Curriculum	EMM310 Mathematics Curriculum		
Professional Experience		EPT115 Professional Experience 1: Introduction to the Profession		EPT215 Professional Experience 2 : Learning & Diversity	EPT315 Professional Experience 3 : Teacher as Manager		EPT435 Professional Experience 4: Emerging Professional	EPT445 Professional Experience Internship

** Students may elect to do an Inclusive Education elective suite as an alternate to these two subjects. The electives are: **ESS426** Collaboration & Teamwork in the Inclusive School AND **ESS408** Diagnostic Teaching of Mathematics.

WAGGA SCHOOL OF EDUCATION BACHELOR OF EDUCATION (PRIMARY) COURSE STRUCTURE (COMMENCING 2008)

	First Year		Second Year		Third Year		Fourth Year	
THEMES	<i>Scholarly, autonomous and responsible learners</i>		<i>Dynamic understanding of discipline knowledge and an ability to practice effectively as teachers of knowledge</i>		<i>Committed to education as a process of critical transformation of individuals, schools and society</i>		<i>Transition to the profession</i>	
	DISCIPLINARY FOUNDATIONS- PROFESSIONAL CONTENT KNOWLEDGE				PEDAGOGICAL KNOWLEDGE and PROFESSIONAL KNOWLEDGE			
SESSION	1	2	3	4	5	6	7	8
Education Studies Major	EED108 Child Development	EEP106 Education, Society & Social Justice in Australia	EED202 Aboriginal Culture & History	EED208 Aboriginal & Cultural Pedagogies	EEA310 Managing Learning Environments	ESS305 Inclusive Education	ESR404 Education in Rural Places	
Professional & Elective Studies	EMM108 Mathematics & Numeracy Studies EML110 English 1: Language as Social Practice EMS108 Science & Technology Studies	EMA116 Creative Arts 1: Arts Experience EML210 English 2: Reading Process & Pedagogies	EMM209 Mathematics: Content & Pedagogy EMR205 PDHPE: Health & Movement Studies		ELN302 Literacies for the Future	EMH304 HSIE: Education for Sustainability	EER411 Researching Teaching EEL410 Special Topic in Education: Teacher as Researcher ELECTIVE 1	EEB425 Reflecting on Professional Practice: Assessment & Reporting EEB426 Becoming a Professional
Curriculum Studies			EMH204 HSIE 1: Exploring Australian Identity	EML309 English 3: Primary English Curriculum EMS308 Sci & Tech Curriculum	EMA303 Creative Arts2: Content & Context of Creative Arts K-6	EMM310 Mathematics Curriculum EMR302 PDHPE Curriculum		
Professional Experience		EPT115 Professional Experience 1: Introduction to the Profession		EPT215 Professional Experience 2 : Learning & Diversity	EPT315 Professional Experience 3 : Teacher as Manager			EPT435 Professional Experience 4: Emerging Professional EPT445 Professional Experience Internship

BACHELOR OF EDUCATION (PRIMARY) HONOURS PROGRAM

	First Year		Second Year		Third Year		Fourth Year		
THEMES	<i>Scholarly, autonomous and responsible learners</i>		<i>Dynamic understanding of discipline knowledge and an ability to practice effectively as teachers of knowledge</i>		<i>Committed to education as a process of critical transformation of individuals, schools and society</i>		<i>Transition to the profession</i>		
	DISCIPLINARY FOUNDATIONS- PROFESSIONAL CONTENT KNOWLEDGE				PEDAGOGICAL KNOWLEDGE and PROFESSIONAL KNOWLEDGE				
SESSION	1	2	3	4	5	6	7	8	9
Education Studies Major	EED108 Child Development	EEP106 Education, Society & Social Justice in Australia	EED202 Aboriginal Culture & History	EED208 Aboriginal & Cultural Pedagogies	EEA310 Managing Learning Environments	ESS305 Inclusive Education	EER408 Educational Research: Methods & Practice	EEB415 Dissertation Proposal & Literature Review	ERP404 Education Honours Dissertation (32 CP)
Professional & Elective Studies	EMM108 Mathematics & Numeracy Studies EML110 English 1: Language as Social Practice EMS108 Science & Technology Studies	EMA116 Creative Arts 1: Arts Experience EML210 English 2: Reading Process & Pedagogies	EMM209 Mathematics: Content & Pedagogy EMR205 PDHPE: Health & Movement Studies			EMH304 HSIE: Education for Sustainability ELN302 Literacies for the Future	EER409 Education Research: Culture, Design & Development EEB425 Reflecting on Professional Practice: Assessment & Reporting	EEB426 Becoming a Professional RESTRICTED ELECTIVE 1	
Curriculum Studies			EMH204 HSIE 1: Exploring Australian Identity	EML309 English 3: Primary English Curriculum EMS308 Sci & Tech Curriculum	EMA303 Creative Arts2: Content & Context of Creative Arts K-6 EMR302 PDHPE Curriculum	EMM310 Mathematics Curriculum			
Professional Experience		EPT115 Professional Experience 1: Introduction to the Profession		EPT215 Professional Experience 2 : Learning & Diversity	EPT315 Professional Experience 3 : Teacher as Manager		EPT435 Professional Experience 4: Emerging Professional	EPT445 Professional Experience Internship	

GOALS OF THE PROFESSIONAL EXPERIENCE PROGRAM

The general AIM of a professional experience program is to facilitate, by the provision of appropriate contexts and personnel, the induction of preservice teachers into the profession through the stages of orientation, familiarisation, conceptualisation and appropriation.

The **GOALS** of the program are to inform preservice teachers of their development in relation to:

- their knowledge of subject content and how to teach that content to their students;
- their knowledge of students and how they learn;
- planning, assessment and reporting for effective learning;
- communicating effectively with their students;
- creating challenging & safe learning environments through the use of effective classroom management skills;
- continual improvement their professional knowledge and practice; and
- active engagement with their profession

while assisting the preservice teacher to:

- develop practical teaching skills at an appropriate pace;
- make explicit connections between campus based and site based learning;
- engage in continuing dialogue (based upon ongoing observation) with mentors and university liaison personnel with the view to improving understanding of, and capacity to, undertake quality teaching;
- lay the foundation for continuing study, research, self-evaluation and increasing effectiveness within the context of changing educational and social conditions;
- develop a sense of responsibility for acquiring the professional and personal qualities and competencies necessary to begin a teaching career through the identification and evaluation of individual objectives;
- reflect on their **suitability**, **performance** and **effectiveness** as teachers.

The site-based placement also provides opportunities for experienced professionals to make authentic assessments of a preservice teacher's **suitability**, **performance** and **effectiveness** as beginning teachers.

PROFESSIONAL EXPERIENCE PROGRAM

The table below shows the broad sequence and focus of professional experience units in the Bachelor of Education (Primary) program. A more detailed outline can be found in the respective workbook

Professional Experience Sequence	Duration	Focus	Placement/ supervisory model
Orientation Orientation to Teaching EPT115	10 days	<ul style="list-style-type: none"> The school context Small group work Reading, Creative Arts Limited individual lessons 	Multiple PST per class if appropriate; Assessment by schools and university staff
Familiarisation Professional Experience 1 EPT 215	20 days	<ul style="list-style-type: none"> Small groups & whole class Sequence of lessons to sessions Multiple sessions Teaching Strategies Management Basics Science, English & Indigenous Perspectives 	Paired School placement Supervision by university liaison officer & class teacher Teaching whole class as a pair & individually
Conceptualisation Professional Experience 2 EPT315	25 days	<ul style="list-style-type: none"> Meeting the needs of the diverse learners The school as a cultural context Planning an integrated unit of work across different KLAs Independent teaching 	School placement Supervision by class teacher and university staff Teaching whole class Sessions to whole days
Appropriation Professional Experience 3 EPT435	25 days	<ul style="list-style-type: none"> Developing a program and units of work in KLAs that are taught All curriculum areas Significant independent teaching 	School placement Class teacher as consultant and mentor Support from university staff
Induction Professional Experience 4 (Internship) EPT445	25 days	<ul style="list-style-type: none"> The beginning professional / reflective practitioner Planning, teaching, assessment, evaluation and reporting 	Same school as previous placement Teaching 0.8 load without direct supervision Mentoring by university and school – based staff

A framework of Professional Experience Teaching Standards and expected preservice teacher outcomes has been developed to enable both the preservice teacher and their mentors/supervisors to develop goals towards which preservice teachers can direct their practice. These Professional Experience Teaching Standards are based on the NSW Institute of Teachers Professional Teaching Standards (<http://nswteachers.nsw.edu.au>).

The Professional Experience Teaching Standards provide a coherent and comprehensive framework that professional experience participants are encouraged to use as a basis for discussion and modelling.

