



**INTRODUCTION TO THE PROFESSION - EPT115**  
**WORKBOOK**

Preservice Teacher's Name \_\_\_\_\_

Placement School \_\_\_\_\_

Home Class/Classes \_\_\_\_\_

Associate teacher/s \_\_\_\_\_

## **INTRODUCTION**

The Subject *Introduction to the Profession* includes a 5 day observation and discussion period designed to give the preservice teacher an insight into the primary school context, followed by 5 days when they will undertake some small group teaching.

The preservice teacher is currently completing studies in:

EEP106 Education, Society & Social Justice in Australia  
EMA116 Creative Arts 1: Arts Experience  
EML210 English 2: Reading Process 1 Pedagogies

As part of this professional experience subject, the preservice teacher has attended a series of lectures and tutorial classes designed to prepare them for the requirements of this placement. As this is their first formal work as a preservice teacher it is seen as a very important component of the preservice teacher's preparation, and an opportunity for them to determine their **suitability for teaching**.

Upon successful completion of this professional experience, preservice teachers should:

- determine their suitability for the teaching profession in relation to the Professional Experience Report
- interrogate the public perception of the profession
- demonstrate an understanding of the attributes & responsibilities of effective learners & teachers
- demonstrate an awareness of skills of critical reflection as a feature of professional learning
- successfully complete a 10 day school placement
- articulate the links between professional experience and concurrent academic subjects
- demonstrate basic skills in planning, teaching and evaluation

## 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>

- Preservice Teacher's Time Sheet
- Leave of Absence form
- Copies of Lesson Observation Feedback sheets
- Mid-session report; the original should have been given to the preservice teacher and a photocopy returned to the university
- Final Professional Experience Assessment Report – Original to be returned to the university
- Claim for Payment

**As of 2009 the following documents need to be forwarded to HR Service Centre, CSU Bathurst at the commencement of the placement:**

- Confidential Personal and Banking Details Professional Experience Program
- Tax File Declaration

## IMPORTANT CONSIDERATIONS

### 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.

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.

<b><i>Bathurst</i></b>	<b><i>Wagga</i></b>	<b><i>Albury</i></b>	<b><i>Dubbo/Orange</i></b>
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 whilst 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 on practice 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.

## DIFFICULTIES AND OBTAINING ASSISTANCE

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. Professional Experience Site (In-school) Coordinator
3. Principal
4. University Liaison Officer (Primary).

If any serious problems arise, the student or associate teacher should contact the Relevant Professional Experience Office immediately:

### **BATHURST**

**Phone:** (02) 6338 4442

**FAX:** (02) 6338 4134

### **WAGGA**

**Phone:** (02) 6933 4417

**FAX:** (02) 6933 2803

### **Responsibilities as a Staff Member**

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

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

- \* Initial the Professional Experience Time-Sheet on arrival and departure each day
- \* Remain at school during the prescribed hours
- \* Abide by the regulations of the education authority
- \* Assist with duties undertaken by the associate
- \* Assist with other school activities
- \* Abide by the established policy on matters of dress and grooming

### **Doing the Right Thing**

Schools 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.

### **Industrial Action**

During teaching practice, it is possible that the teaching union may be undertaking industrial action, and that work stoppage/striking is involved. In such cases, preservice teachers are advised to act cautiously. The simplest course is for students 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 a special committee comprising the Practicum Development Officer (Primary), Course Co-ordinator, Head of School and the two student representatives of the School of Teacher Education Board.

## Absences

Preservice teachers are expected to be in attendance for each day of teaching practice and only in extreme cases of illness or misadventure will absence be accepted. Notwithstanding the need for absence in a small minority of cases, the terms of the course allow only for a maximum of two (2) days absence in any one teaching session. This does not mean that preservice teachers can simply have two days off. **Preservice teachers absent for more than two days will be required to make up the days in the same situation immediately following the prescribed time**, or undertake a week's teaching experience in an alternative situation as organised by the Director - Professional Experience (Primary).

