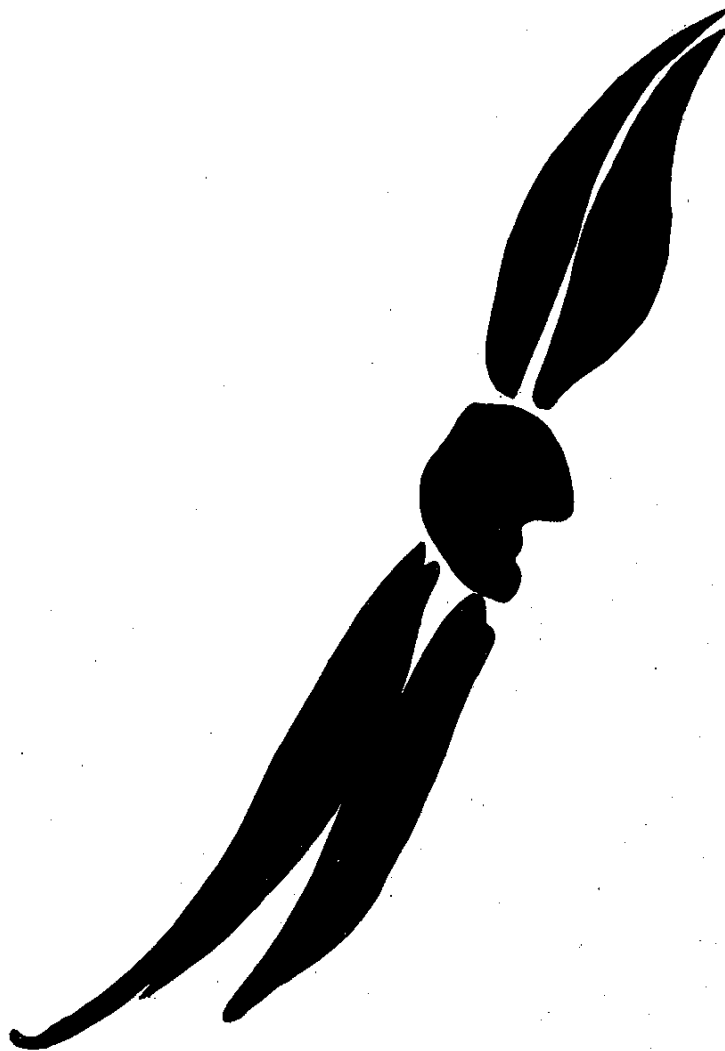


Bachelor of Teaching (Secondary) Course External

Faculty of Education

CHARLES STURT

U N I V E R S I T Y



Professional Experience Handbook

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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 student 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;
- 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 supervising teachers, co-ordinators and other school personnel for their valuable assistance during the year and especially during practice teaching. We believe that preservice teachers from Charles Sturt University benefit greatly from their close association with your school. At the same time, we trust that you also will derive professional satisfaction from your involvement in the practice teaching program.

Professor Jo-Anne Reid
Associate Dean
Faculty of Education
Charles Sturt University
Bathurst.

SECTION 1

INTRODUCTION

INTRODUCTION

The Professional Experience component of the Bachelor of Teaching (Secondary) has been designed so that it plays an important integrating function for all strands of the course. The time spent in schools allows preservice teachers to apply the theoretical concepts developed in academic subjects 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 attachment specific to that placement. If you have any queries or would like further information please feel free to contact the Professional Experience Coordinator at the preservice teacher's home campus.

CONTACTS & SUPPORT

Bathurst		Wagga	
(02) 6338 4700	Direct line to Director - Professional Experience (Secondary)	(02) 6933 4417	Professional Experience Administration Officer
(02) 6338 4442	Sub-Dean Professional Experience	(02) 6933 2743	Director - Professional Experience (Secondary)
(02) 6338 4476	Professional Experience Liaison Officer (External)		
(02) 6338 4134	<i>Facsimile</i> Professional Experience Office	02) 6933 2803	Facsimile Professional Experience Office
Postal address	Professional Experience Office School of Teacher Education Charles Sturt University Panorama Ave Bathurst NSW 2795	Postal address	Professional Experience Unit School Education Charles Sturt University PO Box 588 Wagga Wagga NSW 2678

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:

Charles Sturt University is committed to providing an inclusive educational environment that 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 this with either their Course Co-ordinator, Subject Co-ordinator, 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>

Web Site

The Professional Experience Office has a web site for use by preservice teachers, associate 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/>

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.