The expectations and level of responsibility of the preservice teacher changes over the four years as demonstrated in the Professional Experience Teaching Standard Overview (Appendix). Consequently, the role of other participants (school-based teacher educators, university liaison etc) will also change. It should be noted however, that it is not expected that every element will be developmentally extended at every placement. Often preservice teachers choose to focus on specific areas identified from previous placements as needing focussed attention.

Please note that preservice teachers completing the old course that concludes in 2010 will have a different Course Structure and Professional Experience Programs

SECTION 3

ROLES & RESPONSIBILITIES OF PROFESSIONAL EXPERIENCE PARTNERS

DIRECTOR - PROFESSIONAL EXPERIENCE

The Director's role is one of leadership in the School/Faculty in relation to Professional Experience. Responsibilities include:

- Negotiation with industry partners to enhance access to quality opportunities in schools, services and centres in a variety of geographic locations
- Working with Professional Experience administrative staff, site-based teacher educators and University mentors to ensure preservice teachers are appropriately placed in a timely manner and supported while 'on site' with qualified staff, quality documentation and procedures
- Ensuring clear communication lines for staff and preservice teachers in relation to academic and administrative issues in relation to Professional Experience – eg. informing preservice teachers and sites of placements and funding opportunities
- Ensuring all preservice teachers have complied with statutory regulations such as Child Protection training and documentation etc and are prepared for their placement
- Monitoring preservice teacher's academic progression as well as their pattern of experiences to ensure a diversity of settings and limit potential issues associated with conflict of interest and fairness in access
- Provide support to the school and preservice teacher where a preservice teacher has been identified as being at risk of failing to complete the professional experience requirements

UNIVERSITY PROFESSIONAL EXPERIENCE LECTURER/SUBJECT COORDINATOR

- Collaborate with other staff teaching in the semester and years to ensure professional experience is integrated across the course – within and between semesters;
- Provide support to preservice teacher in terms of professional expectations of placement;
- Monitor preservice teachers' learning in aspects of the course to ensure readiness for in-school experiences;
- Undertake subject evaluation;
- Facilitate discussion of aspects of school life - school policies, procedures and general professional issues;
- Support and extend preservice teachers' skills of reflection and self-evaluation;
- Finalise assessment of student learning.

PRINCIPAL, DIRECTOR or ON-SITE PROFESSIONAL EXPERIENCE COORDINATOR

An introduction to the professional experience program by the Principal or other significant contact person can play a critical role in the preservice teacher's adjustment to the different educational sites. It is anticipated that such a person would:

- negotiate with teaching staff to identify a teacher who is ably qualified and keen to support the preservice teacher in a supervisory and mentoring role, taking into consideration the needs of the preservice teacher, staff and students;
- arrange for the preservice teacher to observe teaching, organisation and other aspects of school life that will enhance their professional learning;

- allocate tasks and duties, including extra-curricular activities which the preservice teacher should undertake in collaboration with the associate teacher;
- ensure that the preservice teacher does not undertake activities and responsibilities beyond his/her level of studies; and
- be available to the preservice teacher for discussions related to professional or personal difficulties.

It is recommended that on the first day of the placement, the on-site Professional Experience Coordinator provide advice to the preservice teacher on the following:

- general school policies and procedures;
- the limits of the preservice teacher's responsibilities and authority;
- times, places and manner in which extra-curricular activities are to be carried out;
- observing common courtesies such as punctuality, notification of absences and keeping the relevant staff informed of activities;
- his/her role in relation to the community's expectations of the school; as well as introduce the preservice teacher to the associate teacher and the wider school community.

ASSOCIATE TEACHER

The Importance of the Associate Teacher

Teacher Education at CSU is a co-operative endeavour between the staff of the university and the staff of those places in which preservice teachers undertake their placements. In many ways the influence of the associate teacher is one of the most important that preservice teachers experience during their studies. In the classroom, the preservice teacher's attitudes and patterns of professional behaviour will be strongly influenced by the teacher with whom they have been attached. The manner in which the teacher accepts this responsibility will have long term implications on the professional attitudes and aptitudes of the preservice teacher.

Planning the Program

The workbook for each placement outlines in more detail the nature of the program that ideally the preservice teacher should follow. If the associate teacher is familiar with this material before the preservice teacher arrives it will be possible during the first day to plan an initial program to ensure that the preservice teacher, during his/her brief contact with the school, uses their time profitably.

Associate Teacher Responsibilities

Associate teachers have a dual role which can sometimes be difficult to juggle. Built into the role is the responsibility for undertaking formative assessment of the practices of the preservice teacher as well as guiding them to develop their capacity for systematic reflective practice.

Many preservice teachers feel uncertain of their roles, particularly at the beginning of the school based program. A preservice teacher needs help in adjusting to the associate teacher, both professionally and personally, their

class and in taking his/her place as a member of a team. S/he needs to feel welcome and to be assured of support in establishing him/herself as a teacher. Some will need to be encouraged to ask questions and to participate in classroom activities; some will need to be guided in the implementation of their teaching programs.

The associate teacher should:

- provide, in advance, information about the setting, including the background interests and abilities of the children, learning program and school resources;
- attend information sessions associated with Professional Experience supervision as appropriate;
- plan, in advance, the commencement and general structure of the teaching session;
- work in conjunction with the in-school teaching professional experience liaison to orientate the preservice teacher to the setting, including introductions to staff, provision of rules and expectations, explanation of roles and responsibilities and information about the location and borrowing of resources;
- provide adequate time, information and resources to enable the preservice teacher to meet the requirements of the teaching practice experience;
- provide regular and detailed feedback on individual lessons to the preservice teacher, both orally and in writing (1 per day). It is important that feedback is documented;
- provide to university liaison staff advice on the level of teaching competence and professional learning of the preservice teacher in relation to the Assessment Report;
- adhere to the procedures for dealing with a preservice teacher who is at risk of failing professional practice (Information is included in the package sent to the school/site or see Sections 4 & 5 in this handbook.
- complete both a mid-session report and an end of session summative Professional Experience report, discussing each report with the preservice teacher and university staff.

One critical aspect of a preservice teacher's successful development as a teacher revolves around effective advance planning for the whole session. The planning and supervision of a preservice teacher's professional experience program is mainly the responsibility of the associate/classroom teacher (as a casual employee of the University). The University holds the view that the associate teachers are responsible for the major part of the decision making that will enable preservice teachers under their guidance to develop their potential as an emerging professional.

The Supervision Cycle

The table below shows the three phases of the supervision cycle.

Before the lesson →	The Lesson →	After the lesson
<p>The preservice teacher presents written plans to the teacher and discusses with him/her the objectives, resources, strategies to be used and room organisation, safety issues etc</p> <p>The preservice teacher also discusses the target for professional growth and how it may be particularly illustrated in the lesson that has been prepared.</p> <p style="text-align: center;">←</p>	<p>The preservice teacher presents the planned lesson that is observed by the teacher who records observations both in general and on the professional targets of the preservice teacher.</p> <p style="text-align: center;">←</p>	<ol style="list-style-type: none"> 1. Initially, the preservice teacher self-evaluates the lesson. This evaluation should focus on: children's learning, teaching, resources and environment. 2. The class teacher and preservice teacher together discuss the lesson, and then make plans for focusing on new teaching targets or continuing to practise the present target in subsequent lessons, as well as learning targets of student learners. 3. The preservice teacher reflects on his/her teaching and learning.

Suggested 'Reflective Stems' for Conference Sessions

Below is a list of 'reflective stems' that may assist the development of constructive conferences sessions. A preservice teacher or associate teacher may choose to use these stems to provide a focus or guide for the conference session. In addition, these stems may allow both the preservice teacher and associate teacher to identify and develop goals for future teaching.

Preservice Teacher	Associate Teacher
<p>I'm feeling confident about...</p> <p>I'm learning...</p> <p>I'm concerned about...</p> <p>Areas of my teaching that I feel I need to work on...</p> <p>Something I am working on...</p> <p>A new instructional practice I would like to try...</p> <p>What I am learning about teaching is ...</p> <p>Questions I still have...</p>	<p>A compliment I have for my preservice teacher...</p> <p>Areas of growth I have observed...</p> <p>A goal we need to set together...</p> <p>Something I am going to try in my supervision...</p> <p>A frustration I have...</p> <p>Something we are working on together...</p> <p>A recommendation I have about teaching</p> <p>Something I learned from my preservice teacher...</p> <p>Questions I have for the liaison lecturer...</p>

PRESERVICE TEACHER

Preservice Teacher Responsibilities

The preservice teacher is to complete all **pre-placement responsibilities**. They must

- attend **all** preservice teacher meetings or preparatory classes convened by the Director, Professional Experience / Subject Coordinator/University lecturer
- contact the site to discuss, with the associate/class teacher, the following :-
 - relevant details of the group or class
 - teaching programs
 - responsibilities while at the school/site
 - extra-curricular involvements
 - necessary preparation for the Professional Experience
 - resources needed
- complete all paperwork promptly
- write personal objectives for the placement and have them approved by the Subject Coordinator
- contact the university liaison officer to discuss their personal objectives for the placement.

