

2010  
Professional Experience Requirements Booklet  
EPT310 (Years 7 - 12)  
Bachelor of Education (K-12 Middle Schooling)

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Professional Experience Office  
Charles Sturt University  
Murray School of Education  
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<http://www.csu.edu.au/faculty/educat/murrayed/>

<b>3 Week Block Placement 25 October to 12 November 2010</b>	<b>Week 1</b> – 25 October to 29 October 2010 Pre-service teacher to make contact with University liaison officer.
	<b>Week 2</b> – 1 November to 5 November 2010 University Liaison officer to phone pre-service teacher and school contact – School to fax mid- term report <b>Friday 5 November</b> to Professional Experience office – Fax number 6051 9424
	<b>Week 3</b> - 8 November to 12 November 2010 Pre-service teacher to ensure signatures on report and timesheet. Report due: <b>19 November 2010</b>

### Contact Details:

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

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# Introduction

## ***Background to the Degree***

The Bachelor of Education (K-12 Middle Schooling) is an innovative four-year undergraduate teacher education program which is embedded within the total school education context and aims to integrate pedagogy and curriculum content with a strong focus on the needs of young adolescents in the middle years. This degree will produce graduates aware of adolescent issues who will use this understanding to formulate appropriate and engaging pedagogies. They will have specialist knowledge in adolescent and transition issues able to facilitate productive learning and life experiences for middle school pre-service teachers.

Graduates from this degree will have the expertise to teach across the K-12 levels with a high school major specialisation in English, Information and Communication Technology or Mathematics with a sub-major in either, English, Information and Communication Technology, Mathematics, History or Geography. There is also a strong perspective on literacy and numeracy as well as all the Key Learning Areas in the K-6 curriculum.

## ***Previous Professional Experience Placements***

Pre-service teachers require extensive and purposeful experiences in a range of educational settings to broaden their expertise and deepen their understandings of the issues confronting various school sectors. This course supports a range of professional experience opportunities. To date pre-service teachers in the middle school degree have undertaken primary school placements in K-2 classrooms and in Year 3-6 classrooms. They have also participated in a Year 7-10 placement based on their high school specialist areas.

## **Aim of this Professional Experience Placement**

This professional experience provides the opportunity for high schools to negotiate with the pre-service teacher a program they can participate in while on placement. This professional experience aims to:

- broaden pre-service teachers' understandings of the issues confronting high schools;
- broaden pre-service teachers' understandings of issues confronting the wider education community;
- provide the opportunity for pre-service teachers to explore a range of programs which operate in high schools.

This professional experience placement provides an opportunity for the principal and senior executive to negotiate with the pre-service teacher a worthwhile and valuable placement. We seek professional experience placements which offer pre-service teachers the opportunity to be involved

in a range of programs which are not necessarily based on the pre-service teachers' high school speciality.

Considering the diversity of this placement, the requirements for this professional experience placement are designed to be flexible enough to ensure that each pre-service teacher can complete the set tasks and also develop a workable learning agreement with their associate teacher. Some associate teachers may find this placement somewhat different to others they have encountered. Some associate teachers familiar with traditional teaching placements may find aspects of the set requirements less definitive. This is intentional to allow the pre-service teacher greater responsibility for their own learning and to provide flexibility for the school in terms of the professional experience program.

The Murray School of Education places a high value on practical opportunities for pre-service teachers and views them as vital in relating theory to practice and for the development of workplace skills and competencies. This course endorses the need for partnerships between pre-service training providers and schools in securing the most ideal educational experience for the development of skilled, innovative and reflective future practitioners.

Thank you for your assistance and cooperation in the organisation of this professional experience. We hope that it proves to be a positive and productive exercise for all those involved.

## **Learning Outcomes**

As a result of participating in this professional experience placement pre-service teachers will:

- engage in critical self-reflection and ongoing personal and professional development;
- adopt a range of roles and responsibilities offered by high schools;
- examine and critique models of support and intervention in high schools;
- critically reflect adolescent issues and behaviours;
- engage in critical enquiry and dialogue with all secondary school staff;
- understand system requirements and responsibilities of teacher educators;
- continue to refine communication skills and the ability to work effectively as part of a team of educators;
- integrate their own learning experiences into the contexts in which they will teach
- evaluate learning experiences for high school students;
- appreciate the dynamics of teaching in a secondary setting.