SECTION 2

**BACKGROUND
INFORMATION**

COURSE STRUCTURE

	Semester 1	Semester 2	Semester 3
Full time	EEP441 Reconceptualising Secondary Education EMX Curriculum Method 1: XXXX EED442 Teaching for Learning EEP442 Cultural Politics of Education	EED441 Constructions of Adolescence and their Educational Implications EPT441 Professional Experience 1 EMXXXX Curriculum Method 2: XXXX ESS441 Inclusive Learning and Teaching	EEL441 Literacies For Learning EEP443 Aboriginal Perspectives for Secondary Education EPT442 Professional Experience 2 Curriculum Method 1 (minor) OR Restricted Elective –choose 1 from EEA301 Managing the Learning Environment ESR401 Teaching in Rural Secondary Schools ESC401 Introduction to Educational Computing

	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Part time	EEP441 Reconceptualising Secondary Education EED442 Teaching for Learning	EED441 Constructions of Adolescence and their Educational Implications EEP442 Cultural Politics of Education	EMX Curriculum Method 1: XXXX EPT441 Professional Experience 1	EEL441 Literacies For Learning EEP443 Aboriginal Perspectives for Secondary Education	ESS441 Inclusive Learning and Teaching Curriculum method 1 (minor) OR Restricted Elective –choose 1 from EEA301 Managing the Learning Environment ESR401 Teaching in Rural Secondary Schools ESC401 Introduction to Educational Computing	EPT442 Professional Experience 2 EMXXXX Curriculum Method 2: XXXX
These subjects also run in alternate semester		EEP441 Reconceptualising Secondary Education EED442 Teaching for Learning	EEL441 Literacies For Learning	EPT441 Professional Experience 1 ESS441 Inclusive Learning and Teaching	EEP443 Aboriginal Perspectives for Secondary Education	

COURSE CONTENT

CORE

EED441 Constructions of Adolescence and their Educational Implications
 EEP441 Reconceptualising Secondary Education
 EED442 Teaching for Learning
 ESS441 Inclusive Learning & Teaching
 EEL441 Literacies for Learning
 EEP442 Cultural Politics of Education
 EEP443 Aboriginal Perspectives for Secondary Schools

Professional Experience

EPT441 Professional Experience I
 EPT442 Professional Experience II

CURRICULUM MAJORS

Curriculum Method 1 (First teaching area)
 Curriculum Method 2 (First teaching area)

ELECTIVES (one from the list below)

EEA301 Managing the Learning Environment
 ESR401 Teaching in Rural Secondary Schools
 ESC401 Introduction to Educational Computing
 Curriculum Method 1 (Second teaching area)

PROFESSIONAL EXPERIENCE PROGRAM

The table below shows the sequence and focus of professional experience units in the Bachelor of Teaching (Secondary) program.

Professional Experience Sequence	Duration	Focus	Placement/ supervisory model
Professional Experience EPT441	30 days	<ul style="list-style-type: none"> • Meeting the needs of indigenous learners • The school as a cultural context • Teaching whole classes • Half of a teacher's load 	<ul style="list-style-type: none"> • School placement • Supervision by class teacher and university staff
Professional Experience 2 EPT442	30 days	<ul style="list-style-type: none"> • School cultures • Developing a program and units of work • 2/3 of teacher's load 	<ul style="list-style-type: none"> • School placement • Classroom teacher as consultant and mentor • Support from university staff

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

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

The expectations and level of responsibility of both preservice teachers and class teachers changes over the two years as demonstrated in the Professional Experience Teaching Standard Overview (see Appendix).

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 classroom management skills;
- continual improvement of 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 mentor and supervising 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; and
- 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.

ARRANGEMENTS FOR PROFESSIONAL EXPERIENCE

The school-based component of both EPT441 and EPT442 will typically be blocks of 30 days duration, totalling 60 days in schools. Distance Education students have the flexibility of organising their placement dates to suit their needs. However, it is absolutely essential that the procedures for organising the professional experience are followed closely. Please check the website link below to ensure arrangements are completed properly.