## 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 School Education has advised that:

*"... student teachers may be sued for their negligence just like any other member of the community. Where student 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 student 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.

## NSW Teachers Federation - *Statement of Policy*

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

## GRADING

At the conclusion of the professional experience, the associate teacher will complete the Professional Experience Report and **recommend** an appropriate grade for the preservice teacher to the Professional Experience Subject Convenor/Coordinator .

If there are any concerns regarding the progress of the preservice teacher, please contact the Professional Experience Office on the preservice teacher's home campus.

Professional Experience programs are assessed as:

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

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

### **GRADE PENDING (GP):**

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

### **ADDITIONAL ASSESSMENT (AA)**

There may be circumstances whereby a preservice teacher is a "Student at Risk", is awarded an AA (Additional Assessment). This is to allow the preservice teacher additional time to demonstrate ability to work through identified problems, as some progress has been acknowledged. This will require the preservice teacher to complete an additional professional experience either at the same school or in a new placement.

## **ACADEMIC PROGRESS REGULATIONS**

### **(As per CSU University Handbook)**

Because it includes a professional experience component for your course **Bachelor of Education (Primary)** this subject is regarded as an indicator of your professional suitability. A failure in the professional experience component will mean that you have not met an essential element of the Academic Progress Regulations. Should you fail the professional experience component of this subject you may be excluded from 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.

## ETHICAL CONSIDERATIONS FOR PRESERVICE TEACHERS

**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 judgments 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 Director, Professional Experience at CSU.

## SUMMARY OF EXPECTATIONS OF PARTICIPANTS IN THE PROFESSIONAL EXPERIENCE

### PRE- PLACEMENT:

Complete your goals for this placement based on your learning and expectations to date. Your goals should be completed BEFORE you commence your placement.

### PLACEMENT:

#### WEEK 1

- Situation Analysis
- Complete 3 Lesson Observations
- Handwriting Task
- Working with individual children and small groups
- Class Reading and Small group teaching

#### WEEK 2

- Observation and team teaching
- Working with individual children, small groups and then whole class
- One lesson per day and by the end of the week teach two consecutive lessons

### LESSON PLANNING & EVALUATION

It is important that all lessons/learning activities be planned and discussed with the associate teacher **prior** to the commencement of lessons on the day on which the teaching will take place.

***No lesson is to be taught unless the lesson plan has been approved and signed off by the associate teacher. Lesson notes are to be available at any time for perusal by supervising personnel***

During this Professional Experience lessons will be planned and written up using the basic lesson format that is to be found in Appendix 2.

***All lessons are to be evaluated fully & teaching targets set for the next lesson/session/day***

Individual lessons should be evaluated using the proforma in Appendix 3. The preservice teacher and their associate teacher should engage in the following cycle of supervision:

**Stage 1:** Planning conference where the content and focus of the lesson to be planned is discussed.

**Stage 2:** Pre-teaching conference where the associate teacher reviews the plan for the lesson(s) to be taught.

**Stage 3:** Teacher observes the teaching using the observation form. During this professional experience associate teachers are requested to observe formally and provide detailed written and oral feedback on each lesson which is planned and delivered by the preservice teacher.

**Stage 4:** Preservice teacher should initially evaluate their teaching prior to the feedback conference with their associate teacher.

**Stage 5:** Feedback conference where the observer discusses with the preservice teacher the descriptive information previously recorded and makes suggestions for improvement. Often the feedback conference concludes with planning for the next observation session and so established a cycle of supervision.

## PROFESSIONAL EXPERIENCE TASKS

### PRE- PLACEMENT: EXPECTED PERSONAL GOALS

Giving consideration to your course work and your expectations of this professional experience, state the objectives to which you intend to give highest priority in this teaching practice session.

- N.B.** 1. This task must be completed **and discussed with your Professional Experience Subject Coordinator** prior to the commencement of your placement.
2. These objectives will form the basis of the targets for your teaching sessions.
  3. Objectives should be specific, expressed as outcomes and include indicators of success.