## Pre-Requisites for this Placement

Pre-service teachers have participated in sessions on Child Protection and sessions on Occupational Health & Safety Regulations.

Associate teachers please note that during this Professional Experience pre-service teachers are not to be given sole responsibility for the young people being supported by your school. This means that:

- **Pre-service teachers should not be left alone to supervise students.**
- **Pre-service teachers must report any accidents to supervising staff.**

## Professional Experience Tasks

1. Be involved in teaching in some areas of the school (if possible at least 10 lessons during the 3 weeks). This does not necessarily have to be in the faculties that the pre-service teacher will be familiar with but be an area that gives the pre-service teacher the chance to practice their teaching skills to a range of students
2. As a group of pre-service teachers are placed at one school they are to negotiation with the supervisor to take part in some kind of project that is of benefit to the school as a whole. This may involve designing a school web page; creating a healthy eating expo for the school; working intensively with students who have particular learning difficulties; promoting a science project such as global warming; designing a curriculum pathway for students with disabilities to complete the school certificate; integration or an outline of a middle schooling policy. If only one pre-service teacher is at the school it is recommended that they participate in more supervised teaching in addition to the 10 lessons as indicated above.

## Attendance

- Pre-service teachers must attend the full 15 days of placement
- Hours worked should mirror those of the supervising teacher
- Pre-service teacher **must** complete the Attendance Form on the back page of the Report Form and have it signed by the principal

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

## **Report**

The teaching/learning Experience feedback sheet should be filled out 1 lesson per day of the 3 week block by the associate teacher and discussed with the pre-service teacher. The pink copy is to be given to the pre-service teacher. The yellow copy should be kept by the associate teacher and used to assist in filling out the mid-session and final report. The mid-session report is to be filled out and returned on the **5 November** and immediately faxed to the Professional Experience Office on 02 6051 424. The associate teacher and pre-service teacher should refer regularly to the final report during the placement; however it should only be completed on the last day of the placement. Please ensure that the pre-service teacher, the associate teacher and the director/coordinator have all signed the Report & Timesheet **DUE 19<sup>th</sup> November 2010** before returning to:

**The Professional Experience Office  
Charles Sturt University  
Murray Education Unit  
PO Box 789  
ALBURY NSW 2640**

**Learning Agreement for High School Placement for Professional Experience in Community and Culture EPT310**

I ..... [pre-service teacher] have defined the following competencies with .....[supervising teacher]. I intend to employ the associated strategies in order to achieve the stated competencies to the best of my ability during the three week block placement. I understand that at the conclusion of the placement my supervising teacher will assess my performance as successful/unsuccessful based on my achievement in the core competencies and also my progress in relation to these identified competencies.

Pre-service teacher Signature: \_\_\_\_\_

Associate Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Identified Competencies:**

1. Strategies	
2. Strategies	
3. Strategies	
4. Strategies	
5. Strategies	

The learning agreement is to be devised in consultation with the associate teacher on the first or second day of the placement. The aim of this learning agreement is to identify areas in which the pre-service teacher can work and skills the pre-service teacher can develop during the placement. This will include a statement of competency to be achieved and strategies to be utilised.

**Please note: This should be completed and attached to the Report Form**

## EXPECTED PERSONAL OUTCOMES

State the outcomes to which you intend to give highest priority in this teaching practice session. This page does **NOT** need to be returned to the University but should be discussed with your University Liaison during the placement.

- N B.** 1. This must be completed **and discussed with your Professional Experience Subject Co-ordinator** prior to the commencement of your teaching practice session. You will need to share these with your Associate Teacher and University Liaison;
2. These objectives will form the basis of the targets for your teaching sessions;
3. Goals should be:
- a) Specific                      b) expressed as outcomes                      c) include indicators of success

Goal	Indicators of achievement of goal	Actions you will take to work towards the goal
Goal 1:		
Goal 2:		
Goal 3:		
Goal 4:		
Other aims you may have for the professional experience:		

Preservice Teacher to Sign: \_\_\_\_\_

Date: \_\_\_\_\_

Associate Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

University Liaison: \_\_\_\_\_

Date: \_\_\_\_\_

**Take the initiative** in finding out as much as you can about the school as a whole - from other teachers, the principal, deputy principal(s), other teachers, counselor, computer co-ordinator, head teachers, year advisors etc.

**Additional Activities Carried Out** – This sheet does **NOT** need to be returned to the University. It is simply for your personal records and portfolio.