<http://www.csu.edu.au/faculty/educat/pep/placement/documents/dates/deflowchart.pdf>

You are able to submit professional experience requests online. Go to the website and submit placement requests on the electronic forms provided. Ensure that you submit forms to Bathurst campus only.

http://www.csu.edu.au/faculty/educat/pep/placement/forms/pract_app.htm

Criminal record checks

All students must undergo a criminal record check prior to employment in schools in Australia. Currently, every state except NSW requires preservice teachers to undergo a criminal check. Prospective students should be aware that not passing a criminal record check may make it difficult for them to complete this course satisfactorily because of the unavailability of suitable school experiences. All students are required to complete a Prohibited Employment Declaration indicating if they are a prohibited person under the Child Protection Act 1998. Students will be required to complete appropriate paperwork before commencing any in-school experience and undertake Child Protection Training.

Proficiency Credit (PCR)

Typically, preservice teachers who apply for recognition of prior learning for Professional Experience subjects are working, or have worked, as a provisionally qualified teacher in a school. If a student is currently (or has recently been) in paid employment in a school/educational setting, then professional learning undertaken in that school/educational setting will be assessed to determine if they are entitled to exemption from the professional experience requirements of the course. The proficiency credit (PCR) would be conditional on the student submitting substantiated documentary evidence which indicates they have completed all requirements of professional experience.

Students will be required to complete the remaining professional experience programs in different context(s) in order to satisfy the requirement of diversity and to meet accreditation requirements. This condition may require a student to leave their place of employment to undertake non-paid supervised teaching practice in an alternate setting.

ARRANGING THE PROFESSIONAL EXPERIENCE PROGRAM FOR DISTANCE EDUCATION STUDENTS

You should have been provided with documents necessary for arranging your placement. These include a

- Professional Experience Handbook
- Access to online application forms – on the website.

The professional experience program may be organised at a location convenient to the student. Universities in NSW and other states typically accept preservice teachers for in-school placements, time and resources permitting. All students **MUST** seek permission from the Professional Experience Office before approaching a school.

It is most appropriate that preservice teachers gain broad experience during their period of teacher preparation but it is also an teacher accreditation requirement that the course's professional experience program be undertaken in at least two different settings. While it is desirable that preservice teachers will choose distinctly different locations, such as a small central school and a large comprehensive; a private school and a public school, we realise that this is not always possible. The professional experience program must be in the area in which you are studying i.e. if you are an English major you must complete your professional experience program in the English faculty.

When organising your placement, please avoid February or December (if Australia) when schools are commencing or finalising school programs. These months often do not provide a stable teaching environment and are less likely to be convenient to schools.

Familiarise yourself with the procedures for organising professional experience from the web site (listed above) or the following summary.

Select at least three schools to complete the in-school program. Submit the details as well as dates etc through the online application. You must wait for an email from the PE Office giving permission to approach the schools. Once permission has been granted, make an appointment to meet the Principal or in-school Professional Experience Coordinator to discuss the possibility of your placement.

If the school accepts you for the placement, gather all details required to complete the online *Acceptance form*. Submit that form as soon as possible. If you are in a more distant location allow three weeks for the material to be posted to the school. **Do not** organise to start the program within 1 week of notifying CSU staff, as that does not allow sufficient time for postage of required materials.

Arrange to meet your associate teacher before commencing the in-school program. You will need to know:

- classes to be taught;
- content areas and appropriate resource needs;
- responsibilities;
- extra-curricular roles of the teacher
- timetable; and
- school routines e.g. starting and finishing times, meeting schedule

Professional Experience Office Arrangements

Upon receipt of the student's placement **application**, staff will notify the student of the outcome as soon as possible (allow at least one week).

Upon receipt of your online **acceptance** form, staff will:

- (a) forward the following material to the associate teacher/contact person
 - Professional Experience Handbook
 - Professional Experience Report
 - Claim Form for payment to the associate teacher
 - Time sheet for student to complete
 - *Leave of Absence* form for any days missed by student
 - Teaching/Learning Experience Feedback sheets for associate teacher.

- (b) notify you that the material has been sent and the program organisation is complete.

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 Professional Experience Director. Such approval will be granted only after careful consideration of the preservice teacher's status and the needs of the school and university.

SECTION 3

**ROLES &
RESPONSIBILITIES OF
PROFESSIONAL
EXPERIENCE PARTNERS**

UNIVERSITY PROFESSIONAL EXPERIENCE LECTURER/SUBJECT CO-ORDINATOR

- 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/HEADMASTER/HEADMISTRESS OR PROFESSIONAL EXPERIENCE CO-ORDINATOR

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 Professional Experience Contact person 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;
- introduction of the preservice teacher to the associate teacher and the wider school community.