**Your goals should be recorded on page 16 at the end of this document.**

## PROFESSIONAL EXPERIENCE REQUIREMENTS

### 1. SITUATION ANALYSIS

During this professional experience, you are required to closely observe certain features of the situation in which you are located. These observations will form the basis of your developing conceptualisation of a school and the 'home' classroom. You will be particularly considering the roles and responsibilities of a teacher. This school-based program will complement your research into the perceived views of teaching. Your task overall is to compare your experience in school with your research findings.

This professional experience session orients you to the nature of schools and the role of the teacher. The tasks in this Workbook will help you to discover "Who" is in a school. You will build on your research assessment task into the perception of who is a teacher and what teaching is, considering the context of your professional experience, and your research findings/conclusions.

#### A) Mapping the School

Create an annotated map of the overall school that includes:

- The physical layout (label each space in detail)
- Annotate your map with the people who work in each space & their various roles in the school.

Ensure you include:

- The school contact details (address etc)
- The school mission statement.
- Describe the neighbourhood and community setting of the school. For example: number of buses/how children arrives at school, type of accommodation, activities students are involved in outside of school, etc (approximately 150 words).

**B) The Classroom****i) Physical Environment:**

- Note the approximate size of the room and the number of children.
- Draw an annotated plan of the classroom, showing the arrangement and size of furniture and its uses. Indicate storage facilities, display space, chalkboard/whiteboard space and any other special features. Include the desk arrangement, indicating student names (this helps you to remember names), room displays and computer facilities
- Note what makes this classroom unique – how is it a reflection of your associate's teaching identity?

**ii) Classroom Management**

- Make a copy of the teacher's timetable.
- List any daily routines.
- List additional staff/volunteers in the classroom and the roles they undertake.
- Make note of how computer use is supervised and managed and the ways computers are used to enhance learning outcomes.

**C) Teacher strategies**

Note the way the teacher:

- Attracts and maintains students' attention.
- Begins and closes the day.
- Manages interruptions to teaching and distractions in lessons.
- Maintains tidiness of room and equipment.
- Moves students between lessons
- Enters/re-enters the classroom after breaks.

**2. CLASSROOM OBSERVATIONS**

Making classroom observations is an important part of the process of learning to teach. In the on campus component of this subject you have been given guidelines (Appendix 1) for completing observations during this professional experience, use the framework to observe 3 lessons:

- a) A lesson that incorporates creative arts strategies
- b) A lesson with an explicit focus on the teaching of reading
- c) Issues of gender, race or class: make observations of classroom interactions over at least two sessions. Annotate the impact of these issues on these interactions. Note also the teacher's approach to addressing the issues of.

Make detailed observation notes and file them for classes in EMA11, EEP106 & EML210.

### 3. HANDWRITING TASK

During this professional experience you will keep a record of your developing mastery of Foundation Handwriting. Provide two pieces of evidence of your use of Foundation Handwriting while in the classroom.

- Before undertaking your placement you will complete a sample of Foundation Handwriting, analyse it and set goals for improvement during this professional experience. This will be the first dated handwriting sample.
- Prior to your professional experience you should also complete a range of handwriting activities either by structuring them on the syllabus or by completing activities in a commercial student's handwriting text (there are several available in bookstores that have been designed for NSW schools).
- Whilst on professional experience, prepare the board for the class on one day (minimum). Negotiate with your Associate (classroom) teacher. It may include a spelling list, an outline of the day, and a set of notes or instructions. Provide evidence of your sample. Photos of other examples of your handwriting in the classroom (e.g. charts) can also be included.

### 4. TEACHING TASKS

The Developmental Sequence of teaching you will be undertaking is as follows:

- **Week 1:** Observation of your home classroom and the school in general. Some small group teaching planned with your teacher by the end of the week.
- **Week 2:** Teaching in small groups, planned with your teacher. Individual lesson planning and teaching. By the conclusion of the placement you should have planned and taught at least 5 lessons; one lesson per day and by the end of the week teach two consecutive lessons.