The preservice teacher is to complete, at an acceptable standard, all required documentation during the placement including lesson planning, teaching evaluations as well as personal evaluations. **All prescribed objectives for the placement must be met to achieve a satisfactory result for the Professional Experience.** The preservice teacher is expected to act in accordance with ethical and moral principles befitting the teaching profession.

In order to gain maximum benefit from the experience it is recommended that on or before the first day preservice teachers should gain information from the Principal/Director or Professional Experience site coordinator in relation to:

- school/site organisation, policies and procedures;
- the extent of preservice teacher's authority and responsibilities; and
- the teacher's role and the community's expectations.

Responsibilities as a Staff Member

The preservice teacher should aim to become part of the staff as soon as possible by taking the initiative in offering to undertake responsibilities and extra-curricular activities.

Preservice teachers are regarded as being temporary members of staff and, accordingly, will observe the same conditions as teachers. For example, they should:

- initial the Professional Experience Time Sheet on arrival and departure each day – this is an OH&S issue
- remain at school during the prescribed hours of a typical school/site day
- abide by the regulations of the education authority
- assist with duties undertaken by the associate/class teacher
- assist with other on-site activities, as is expected of other members of the profession
- abide by the established policy on matters of dress, grooming, punctuality, mode of address etc

Doing the Right Thing

Schools/learning institutions operate on established routines, and it is expected that preservice teachers will adapt to them. This is just as important in the social atmosphere of the staffroom as in more formal matters. For instance, contributing to the tea fund or not parking cars in other teachers' regular spaces can be as important in forming relationships as offering to do extra work.

Obtaining Assistance when experiencing difficulties

Preservice teachers who are experiencing difficulties should not "suffer in silence" but should make use of all personnel who are in a position to help. Following, in order, are the people who should be approached in the event of difficulties being experienced:

1. Associate Teacher
2. On-site Professional Experience Coordinator
3. Principal/Director
4. University Liaison staff
5. Director, Professional Experience or Subject Coordinator on the home campus.

Withdrawal from Professional Experience

There are some circumstances that may require a preservice teacher to withdraw from the professional placement. This could be for personal or academic reasons. Applications for withdrawal without penalty must be in writing and supported by documentary evidence.

Any preservice teacher who withdraws from a placement, irrespective of the reason, **MUST** advise the following members of staff **in writing** immediately.

- Professional Experience Office on your home campus
- Course Coordinator on your home campus
- Subject Coordinator on your campus
- In-School/Service/Centre Professional Experience Coordinator

UNIVERSITY LIAISON OFFICERS

Staff of the university or experienced school-based teacher educators undertake university liaison during the teaching practice session. The liaison role **begins at the start of the program, and may include:**

- visiting preservice teachers and observing their work in their teaching context, including a lesson observation;
- discussions with the associate/class teacher and on-site Professional Experience Coordinator in relation to aspects of the teaching program and each preservice teacher's progress;
- discussions with preservice teachers on their progress and performance;
- providing guidance to the associate/class teacher in assessing the preservice teacher's achievement of required professional standards, including discussions in relation to the final grade;
- giving supportive advice to all preservice teachers and keeping in contact with the site if there are issues to be followed up; and
- ensuring the associate/class teacher is kept informed about assessment.

SECTION 4

LEARNING & TEACHING

THE PLANNING PROCESS

All teachers need to be clear about what they intend their pupils to learn. They also need to be clear about the discrete stages of their lessons and the organisation and delivery of these lessons/learning experiences.

Preservice teachers should:

- answer the questions before and after the lesson, as appropriate.
- discuss the lesson planning format in the workbook with their associate teacher. It is provided as the basis for the planning organisation of records of teaching and student learning. The format may be adapted or amended but the teaching plan must contain all the elements.

Questions Before Teaching:

- What do I want the students to learn?
- How does the lesson relate to unit goals/aims or my long-term aims?
- What skills, knowledge or understandings do I want them to develop?
- What do they already know? What can they already do?
- What tasks will the learners complete in order to develop an understanding of the concept/skill?
- Are the learning outcomes appropriate to the prior knowledge and capacity of the group?
- Have I considered how I will deal with the individual needs of my learners?
- What resources will I use?
- How many students do I have and how will they be organised? whole class? pairs? small groups?
- Time - How much time do I have and how will I use the time available?
- What time of day is the lesson?
- Is the lesson achievement-oriented? Am I challenging the students to develop new knowledge?
- How will I know if the students have learned what I intended them to learn? What evidence will I use?

Questions after Teaching:

- Was that a successful lesson – what determines success and how do I know?
- Was the lesson transmissive or transformative? Was it knowledge replication or generation?
- Was the learning challenging for all?
- Did I deal with the diverse nature of the learners and their needs?
- How has my formative assessment informed my ongoing planning?

It is university policy that lessons/learning experiences are not to be taught unless they are planned ahead in detail. Lesson notes (i.e. Plans and/or Day Book – which ever is appropriate) are to be available at any time for perusal by supervising personnel – associate teacher, principal, and university liaison staff.

RESOURCES

- Groundwater-Smith, S., Ewing, R., & Le Cornu, R. (2006). *Teaching: Challenges and dilemmas*. (3rd ed.). Southbank: Thomson.
- Burnett, B., Mead, D., & Tait, G (Eds.), (2004). *New questions for contemporary teachers: Taking a socio-cultural approach to education*. Frenchs Forest: Pearson.
- Cohen, L., Manion, L., & Morrison, K. (2004). *A guide to teaching practice*. (5th ed.). London: Routledge-Falmer.
- Gale, T., & Densmore, K. (2000). *Just schooling: explorations in the cultural politics of teaching*. Buckingham: Open University Press.
- Kalantzis, M. & Cope, B. (2008) *New Learning: Elements of a Science of Education*. Cambridge: Cambridge University Press.
- Killen, R. (2003), *Effective teaching strategies*. (3rd ed.). Melbourne: Thompson Social Science Press.
- Marsh, C. (2008). *Becoming a teacher: knowledge, skills & issues* (4th ed) French's Forest: Pearson.
- Mitchell, I. (2007). *Teaching for Effective Learning: The complete book of PEEL teaching procedures*. (3rd ed). Melbourne: PEEL Publishing
- NSW Institute of Teachers (2006). *Professional Teaching Standards*.

Web Sites:

- NSW Board of Studies, homepage. Retrieved April 2009, from www.k6.boardofstudies.nsw.edu.au
- NSW Institute of Teachers, homepage. Retrieved April 2009, from www.nswteachers.nsw.edu.au
- Professional Support and Curriculum, homepage. Retrieved April 2009, from <http://www.curriculumsupport.education.nsw.gov.au/primary/>
- NSW Department of Education & Training curriculum site - retrieved April 2009, <https://www.det.nsw.edu.au>
- Developing your teaching portfolio. Retrieved April 2009, from http://www.adelaide.edu.au/clpd/ta/download/t_portfolio.pdf

ASSESSMENT

General

It is expected that the associate/class teacher will formally supervise at least one lesson a day, following the recommended supervision cycle. Throughout the teaching practice, associate teachers should regularly discuss with preservice teachers the strengths and weaknesses of their teaching, and provide written critiques on their performance – one written observation each day (signed & dated).

If, at the mid-way review or any time during the placement, a preservice teacher is considered by the associate teacher and/or mentor to be at risk of failing the program, the Director, Professional Experience on the preservice teacher's campus must be informed and the preservice teacher advised in writing, in accordance with the Faculty of Education Policy on Professional Practice, Points 5.1 to 5.8.

The associate teacher, after consultation with the university liaison officer and on-site Professional Experience Co-ordinator must identify the areas of concern and set a program of objectives, activities and criteria for the remainder of the placement. The Developmental Support Plan must be completed by the teacher following discussions with the preservice teacher and university support staff and signed by all then forwarded to the University. The preservice teacher will also be notified in writing by the university.

Assessment Criteria

At the conclusion of each professional experience session, a final assessment report needs to be completed **after** a discussion involving the associate teacher, university liaison staff and the Principal/Director, where possible, to recommend the final rankings in each aspect.