List the activities which you undertook during the five weeks e.g. preparing teaching resources, helping individual students, excursion, attendance at staff meeting, helping with sport, etc.

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Associate Teacher to verify \_\_\_\_\_

## LESSON NOTE FILE

*It is university policy that lessons are not to be taught unless they are planned ahead in detail. Lesson plans(current and completed) are to be available at any time for perusal by supervising personnel – associate teacher, university liaison or principal.*

The pre-service teacher is required to keep a lesson note file that will be used throughout the course. A large loose-leaf file is appropriate. Lesson plan proformas have been provided and the pre-service teacher is encouraged to use the electronic version.

All lessons must be evaluated. **In the evaluation, the pre-service teacher should consider:**

- How well did the students respond to the learning experience?
- What new learning occurred and how do you know?
- What positive interactions occurred between learners and between the learner and the teacher?
- What feedback did you receive from the students and the associate teacher?
- What explicit role did you play in the learning experience?

The planning proforma provides a schema for the evaluation as well.

## RESOURCE COLLECTION

During this third professional experience, pre-service teachers are expected to further develop a collection of ideas and materials that will assist in this, and future, teaching practice sessions. The resource collection should be added to during each teaching practice session as well as from other sources.

The Resource Collection should be organised with flexibility and imagination in such a way that ideas are able to be found easily. For example, sections such as:

- Content area
- Key ideas
- Language-based activities
- Evaluation and assessment strategies
- Computer software
- Websites
- Books - author, title, publisher, source, price, suitability
- Samples of children's work, showing date and stage level.

## **RETURN OF FORMS TO THE UNIVERSITY**

On the last day of the Professional Experience, or as soon as possible thereafter, the associate teacher should return the following professional experience materials to the Professional Experience Office.

All postal addresses can be located in the General Handbook or on the Professional Experience website,

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

- Pre-service Teacher's Time Sheet
- Leave of Absence form
- Copies of Lesson Observation Feedback sheets
- Mid-session report – fax or email a copy to the Professional Experience Office after 3 weeks, the original should have been given to the pre-service teacher and a photocopy returned to the university
- Final Professional Experience Assessment Report – Original to be returned to the university
- Claim for Payment, including a Tax File Number Declaration Form if not previously employed by CSU in the past 12 months or Tax Invoice

**THE ASSOCIATE TEACHER SHOULD NOT SIGN AND DATE THE TAX DECLARATION FORM BEFORE THE END OF THE PROFESSIONAL EXPERIENCE SESSION.**

## PERSONAL EVALUATION

This section **MUST BE RETURNED** to the Subject Co-ordinator/University Liaison staff by the pre-service teacher within two weeks of the conclusion of the placement.

By completing this section successfully, the pre-service teacher is able to demonstrate their capacity as a reflective practitioner, which is a mandatory element of Graduate Teaching Standards. Reflections should include reference to Personal Expected Outcomes as well as the Assessment Report. The reflections will be reviewed by the Subject Co-ordinator.

You have been assessed on the following Graduate Teaching Standards by the associate teacher and university liaison. Please consider their assessment and comments when writing your reflections in the spaces below. This task may assist you in identifying evidence for your own professional portfolio. You should refer to specific lessons and/or teacher comments to support your assertions.

Element 1	Knowledge of subject content and how to teach that content to your students
<i>In what ways do you think you have you been able to demonstrate your competence in this element?</i>	

<b>Element 2</b>	<b>Knowledge of your students and how they learn</b>
<p><i>In what ways do you think you have you been able to demonstrate your competence in this element?</i></p>	

<b>Element 3</b>	<b>Planning, assessment and reporting for effective learning</b>
<p><i>In what ways do you think you have you been able to demonstrate your competence in this element?</i></p>	

<b>Element 4</b>	<b>Communicating effectively with your students</b>
<p><i>In what ways do you think you have you been able to demonstrate your competence in this element?</i></p>	

<b>Element 5</b>	<b>Creating challenging &amp; safe learning environments through the use of classroom management skills</b>
<p><i>In what ways do you think you have you been able to demonstrate your competence in this element?</i></p>	

<b>Element 6</b>	<b>Continual improvement of your professional knowledge and practice</b>
<p><i>In what ways do you think you have you been able to demonstrate your competence in this element?</i></p>	
<b>Element 7</b>	<b>Active engagement with the profession</b>
<p><i>In what ways do you think you have you been able to demonstrate your competence in this element?</i></p>	

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