ASSOCIATE TEACHER

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 associate teacher to whom they have been attached. The manner in which the associate teacher accepts this responsibility will have long term implications on the professional attitudes and aptitudes of the preservice teacher.

Planning the Program

The attachment 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 roles 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, 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 co-ordinator 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 advice on the level of teaching competence and professional learning of the preservice teacher;
- adhere to the procedures for dealing with a preservice teacher who is at risk of failing professional practice (see Section 5 in Policy on Professional Practice in the Appendix of this Handbook)
- complete both a mid-session formative Professional Experience 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 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 with an explanation.

Before the lesson →	The Lesson →	After the lesson
<p>The preservice teacher presents written plans to the associate teacher and discusses with him/her the objectives, materials to be used and room organisation.</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 associate teacher who records observations both in general and on the professional target 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 associate 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. 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 conference sessions. A preservice teacher, associate teacher or university liaison 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
I'm feeling confident about....	A compliment I have for my preservice teacher...
I'm learning...	Areas of growth I have observed...
I'm concerned about...	A goal we need to set together...
Areas of my teaching that I feel I need to work on...	Something I am going to try in my supervision...
Something I am working on...	A frustration I have...
A new instructional practice I would like to try...	Something we are working on together...
What I am learning about teaching is ...	A recommendation I have about teaching
Questions I still have...	Something I learned from my preservice teacher... Questions I have for the liaison lecturer...

PRESERVICE TEACHER

Preservice Teacher Responsibilities

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

- contact the site to discuss, with the associate teacher, the following :-
 - relevant details of the group or class(es)
 - 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 to discuss their personal objectives for placement.

The preservice teacher is to complete, at an acceptable standard, all required documentation during the placement including lesson planning, handbook entries and personal evaluation. 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/ Professional Experience site co-ordinator 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 Preservice Teacher's 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 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 Co-ordinator
3. Principal/Director
4. University Liaison Officer
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 Co-ordinator on your home campus
- Subject Co-ordinator on your campus
- In-School/Centre Professional Experience Contact person.

UNIVERSITY LIAISON

Staff of the university or experienced school-based teacher educators act as university liaison officers during the teaching practice session. The liaison role **begins at the start of the program, and includes:**

- visiting preservice teachers and observing their work in their teaching context, including a lesson observation (internal students only);
- discussing with the associate teacher and/or Professional Experience Coordinator aspects of the teaching program and each preservice teacher's progress;
- discussing with preservice teachers their progress and performance;
- providing guidance to the associate teacher in assessing the preservice teacher's achievement of required professional standards;
- giving supportive advice to preservice teachers needing special assistance and keeping in contact with the site if there are issues to be followed up; and
- ensuring the associate 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 following questions before and after the lesson, as appropriate.
- discuss the lesson planning format in the attachment with their associate teacher. It is provided as the basis for the 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?

Reference materials

- Burnett, B., Mead, D., & Tait, G (Eds.), (2004). *New questions for contemporary teachers: Taking a socio-cultural approach to education*. Frenchs Forest: Pearson.
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- 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 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 and/or mentor to be at risk of failing the program, the Director - Professional Experience 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, after consultation with the university liaison and on-site Professional Experience Coordinator, 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 associate teacher following discussions with the preservice teacher and university support staff and signed by all then forwarded to the University. The preservice teacher will be notified in writing by the university as well.

Assessment Criteria

At the conclusion of each professional experience session, a final assessment profile needs to be completed **after** a discussion involving the associate teacher, university liaison and the Principal/Director, where possible, to recommend an appropriate grade.

The following list outlines some major areas for attention that should be considered during the assessment process. 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 profile, in consultation with the preservice teacher. The final grade will be ratified by the Subject Co-ordinator. The outcomes for each stage of the course are progressively more demanding, as can be seen from the Overview (see Appendix). See over the page for guidelines for awarding grades.

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 Coordinator 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.

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. Detailed guidelines can be found in the Appendix of this Handbook Section 5 -POLICY ON PROFESSIONAL PRACTICE.

1. You must advise university staff by 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 proforma, in consultation with University Liaison, preservice teacher and in-school Professional Experience Co-ordinator/Principal. Implications of being placed at risk must be explained.
3. Fax the completed ***Developmental Support Plan*** proforma to the Director - Professional Experience for ratification, signature and any further discussion as deemed necessary.
4. Support the preservice teacher to achieve the desired outcomes of the program.
5. 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 the CSU Professional Experience Coordinator indicating that they are at risk of failing their professional experience program. They 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 Professional Experience Coordinator.
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.