The following list outlines some major areas for attention that should be considered during the assessment process. The explicit criteria for each stage of the overall program can be found in the Appendix, and of course the assessment report. Preservice teachers will be asked to demonstrate developing knowledge, skills and understanding in:

- their subject content and how to teach that content to their students;
- their students and how they learn;
- planning, assessment and reporting for effective learning;
- communicating effectively with their students;
- creating challenging & safe learning environments through the use of classroom management skills;
- continual improvement of their professional knowledge and practice; and
- active engagement with their profession.

The complete overview of the professional experience outcomes for the Course is included in this Handbook as an Appendix.

Grading of the Preservice Teacher

At the end of the teaching session, the associate teacher and the university liaison will complete the professional experience assessment report, in consultation with the preservice teacher. The final grade will be ratified by the Subject Coordinator. The outcomes for each stage of the course are developmental, as can be seen from the Overview (see Appendix).

GUIDELINES FOR AWARDING GRADES FOR THE PROFESSIONAL EXPERIENCE

Professional Experience programs are assessed as:

SATISFACTORY (SY) Preservice Teacher meets all requirements of the program to a satisfactory level

UNSATISFACTORY (US) Preservice Teacher does not meet **all** requirements to a satisfactory level

GRADE PENDING (GP):

A GP (Grade Pending) may be awarded to a preservice teacher who has experienced illness or misadventure, and has therefore been unable to complete their professional experience. Provided that progress had been satisfactory up to this time, the Director, Professional Experience will negotiate an appropriate time with the supervising teacher, school and preservice teacher for the completion of the professional experience. In some circumstances, it may be necessary to complete the professional experience in a new placement.

ADDITIONAL ASSESSMENT (AA)

There may be circumstances when a preservice teacher, identified as "At Risk", is awarded an AA. This is to allow the preservice teacher additional time to demonstrate ability to work through identified problems, assuming some progress has been achieved. The implication of this grade is that the preservice teacher is required to complete additional professional experience either at the same school or in a new placement.

CONSIDERATION FOR THE AWARD OF OUTSTANDING IN PROFESSIONAL PRACTICE

1. Preservice teachers in their final professional experience placement (ie. not the Internship) may be eligible for an award of *Outstanding in Professional Practice*, depending on the program in which she/he is enrolled.
2. As soon as is practicable, but no earlier than the mid-point of the teaching experience, the Associate teacher, Principal or Director/In-school Professional Experience Co-ordinator is to advise the Director, Professional Experience of any preservice teacher considered likely to be recommended for the award of *Outstanding*.
3. The associate teacher, in collaboration with the Principal or Director/In-school Professional Experience Co-ordinator, is to complete in writing the final report to indicate the preservice teacher's progress towards these requirements and discuss the contents with the preservice teacher.
4. The associate teacher and Principal or Director/In-school Professional Experience Coordinator together with the Preservice teacher will devise a written program of activities based on the mid-experience evaluation. The program will provide the preservice teacher with the opportunity to satisfy requirements for a recommendation of *Outstanding in Professional Practice* at the completion of the professional experience.
 - a. A copy of the program should be sent by the associate teacher to the Director, Professional Experience along with advice that the preservice teacher is being considered for a recommendation of *Outstanding in Professional Practice*.

- b. In devising the program and criteria, the in-school team may consider areas such as: the overall quality of the preservice teacher's performance, including completion of all written tasks and expectations; the nature and degree of the preservice teacher's achievements and initiative shown, including extra-curricular contributions; and the level of competence and independence of the preservice teacher.
5. At the conclusion of the professional experience, the associate teacher, in consultation with the Principal or Director and/or In-school Professional Experience Co-ordinator is to complete the required documentation and additionally provide a summary of evidence showing that the objectives and criteria set at the mid-point of the professional experience have been met and that the recommendation of *Outstanding in Professional Practice* is justified.
6. The preservice teacher, upon being officially notified at the end of the teaching experience of such a recommendation, is to within one (1) week submit to the Director, Professional Experience all documentation as required for the professional experience, including a Letter of Application for the award of an *Outstanding* award, teaching portfolio and support documents.
7. The Director, Professional Experience will convene a Professional Experience Results Committee meeting to assess the quality of the submission and invite the Preservice teacher to an interview with the Committee. The Director will advise the preservice teacher of the result of their application and arrange for an award of *Outstanding* in Professional Practice to be presented to the successful Preservice teacher.

DEVELOPMENTAL SUPPORT PLAN FOR PRESERVICE TEACHERS AT RISK or EXPERIENCING DIFFICULTY

Directions for Associate Teachers

Please follow these basic guidelines for supporting a preservice teacher who is identified as being *At Risk* of failing to satisfactorily complete all necessary professional experience requirements. The procedure for supporting preservice teachers at risk flowchart is found in the Appendix of this handbook.

1. You must advise university staff PRIOR TO the MID-SESSION reporting stage that the preservice teacher is experiencing difficulties in relation to expectations of the program.
2. Complete the Developmental Support Plan, in consultation with University Liaison staff, preservice teacher and in-school Professional Experience Coordinator/Principal. Implications of being placed at risk must be explained. Maintain detailed notes of meetings, all of which should be signed by those in attendance.
3. Fax the completed ***Developmental Support Plan*** proforma to the Director, Professional Experience for ratification, signature and any further discussion as deemed necessary.
4. School and University staff support the preservice teacher to achieve the desired outcomes of the program.
5. School staff should keep University staff informed of the preservice teacher's progress. The situation will be reviewed as the program continues.
6. Keep written records of all meetings and feedback notes provided for the preservice teacher.
7. The preservice teacher will also receive a formal letter from Director, Professional Experience indicating that she/he is at risk of failing their professional experience program. She/he will be informed that failure could also lead to exclusion from the course.
8. Prior to awarding an Unsatisfactory grade (US) a process of consultation between the school, CSU and the preservice teacher must be established. Provision for the preservice teacher to air any concerns they may have about the process of evaluation should be made by the Director, Professional Experience.
9. If the preservice teacher is experiencing extreme difficulties that warrant further action prior to the conclusion of the placement, the parties involved may agree to:
 - (i) relocate the student to another class, setting or school, or
 - (ii) terminate the professional experience program.

NB: AT ALL TIMES ENSURE THAT THE GUIDELINES RELATED TO *THE POLICY ON PROFESSIONAL PRACTICE* IN THE HANDBOOK ARE BEING FOLLOWED.

- [Faculty of Education Policy on Professional Practice](#)
- [NSW Department of Education & Training Code of Conduct](#)

Consequences of failure of teaching practice

Preservice teachers' attention is drawn to the University's Exclusion Regulations in the Charles Sturt University's Undergraduate Handbook. Preservice teachers should note that a failure in any of their teaching experiences may lead to exclusion from the course.

It is recommended that preservice teachers acquaint themselves immediately with the entire Exclusion Regulations section of the Handbook and make an appointment with the Director, Professional Experience or Course Coordinator should they require clarification.

PROFESSIONAL EXPERIENCE REQUIREMENTS – Please refer to the Workbook, which outlines the specifics of each placement

For each session of the teaching professional experience the preservice teacher may be required to complete a number of tasks, in addition to teaching successfully, that are linked to their learning both within the professional experience subject and general course goals.

Prescribed Objectives

For each professional experience placement, the preservice teacher has a set of defined objectives to achieve (see Appendix). These are intended to indicate the minimum stages of development expected of a preservice teacher. However, some preservice teachers progress faster than others and some find they have particular needs. It is therefore appropriate that allowance is made for individual progression via personal objectives to achieve the required outcomes.

Expected Personal Outcomes

These will be derived from the preservice teacher's perceived needs and from the personal evaluation of any previous teaching professional experiences. These are to be *written prior* to the placement commencing. It is from these personal outcomes that the teaching targets will be chosen throughout the supervision cycle.

Expectations from Subjects

Many Bachelor of Education (Primary) curriculum method and discipline subjects deal with aspects of teaching such as Indigenous education, classroom management and ICT. The course requires the preservice teacher to integrate their learning from these subjects during the teaching practice program. The Workbook for each placement gives guidelines in relation to integrating concepts.

Summary of Teaching Activities

This is a means of tracking development and needs. It is set out in KLA form so it is easy to determine areas of need and to see if there are any 'gaps' developing in the preservice teacher's experiences. This needs to be kept up to date to ensure it serves its purpose.

Situation Analysis

The preservice teacher is expected to inquire into the operation of the school/site in which s/he is working. Details concerning the particular focus of the enquiries are set out in the specific Workbook. On each occasion the preservice teacher is required to make notes emphasising the "why" and "how" aspects of each item. As progression occurs from one semester to the next, some items are repeated in order to emphasise the variations that exist in different settings. It is anticipated that the preservice teacher's skills in observation and reflection will improve through experience and support from professional colleagues.

The major areas of inquiry will be:

- Role of a Teacher;
- Curriculum and Planning;
- The Physical Environment;
- The School;

The Assessment & Reporting policy
The School and the System
The School and its Community.

Personal Evaluation

At the end of each session the preservice teacher is expected to write an evaluation of the experience. The evaluation will assist the preservice teacher to reflect on what has been learnt, collect evidence to support such an assertion and to identify what significant needs have arisen as a result of the site-based program. The evaluation will lead directly into the expected personal outcomes for the following practice session and will be discussed with staff on the preservice teacher's return to University.

Lesson Plan File

The preservice teacher is required to keep a lesson plan file, which will be used throughout the course. A large loose-leaf file is appropriate. Various planning formats are shown in the Attachments or available on the website. Preservice teachers are expected to progress from a simple lesson plan in the first placement, *Professional Experience 1*, to complex tracking and grouping notes in the later stages of the course.

Observation Notes

During teaching practice preservice teachers are required to observe other teachers at work.

Preservice teachers are requested to keep records of observations, paying particular attention to areas such as:

- organisation of room and children
- teaching and learning strategies
- resources to enhance learning, including ICT
- interaction with parents
- working as a team
- assessment, reporting and evaluation
- ideas for motivating children's learning
- provision for individual differences
- voice - modulation, tone, expression and other forms of language etc.

SECTION 5

PROFESSIONAL, ETHICAL & LEGAL RESPONSIBILITIES

ARRANGEMENTS FOR PROFESSIONAL EXPERIENCE

ACADEMIC PROGRESS REGULATIONS

(As per CSU University Handbook)

Because it includes a professional experience component for your course - **Bachelor of Education (Primary)** – this subject, and all professional experience subjects, are 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 your course for up to three years**, 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 School Principal or delegated member of staff, University staff and/or the Director, Professional Experience.

CHILD PROTECTION PROCEDURES

All preservice teacher education students at Charles Sturt University have completed a Prohibited Employment Declaration form, which they can give to staff in the centre/site. They have completed Stage 1 of Child Protection Training before undertaking any Professional Experience placement. Where an Australian state or jurisdiction requires it, a National Criminal record check will be completed by the preservice teacher before commencement of a Professional Experience Program.

ELIGIBILITY TO UNDERTAKE A PROFESSIONAL EXPERIENCE PLACEMENT

Eligibility to proceed with teaching practice is NOT automatic. Two weeks prior to the commencement of the teaching experience, the preservice teacher’s academic progress will be reviewed by a panel including the Director, Professional Experience and Subject Advisors for the session. Eligibility to undertake the professional experience placement will be based on a student’s overall preparedness (including attendance at any compulsory preparatory classes) to undertake the placement; academic progress within the entire course; and academic progress in the current semester.

Any student who has withdrawn, been withdrawn or failed a previous placement will need to demonstrate to the satisfaction of the Sub-Dean Professional Experience or representative, that circumstances operating at the time of the withdrawal/failure no longer apply and/or that they have taken action during the intervening period to improve the likelihood of success in the subsequent placement.

OCCUPATIONAL HEALTH & SAFETY (OH&S)

Each setting in which a preservice teacher is working is expected to observe appropriate OH&S regulations. Preservice teachers have the responsibility to ensure they have the intellectual, physical, psychological and social competence to successfully complete the professional experience placement. PST should only apply for a professional experience placement if they are confident they are capable of completing it successfully.

PST should ensure they are familiar with the expectations of the setting in terms of lifting, exposure to infection, level of typing and other repetitive tasks in a setting. PST should observe correct hygiene and safety practices to protect themselves, and the staff and students with whom they are working. PST who are, or become pregnant during their placement should consult their doctor before commencing the placement.

CSU has an OH&S policy for students undertaking professional experience placements. PST should check this web site for further information. <http://www.csu.edu.au/faculty/pep/>

PLACEMENT OF PRESERVICE TEACHERS

Some time prior to the professional experience placement the Professional Experience Office contacts principals of schools/educational sites requesting the names of teachers willing to act as associate/class teachers to support preservice teachers undertaking teaching practice. Preservice teachers submit an application for a placement on a specific form. Every effort is made to match requests with offers, however, at times this is not possible due to lack of suitable placements. Preservice teachers may need to make special arrangements re childcare and work in order to complete the program. Any preservice teacher who requires *Special Consideration* must submit the written request BEFORE placements are made. Each application is considered on a case by case basis. Each PST is notified of their placement as well as the name and contact details of their allocated professional associate **after** all placements are finalised by the Professional Experience Office.

University staff will monitor each preservice teacher's overall program to ensure a diversity of school types and contexts.

All preservice teachers should be aware that contact with schools, other than during the official teaching sessions, will not be sanctioned by the university. Preservice teachers must not approach any member of a school staff without prior approval of the Director, Professional Experience. Such approval will be granted only after careful consideration of the preservice teacher's status and the needs of the school and university.

PRESERVICE TEACHER CONDUCT

The highest standard of conduct is expected of CSU preservice teachers at all times, and their conduct, while undertaking professional experience, should be guided by the following policies.

1. Charles Sturt University Academic Misconduct Policy

This policy covers issues such as cheating, plagiarism and collusion. A copy of the policy can be found at www.csu.edu.au/acad_sec/manuals/g6.rtf

2. General Student Misconduct Rule

The following sections could be applied to professional experience programs. A copy of the whole rule is available at the address below. <http://www.csu.edu.au/adminman/stu/STU01.rtf>

Section:

- 2.5.3 Wilfully or negligently destroying, damaging, losing or removing or otherwise interfering with either any property of the University or any property on a facility of the University; or
 - 2.5.3a breaching the copyright or moral rights of a third party, including use of University facilities, services or amenities; or
- 2.5.5 failing to comply with any lawful order or direction of an employee of the University or of a person acting under the authority of the University; or
- 2.5.6 failing to comply with any rule, order or direction made in pursuance of the Charles Sturt University Act, 1989 or any by-laws, rules and regulations made under it; or
- 2.5.8 conduct upon a facility of the University, or while taking part in an official activity of the University, which is prejudicial to the good order and government of the University.

3. **Charles Sturt University Faculty of Education Professional Experience Code of Conduct.** This policy is being developed in consultation with students and staff from the Faculty of Education at CSU and colleagues from partner schools/services and centres.

ETHICAL CONSIDERATIONS FOR PRESERVICE TEACHERS UNDERTAKING A PROFESSIONAL EXPERIENCE PROGRAM AS PART OF A TEACHER EDUCATION PROGRAM

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 Sub Dean Professional Experience 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

FREQUENTLY ASKED QUESTIONS

ABSENCES

Preservice teachers are expected to be in attendance for each day of the professional experience program and only in extreme cases of illness or misadventure will absence be accepted. Notwithstanding the need for absence in a small minority of cases, the terms of the course allow only for a maximum of two (2) days absence in any one teaching session. Please note that this does not mean you can simply have two days off. Preservice teachers absent for more than two days will be required to make up the missed days in the same site immediately following the prescribed program schedule.

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 preservice teachers attached to Charles Sturt University are covered under insurance whilst they participate in university course-approved work placements and experience.

Comprehensive personal, professional accident and liability insurance is available to all preservice teachers. Specific details are outlined in Professional Experience Workbook or available from the Student Support Officer.

Compensation shall be payable under these policies for injury caused by an accident **that is not covered** under any Worker's Compensation Act, Ordinance or Policy of Insurance.

Accidents occurring whilst in pursuance of the course should be reported by the preservice teacher within 48 hours to the following members of staff.

<i>Bathurst</i>	<i>Wagga</i>	<i>Albury</i>	<i>Dubbo/Orange</i>
Student Support Officer Room 2 Student Support Unit Building C4, (02) 6338 4812	Student Support Officer Building 20B, Wagga campus (02) 6933 2049	Student Support Officer The Shed – Building 616 (02) 6051 6764	Student Support Officer -based in Orange (02) 6365 7680

Car accidents, travelling to or returning from a teaching practice school or centre should be claimed on Third Party Insurance.

Preservice teachers are advised that unless their cars have a special permit for use as a hire vehicle their Third Party Insurance Cover may be invalidated if they accept any monetary consideration for transporting other preservice teachers.

This insurance does not cover students undertaking professional experience overseas.

TRANSPORTING SCHOOL/CENTRE/SERVICE STUDENTS

Preservice teachers are NOT permitted to transport students in their car under any circumstances. There are clear issues related to Child Protection as well as insurance that are potentially damaging to the preservice teacher.

EXCURSIONS

Preservice teachers engaged on a professional experience may be included in school excursions at the discretion of the principal. Clear arrangements should be made regarding responsibility for any excursion costs, as these **ARE NOT** borne by the university.