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 your teaching experiences may lead to your 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 Professional Experience Coordinator/Manager or Course Coordinator should they require clarification.

PROFESSIONAL EXPERIENCE REQUIREMENTS

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. The tasks and the formats for their completion are set out in the specific Attachment for each placement.

Prescribed Objectives

For each professional experience placement prescribed objectives are set out to be achieved (see Appendices). 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.

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 Teaching curriculum method and discipline subjects deal with aspects of teaching such as classroom management, ICT etc. The course requires the preservice teacher to integrate their learning from these subjects during the teaching practice program. The Attachment 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 subject 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 Attachment. 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 School and the System.

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, give evidence to support such an assertion and 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.

Lesson Note File

It is university policy that lessons are not to be taught unless they are planned ahead in detail. Lesson notes are to be available at any time for perusal by supervising personnel – associate, principal, and university liaison officer.

The preservice teacher is required to keep a lesson note file, which will be used throughout the course. A large loose-leaf file is appropriate. Various formats are shown in the Teaching Practice workbooks, developing from a simple lesson plan in the first placement to complex tracking and grouping notes in the later stages of the course. The preferred Lesson Plan pro-forma is on the following pages, and is also available online on the Professional Experience Website. The Daybook pro-forma is only to be used in the final professional experience placement, and then only with express permission of the associate teacher.

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 and evaluation
- ideas for motivating children's learning
- provision for individual differences
- voice - modulation, tone, expression and other forms of language etc.

EVALUATION OF LESSON

OUTCOMES	RESOURCES/ENVIRONMENT	PRESENTATION/STRATEGIES	INTERACTION & COMMUNICATION
Were they experienced/achieved/ developed? Why/Why not? How do you know?	Were they appropriate/utilised? Why/Why not? How do you know?	Were these appropriate? Why/Why not? How do you know?	Was this appropriate? Why/Why not? How do you know?
Follow-up How is this evaluation going to impact in future learning experiences for your pupils?			
Intended Teacher Outcomes. <i>At the end of this lesson I will be able to:</i> <ul style="list-style-type: none"> ▪ ▪ ▪ Assessment of Teacher Outcomes I was able to achieve these outcomes and my evidence is:	Follow up <i>How will you adjust your teaching in light of this evaluation?</i>		

Associate Teacher's Signature..... Date.....

DAY BOOK FORMAT – To be used only after approval by Associate teacher and University Liaison Officer and only in the final professional experience.

DATE/PERIOD	TOPIC/SYLLABUS OUTCOME	EXPLICIT LEARNING OUTCOMES - CONTENT	PREPARATION & RESOURCES	TEACHING/ LEARNING SEQUENCE AND CLASS ORGANISATION	ASSESSMENT TECHNIQUE & EVALUATION

Associate teacher Signature.....Date.....

SECTION 5

**PROFESSIONAL, ETHICAL
& LEGAL
RESPONSIBILITIES**

ACADEMIC PROGRESS REGULATIONS

(As per CSU University Handbook)

Because it includes a professional experience component for your course - **Bachelor of Teaching (Secondary)** – 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 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 to undertake the placement, including academic progress within the entire course as well as 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/>

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. Any days missed through illness or other acceptable reasons must be made up immediately following the placement, if this is acceptable to the school. If missed days cannot be made up immediately, preservice teachers will be required to undertake a week's teaching experience in the same situation, or undertake a week's teaching experience in an alternative situation as organised by the Director - Professional Experience (assuming missed days total less than a week). **Pre-service Teacher will be required to make up any days lost to illness or misadventure.**

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 2031	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, or transporting school pupils to an organised activity, should be claimed on Third Party Insurance.

CSU teacher education students should not transport school students in their car while undertaking professional placement.

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.

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, which **ARE NOT** borne by the university. Permission to participate in any excursion of more than one day's duration must be explicitly sought from the Professional Experience Liaison Officer.