INDUSTRIAL ACTION

It is possible that the teacher union(s) may be undertaking industrial action during the professional experience program and that work stoppage/striking are involved. In such cases, preservice teachers are advised to act cautiously. The simplest choice is for preservice teachers to take the same action as their associate/class teacher.

Preservice teachers incurring absences through single day or part day industrial action are not penalised by the University and are not required to make up the time. Absences due to protracted strikes (more than two days) will be considered by course and subject coordinator in consultation with the Director, Professional Experience.

LEGAL RESPONSIBILITY OF PRESERVICE TEACHERS

The question of legal responsibility of preservice teachers engaged in teaching practice has arisen in the past when accidents and cases of negligence have occurred. The Legal Services Directorate of the Department of Education and Training has advised that:

"... Preservice teachers may be sued for their negligence just like any other member of the community. Where preservice teachers are in schools merely as observers, and a child is injured, it is extremely unlikely firstly that any action would be taken against them and secondly that they would be liable. Where a preservice teacher is in charge of students, whether in a classroom, the playground or on an excursion, they are effectively acting for the Department. Again it is extremely unlikely they would be sued in regard to any injury to a child and also unlikely that they would be found liable. "

It can be reasonably assumed that the legal position would be the same in non-departmental schools, or pre-school/childcare settings.

NSW TEACHERS FEDERATION - *Statement of Policy*

- Preservice teachers from the various universities and conservatoriums are to be regarded in their allocated schools as future teachers and not ex-students.
- Preservice teachers are not to be humiliated or criticised in front of school pupils or classes.
- Preservice teachers should be accepted into the school situation and be afforded such humane and common-place activities as a position in the staffroom (if possible), tea and coffee making facilities, car parking facilities, awareness of school/centre routine and provision for duplication of material, which can form an integral part of a lesson.
- Preservice teachers only be required to teach the prescribed number of lessons as set by the university or academy, and the number not be increased to satisfy the needs caused by absent teachers or preservice teachers or the personal whims of the teacher responsible for the placement and welfare of preservice teachers.

SECTION 6

APPENDIX

- Overview of Teaching Standards for Assessment of Professional Experience Placement.
- Procedures for supporting preservice teacher at risk
- Conferencing document Proforma for preservice teacher requiring additional support
- Developmental Support Plan Proforma
- Sample of letter to be sent by CSU to Preservice Teacher “at risk”

Bachelor of Education (Primary)
- Professional Experience - Teaching Standards Overview -

Aspect	Professional Experience 2 Engaging – Learning & Diversity	Professional Experience 3 -Teacher as Manager-	Professional Experience 4 Emerging Professional	Internship - Consolidating -
	Possible indicators	Possible indicators	Possible indicators	Possible indicators
DOMAIN: PROFESSIONAL KNOWLEDGE				
Element 1: Teachers know their subject content and how to teach that content to their students				
1.1 Knowledge of subject content	<ul style="list-style-type: none"> • Demonstrates knowledge of some Key Learning Areas • Represents relevant concepts that are easily accessible to students • Presents content with confidence 	<ul style="list-style-type: none"> • Demonstrates knowledge of appropriate Key Learning Areas • Represents relevant concepts in a variety of modes that are easily accessible to students • Presents content with confidence 	<ul style="list-style-type: none"> • Demonstrates comprehensive knowledge of appropriate Key Learning Areas • Represents relevant concepts in a variety of modes that are easily accessible to students • Presents content with confidence 	<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
1.2 Knowledge of pedagogy	<ul style="list-style-type: none"> • Applies teaching strategies that are appropriate to students' learning stages • Engages students in relevant and purposeful learning experiences • 	<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 purposeful learning experiences 	<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 (eg: higher order thinking) • Engages students in relevant and purposeful learning experiences 	<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 purposeful learning experiences •
1.3 Knowledge of curriculum requirements	<ul style="list-style-type: none"> • Accesses information about curriculum documents and structures lessons accordingly 	<ul style="list-style-type: none"> • Accesses information about curriculum documents and other resources and designs lessons accordingly 	<ul style="list-style-type: none"> • Embeds school-based policies in teaching programs • Accesses information about curriculum documents and other resources and designs lessons accordingly 	<ul style="list-style-type: none"> • Embeds school-based and mandatory policies • Accesses information about curriculum documents and other resources and designs lessons accordingly
1.4 Knowledge of Information and Communication 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) 	<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) • 	<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 • 	<ul style="list-style-type: none"> • Demonstrates basic operational skills with a variety of technologies (e.g. CD, OHP, 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 • Uses ICT for administrative purposes (e.g. record keeping, reporting student progress, communicating with parents)
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 towards students from diverse backgrounds (e.g. social, cultural, ethnic and religious backgrounds) • Designs lessons that identify and address students' prior knowledge and backgrounds 	<ul style="list-style-type: none"> • Conveys sensitivity towards students from diverse backgrounds (e.g. social, cultural, ethnic and religious backgrounds) • Designs lessons that identify and address students' prior knowledge, backgrounds & histories • Demonstrates an awareness of the diverse nature of students' physical, social and intellectual development 	<ul style="list-style-type: none"> • Conveys sensitivity towards students from diverse backgrounds (e.g. social, cultural, ethnic and religious backgrounds) • Designs lessons that identify and address students' prior knowledge, backgrounds & histories • Demonstrates an awareness of the typical stages of students' physical, social and intellectual development 	<ul style="list-style-type: none"> • Conveys sensitivity towards students from diverse backgrounds (e.g. social, cultural, ethnic and religious backgrounds) • Designs lessons that identify and address students' prior knowledge, backgrounds & histories • Responds appropriately to the typical stages of students' physical, social and intellectual development
2.2 Knowledge of students' varied approaches to learning including mandatory areas		<ul style="list-style-type: none"> • Employs a range of strategies that cater for varied student learning styles (eg: visual, auditory, kinaesthetic learners –VAK) and mandatory areas 	<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- ATSI, LBOTE, behaviour etc 	<ul style="list-style-type: none"> • Employs a range of strategies that cater for varied student learning styles (eg: VAK Gardner's multiple intelligences) • Explicitly addresses the literacy needs of all learners - ATSI, LBOTE, behaviour etc

Aspect	Professional Experience 2 Engaging – Learning & Diversity	Professional Experience 3 -Teacher as Manager-	Professional Experience 4 Emerging Professional	Internship - Consolidating -
	Possible indicators	Possible indicators	Possible indicators	Possible indicators
DOMAIN: PROFESSIONAL PRACTICE				
Element 3: Teachers plan, assess and report for effective learning				
3.1 Planning for teaching and learning	<ul style="list-style-type: none"> Identifies and articulates clear and appropriate learning goals for student needs Creates lessons that address learning outcomes for appropriate developmental stages Selects and uses a range of resources that support syllabus outcomes 	<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 Creates lessons that address learning outcomes for appropriate developmental stages Critiques, selects and uses a range of resources that support syllabus outcomes 	<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 Creates lessons that address learning outcomes for appropriate developmental stages Critiques, selects and uses a range of resources that support syllabus outcomes 	<ul style="list-style-type: none"> Designs integrated lessons to develop students' understanding of a concept Identifies and articulates clear and appropriate learning goals for student needs Creates lessons that address learning outcomes for appropriate developmental stages Critiques, selects and uses a range of resources that support syllabus outcomes Evaluates teaching to improve outcomes
3.2 Assessing student learning	<ul style="list-style-type: none"> Uses informal strategies to assess student learning (eg: questioning, observation) Uses knowledge of students' progress to inform and guide decision making 	<ul style="list-style-type: none"> Uses informal strategies to assess student learning (eg: questioning, observation) Uses knowledge of students' progress to inform and guide decision making Provides constructive and timely feedback 	<ul style="list-style-type: none"> Records student learning in a detailed and accurate manner Uses assessment to provide constructive and timely feedback to students Uses explicit assessment criteria to support student learning and guide future planning Understands the importance of consistency in teacher judgements 	<ul style="list-style-type: none"> Implements a variety of assessment strategies Records student learning in a detailed, accurate and comprehensive manner Uses explicit assessment criteria to support student learning and guide future planning Uses assessment results to provide constructive and timely feedback to students Uses informal and formal assessment processes to inform and guide future planning Can effectively implement consistent teacher judgement.
3.3 Reporting student learning	<ul style="list-style-type: none"> Is familiar with school's reporting system Provides effective verbal feedback to learners 	<ul style="list-style-type: none"> Is familiar with school's reporting system Provides effective verbal feedback to learners Produces written documentation that is consistent with school expectations 	<ul style="list-style-type: none"> Is familiar with school's reporting system Produces written documentation that is consistent with school expectations Demonstrates understanding of systemic (eg DET, CEO) expectations in relation to reporting Provides learners with explicit feedback 	<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 Is familiar with school's reporting system Demonstrates understanding of systemic (eg DET, CEO) expectations in relation to reporting Provides learners with explicit verbal and written feedback
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 Clearly explains the focus of the lesson to students Is developing a range of questioning skills Listens to students and engages them in classroom conversations Speaks clearly using appropriate tone, volume and expression 	<ul style="list-style-type: none"> Communicates clear directions to students Clearly explains focus of lesson to students Demonstrates a range of effective questioning techniques to enhance learning Listens to students and engages them in classroom conversations Speaks clearly using appropriate tone, volume and expression Is able to lead a class discussion effectively 	<ul style="list-style-type: none"> Communicates clear directions to students Clearly explains focus of lesson to students Demonstrates a range of effective questioning techniques to enhance learning Listens to students and engages them in classroom conversations Speaks clearly using appropriate tone, volume and expression Is able to facilitate a student discussion Demonstrates effective use of non-verbal forms of communication 	<ul style="list-style-type: none"> Communicates clear directions to students Clearly explains focus of lesson to students Demonstrates a range of effective inquiry techniques designed to maximise student learning Listens to students and engages them in classroom conversations Speaks clearly using appropriate tone, volume and expression Is able to facilitate a student discussion Demonstrates effective use of non-verbal forms of communication
4.2 Student grouping	<ul style="list-style-type: none"> Effectively organises small group activities to support student learning 	<ul style="list-style-type: none"> Effectively organises small group activities to support student learning Demonstrates ability to structure activities effectively 	<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) 	<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)
4.3 Teaching strategies	<ul style="list-style-type: none"> Demonstrates flexibility when teaching and changes lessons when appropriate 	<ul style="list-style-type: none"> Demonstrates flexibility when teaching and changes lessons when appropriate 	<ul style="list-style-type: none"> Demonstrates flexibility when teaching and changes lessons when appropriate 	<ul style="list-style-type: none"> Demonstrates flexibility when teaching and changes lessons when appropriate

	Professional Experience 2 Engaging – Learning & Diversity	Professional Experience 3 -Teacher as Manager-	Professional Experience 4 Emerging Professional	Internship - Consolidating -
Aspect	Possible indicators	Possible indicators	Possible indicators	Possible indicators
	<ul style="list-style-type: none"> Models an enthusiastic and positive attitude towards learning Structures lessons effectively (ie; introduction, body, conclusion) 	<ul style="list-style-type: none"> Models an enthusiastic and positive attitude towards learning Creates a motivating classroom environment to maintain student engagement (eg; uses resources creatively, connects with students interests) 	<ul style="list-style-type: none"> Models an enthusiastic and positive attitude towards learning Creates a motivating classroom environment to maintain student engagement (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking) 	<ul style="list-style-type: none"> Models an enthusiastic and positive attitude towards learning Creates a motivating classroom environment to maintain student engagement (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking)
Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills				
5.1 Creates an environment of respect and rapport	<ul style="list-style-type: none"> Promotes a classroom atmosphere of acceptance that is free of negative personal comment or put-downs 	<ul style="list-style-type: none"> Establishes and sustains respect and rapport with, and among, all students Promotes a classroom atmosphere of acceptance that is free of negative personal comment or put-downs 	<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 	<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
5.2 Establishes a climate where learning is valued and students' ideas are respected	<ul style="list-style-type: none"> Demonstrates capacity to connect with student's prior knowledge & experiences 	<ul style="list-style-type: none"> Demonstrates capacity to connect with student's prior knowledge & experiences Establishes supportive learning environments where students feel safe to risk full participation 	<ul style="list-style-type: none"> Demonstrates capacity to connect with student's prior knowledge & experiences Designs learning experiences that foster student autonomy and initiative Establishes supportive learning environments where students feel safe to risk full participation Understands the importance of high expectations of all students relative to their individual stages of development 	<ul style="list-style-type: none"> Demonstrates capacity to connect with student's prior knowledge & experiences 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
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 Conducts well paced lessons that sustain student engagement 	<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 Conducts well paced lessons that sustain student engagement 	<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 Responds to unforeseen interruptions calmly 	<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 Is able to use "teachable moments" and changes effectively
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 Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent 	<ul style="list-style-type: none"> Implements a variety of practical and effective approaches to managing student behaviour Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent 	<ul style="list-style-type: none"> Implements a variety of practical and effective approaches to managing student behaviour Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent Responds appropriately to unusual classroom incidents 	<ul style="list-style-type: none"> Implements a variety of practical and effective approaches to managing student behaviour Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent Negotiates roles, responsibilities, class rules and consequences with students Responds appropriately to unusual classroom incidents
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, OH&S procedures, duty of care, child protection) 	<ul style="list-style-type: none"> Is aware of, and follows specific requirements for ensuring student safety (e.g. code of conduct, OH&S procedures, duty of care, child protection) 	<ul style="list-style-type: none"> Is aware of, and follows specific requirements for ensuring student safety (e.g. code of conduct, OH&S procedures, duty of care, child protection) Understands the procedures for Risk Management associated with learning experiences 	<ul style="list-style-type: none"> Is aware of, and follows specific requirements for ensuring student safety (e.g. code of conduct, OH&S procedures, duty of care, child protection) Understands and can implement the procedures for Risk Management associated with learning experiences both inside and outside the classroom.

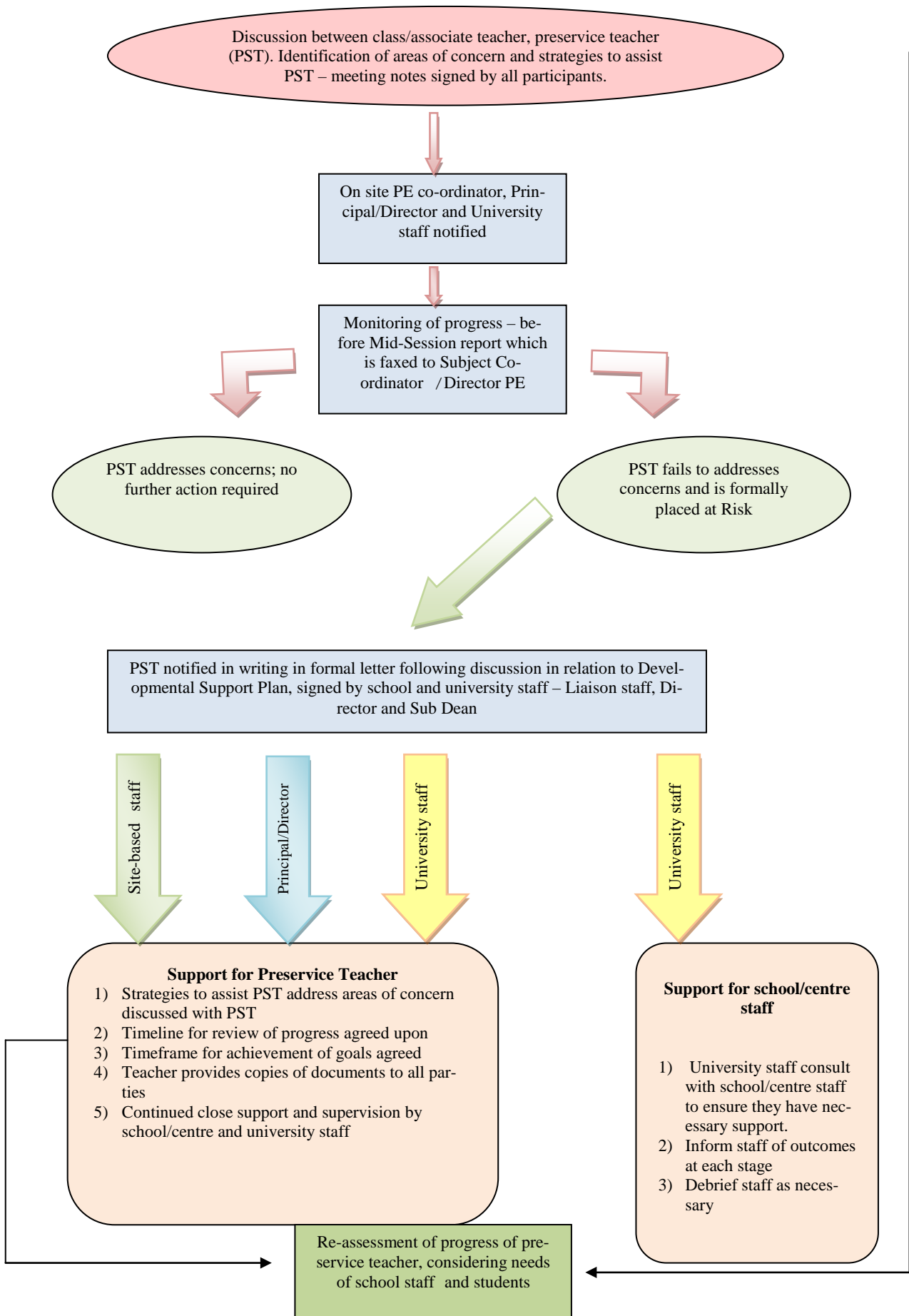
DOMAIN: PROFESSIONAL COMMITMENT**Element 6: Teachers continually improve their professional knowledge and practice**