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 course is for preservice teachers to take the same action as their associate 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 the 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 preschool/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 may only be required to teach the prescribed number of lessons as set by the university or academy, and the number may 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 of Assessment Reports for Professional Experience
- Faculty of Education *Policy on Professional Practice*
- NSW Department of Education & Training Code of Conduct
- Developmental Support Plan Proforma
- Advice to Associate Teacher re Preservice Teacher “At Risk”
- Sample of letter to be sent by CSU to Preservice Teacher “at Risk”

Bachelor of Teaching (Secondary)
- Professional Experience - Teaching Standards Overview -

Aspect	Professional Experience 1	Professional Experience 2
	Possible indicators	Possible indicators
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 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
1.2 Knowledge of and respect for pedagogy	<ul style="list-style-type: none"> • Applies a range of teaching strategies that are informed and appropriate to students' learning stages • Designs and implements intellectually challenging learning experiences • Engages students in relevant and 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
1.3 Knowledge of curriculum requirements	<ul style="list-style-type: none"> • Accesses information about curriculum documents and aligns lessons accordingly 	<ul style="list-style-type: none"> • Implements school-based and mandatory policies • Accesses information about curriculum documents and aligns 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) • 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
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, 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 • Demonstrates an awareness of 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
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"> • 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
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 • 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 assessment processes to inform and guide future planning
3.3 Reporting student learning	<ul style="list-style-type: none"> • Is familiar with school's reporting system • 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

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 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 	<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 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 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)
4.3 Teaching strategies	<ul style="list-style-type: none"> Demonstrates flexibility when teaching and changes lessons when appropriate 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"> Demonstrates flexibility when teaching and changes lessons when appropriate 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"> 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
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 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 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 Establishes and maintains class routines that foster well-paced lessons and sustained student engagement
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 Manages practical classes effectively 	<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 Manages practical classes effectively
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) Maintains safe learning spaces, especially in practical classes 	<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) Maintains safe learning spaces, especially in practical classes

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 critically on teaching practice in order to improve it through written evaluations Engages in professional discussion with supervising teacher and colleagues 	<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 and colleagues
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 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 professional experience program
6.3 Capacity to contribute to a professional community	<ul style="list-style-type: none"> Attends school staff meetings and participates where appropriate Interacts positively with school staff 	<ul style="list-style-type: none"> Participates in school staff meetings and other school initiatives Interacts positively with school staff and other support personnel
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
7.2 Contributing to the school and wider community	<ul style="list-style-type: none"> Actively participates in extra-curricular activities 	<ul style="list-style-type: none"> Actively participates in extra-curricular activities Works with teacher's aides etc to enhance student learning
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 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

FOR PRESERVICE TEACHERS AT RISK OR EXPERIENCING DIFFICULTIES

– DEVELOPMENTAL SUPPORT PLAN:

Directions for Associate Teachers

Please follow these basic guidelines for supporting a preservice teacher who is *At Risk* of failing to satisfactorily complete all professional experience requirements. Detailed guidelines can be found in the Section 5 -POLICY ON PROFESSIONAL PRACTICE- of this Handbook.

- 1 You must advise university staff by 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 proforma, in consultation with University Liaison, preservice teacher and in-school Professional Experience Co-ordinator/Principal. Implications of being at placed at risk must be explained.
- 3 Fax the completed ***Developmental Support Plan*** proforma to the Director - Professional Experience for ratification, signature and any further discussion as deemed necessary.
- 4 Support the preservice teacher to achieve the desired outcomes from the program.
- 5 Keep the University 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 CSU Professional Experience Coordinator indicating that they are at risk of failing their professional experience program. They will be informed that failure could also lead to exclusion from the course for a period of up to 3 years.
- 8 Prior to awarding an unsatisfactory grade (US) a process of consultation between the school, CSU and the preservice teacher must have be established. Provision for the preservice teacher to air any concerns they may have about the process of evaluation should be made by the Professional Experience Coordinator.
- 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.

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: _____

SCHOOL 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 Professional Experience co-ordinator

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 REPORTING STAGE** by Associate Teacher following discussions with In-School Professional Experience Co-ordinator, University Liaison Officer and Preservice Teacher

Please forward to University Director - Professional Experience for ratification and signature after expected outcomes have been negotiated and program agreed upon.

AREAS CAUSING CONCERN Please indicate to which aspect of the Assessment Profile 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 Teacher School..... Preservice Teacher

Signatures Associate Teacher Date..... Preservice Teacher Date.....

On site Professional Experience Co-ordinator..... Date..... University Liaison Officer..... Date.....

Director - Professional Experience Date..... Sub-Dean Professional Experience Contacted (Yes/No)..... Date.....

Fax to CSU Director - Professional Experience immediately 02 6338 4134 (Bathurst)

Director - Professional Experience to fax the signed copy back to school/centre

[insert date]

To [Preservice Teacher's] (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 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 preservice 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 Director - Professional Experience 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]

[Empty rectangular box for stamp or signature]