6.1 Capacity to analyse and reflect on practice	<ul style="list-style-type: none"> Reflects on teaching practice in order to improve it through written evaluations Engages in professional discussion with supervising teacher Engages in professional discussions with peers 	<ul style="list-style-type: none"> Reflects critically on teaching practice in order to improve it through written evaluations Engages in professional discussion with supervising teacher, peers and experienced colleagues Sets appropriate goals for further development as a professional 	<ul style="list-style-type: none"> Reflects critically on teaching practice in order to improve it through written evaluations Engages in professional discussion with supervising teacher, peers and experienced colleagues Accepts and responds appropriately to critical feedback from colleagues and mentors 	<ul style="list-style-type: none"> Reflects critically on teaching practice in order to improve it through written evaluations Engages in professional discussion with peers, colleagues and mentor Is able to draw on and synthesise a variety of sources of feedback to enhance learning, including students
6.2 Engagement in personal and collegial professional development	<ul style="list-style-type: none"> Demonstrates a willingness to learn within the context of the professional experience program 	<ul style="list-style-type: none"> Demonstrates a willingness to learn within the context of the professional experience program Demonstrates an understanding of Professional Teaching Standards by identifying opportunities to enhance required skills, knowledge and understandings within the professional experience program 	<ul style="list-style-type: none"> Demonstrates a willingness to learn within the context of the professional experience program Demonstrates an understanding of Professional Teaching Standards by identifying opportunities to enhance required skills, knowledge and understandings within the course of study 	<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
6.3 Capacity to contribute to a professional community	<ul style="list-style-type: none"> Attends school staff meetings Interacts positively with school staff 	<ul style="list-style-type: none"> Attends school staff meetings and participates where appropriate Interacts positively with school staff, both professional and administrative 	<ul style="list-style-type: none"> Participates in school staff meetings and other school initiatives Interacts positively with staff and other support personnel associated with the school/setting Demonstrates the capacity to access a range of resources and support personnel 	<ul style="list-style-type: none"> Participates proactively in school staff meetings and other school initiatives Interacts positively with school staff and other 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 and professional team Accesses appropriate policy documents for professional purposes

Element 7: Teachers are actively engaged members of their profession

7.1 Communicating with parents and caregivers		<ul style="list-style-type: none"> Demonstrates an understanding of the importance of links between school and home 	<ul style="list-style-type: none"> Demonstrates the capacity to communicate effectively with parents, caregivers etc Demonstrates an understanding of the importance of links between school and home 	<ul style="list-style-type: none"> Demonstrates the capacity to communicate effectively with parents, caregivers Demonstrates empathy and understanding when interacting with parents and caregivers Recognises the importance of links between school, home and the broader community Fosters opportunities for parent and caregivers to be involved in their child's learning
7.2 Contributing to the school and wider community	<ul style="list-style-type: none"> Actively participates in extra-curricular activities within the school context 	<ul style="list-style-type: none"> Actively participates in extra-curricular activities within the school and community 	<ul style="list-style-type: none"> Actively participates in extra-curricular activities Works with teacher's aides etc to enhance student learning 	<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
7.3 Professional ethics and conduct	<ul style="list-style-type: none"> Presents a professional image in all communication and interactions with members of the school staff and students 	<ul style="list-style-type: none"> Presents a professional image in all communication and interactions with members of the school community 	<ul style="list-style-type: none"> Presents a professional image in all communication and interactions with members of the school and local community Demonstrates an understanding of regulations and statutes related to teachers' responsibilities and students' rights 	<ul style="list-style-type: none"> Presents a professional image in all communication and interactions with members of the school & community Demonstrates an understanding of regulations and statutes related to teachers' responsibilities and students' rights

PROCEDURES FOR SUPPORTING PRESERVICE TEACHER AT RISK DURING PROFESSIONAL EXPERIENCE PLACEMENT



RECORD OF MEETINGS FOR PRESERVICE TEACHER REQUIRING ADDITIONAL SUPPORT

This document is used to record discussions and outcomes for all formal meetings associated with supporting a preservice teacher experiencing difficulty.

MEETING No: _____ DATE: _____ PRESERVICE TEACHER'S NAME & SIGNATURE: _____

SITE NAME: _____ ASSOCIATE/ CLASS TEACHER'S NAME & SIGNATURE: _____

OTHER'S PRESENT (Names, Position & Signature): _____

Areas of Concern	Changes/goals to address concerns	Strategies	By When

Notification made to Principal/Director and on-site PE coordinator

When the timeframe for achievement has been reached, a further assessment indicates that:

Preservice teacher has addressed these issues and is now making satisfactory progress; OR

Preservice Teacher has not addressed the areas of concern and will be notified that she/he is At Risk of failing this Professional Experience placement; AND

University staff will be notified of the outcome of this meeting

Outcome recorded by: Preservice Teacher _____ (sign & date)

Outcome recorded by: Associate Teacher _____ (sign & date)

Outcome recorded by: University Liaison Officer _____ (sign & date)

FAX to CSU Professional Experience Office immediately

DEVELOPMENTAL SUPPORT PLAN FOR PRESERVICE TEACHERS IDENTIFIED AS BEING AT RISK OF FAILING

To be completed **BY THE MID-SESSION/INTERIM REPORTING STAGE** by Associate/Class Teacher following discussions with on-site Professional Experience Coordinator, University Liaison staff and Preservice Teacher.

Please forward to CSU Director, Professional Experience for ratification and signature after expected outcomes have been negotiated and program of support agreed upon.

AREAS CAUSING CONCERN Please indicate to which aspect of the Assessment Report this issue refers	ACTION REQUIRED BY THE PRESERVICE TEACHER	SUPPORT PROGRAM FOR PRESERVICE TEACHER	TIMELINE FOR SATISFACTORY COMPLETION

PLEASE NOTE: The implication of failing to satisfactorily address the issues raised in this Development Support Plan is that the preservice teacher will be awarded a fail grade for professional experience and **may be excluded from the course.**

PRINT YOUR NAME: Associate/Class TeacherSchool/ServicePreservice Teacher

Signatures Associate Teacher signature.....Date..... Preservice TeacherDate.....

On site Professional Experience Coordinator.....Date..... University Liaison Officer.....Date.....

Director, Professional ExperienceDate..... Sub-Dean Professional ExperienceDate.....

Fax to CSU Director Professional Experience immediately 02 6338 4134 (Bathurst) 6933 2803 (Wagga) Director, Professional Experience to fax the signed copy back to school/centre/service

[insert date]

To [Preservice Teacher's name] (Student Number):

Dear [insert first name]

I am writing to advise you that staff in the Faculty of Education and your associated School have received notice from staff in your professional experience placement, [INSERT SCHOOL/CENTRE NAME] that you are at risk of failing your current site-based program.

It is important that you familiarize yourself with the procedures for supporting students at risk – these can be found in your professional experience handbook. Staff in your professional experience placement have negotiated and documented a *Developmental Support Plan* with you, which includes explicit actions that you as a pre-service teacher need to take in order to satisfactorily complete the program. The plan also includes a time for reviewing the situation and for consultation meetings. Depending on the outcome of the *Developmental Support Plan*, different processes will be undertaken to support you in your endeavours to meet the requirements for course completion.

sample

It should be noted that the awarding of an *Unsatisfactory* grade at the conclusion of the professional experience placement will constitute a Fail in the subject [INSERT SUBJECT CODE]. Failure in the subject **may** lead to exclusion from the course for a period of up to three years.

As a matter of urgency, you are required to sign the declaration at the bottom of this letter to indicate that you have read it and then return it IMMEDIATELY by fax to the Professional Experience Office on your home campus.

If you have any concerns or queries about the process, please discuss these with your liaison lecturer and/or the Professional Experience Coordinator at CSU.
My contact details are:

Phone: (02); Email:

Yours sincerely

Director, Professional Experience

I _____ (INSERT YOUR NAME) have read the above letter in relation to the fact that I am have been placed at risk of failure on professional experience I am aware of the consequences of failing professional experience.

_____ (Signature) _____ (Date)

PLEASE FAX **IMMEDIATELY** TO CSU **DIRECTOR, PROFESSIONAL EXPERIENCE**
FAX No: (02) XXXXXXXXXXXX [insert appropriate fax number for Preservice Teacher's home campus]