#### **Week 1: NSWIT DOMAIN: PROFESSIONAL KNOWLEDGE**

During Week One you are required to observe as many different classroom teaching situations as you can. This is to include your own classroom, but may also include library lessons, computer lessons, other activities your class is involved in. It may also include you visiting other classrooms to observe classrooms in different stages. You will need to negotiate with your associate teacher in order to complete your tasks.

**NOTE TO ASSOCIATE TEACHERS:** *This period of observation is necessary for students to observe modelling of activities, interactions and teacher responses prior to teaching. At this stage most students cannot be expected to successfully teach a whole class, but they may be ready to, with your guidance, take small group tasks. During this week the focus is on watching and interacting with students to build relationships.*

**Make formal observations of 3 lessons using the guidelines at the end of this workbook.**

At the end of each day, spend some time reflecting on your observations, noting strategies or particular issues that warrant further discussion. Share your observations and questions with your associate teacher. (See Teaching and Learning Cycle Scaffold for Lesson Observations in Appendix 1) Include your observations in your submitted work. You will use them in EPT115 classes. Some small group teaching should commence towards the end of week 1 (see below).

**Teaching Tasks**

During Week 1 it is expected that you will teach small groups of students, with planning supported by your associate teacher. It could be that you take responsibility for a reading activity, for a small group game or focus activity in either Mathematics or English. Record your activity, showing number of students, aim of activity, what you did and your responses to teaching.

You are also required to complete the following small group activities:

**a) Class Reading**

- In conjunction with your associate teacher, select an appropriate literary text for your class (content and level appropriate).
- Read the text to yourself, rehearse and ensure that you are familiar with the content.
- Read the text, or appropriate section to the whole class. Record your reading, listen to the tape, and analyse the reading.
- **The Rubric for Assessing Reading Fluency may be a useful tool for analysing your reading in Appendix 2).**
- Share your reflections with your associate teacher. *If a recording facility is unavailable, simply use your teacher's feedback as a basis for reflection.*

**b) Small Group Teaching**

In collaboration with your associate teacher, work with a small group of children in any curriculum area appropriate to the classroom context. This may require you to prepare some resources, or to plan an activity. Record your responses to implementing this task, commenting on your role as a teacher.

**Week 2: NSWIT DOMAIN: PROFESSIONAL PRACTICE**

During this week you will be planning and implementing your own lessons, with consultation and guidance from your associate teacher. You are required to use the lesson planning format included in this workbook, and to formally evaluate each lesson using the evaluation section of the planning format. Appendix 3 and 4.

By the end of the week it is expected that you will be able to plan and implement at least 5 lessons, including the transitions into and out of the lesson.

All lesson plans must be viewed by and discussed with your associate teacher before you teach. Your classroom teacher will make observations and provide you with feedback on your teaching. It is important you also share your reflections and teaching targets with your associate teacher.

**Lesson plans, evaluation pages and teacher feedback sheets need to be included in your submitted documentation.**



## 6. RESOURCE COLLECTION

The student is expected to develop a collection of ideas and materials that will assist in teaching practice sessions and in teaching. The resource collection should be added to during each subsequent teaching practice session as well as from other sources. **This resource collection is not to be handed in with your paper work.**

It is suggested that initially material be organised under specific curriculum headings in either an expanding file or thick loose-leaf folders.

- Mathematics
- English
- Science and Technology
- Creative Arts
- HSIE
- PD/Health/PE

Other non-curriculum sections should be included.

- Classroom Management
- Themes
- Ideas for Display
- Assessment & Evaluation
- Reporting procedures

Naturally, as the collection expands a separate file will be needed for each stage. Preservice teachers may find it more effective to develop separate sections for each school experience.

Other resources and ideas would include:

- Programming and planning proformas
- Record keeping
- Lesson plans
- teaching methods
- Books - author, title, publisher, source, price, suitability
- Assessment e.g. Checklists
- recording of results, attainments, etc
- Collections - songs, music, poems, stories, craft, art, special occasion
- Websites.

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

By the end of each session the preservice teacher will be expected to demonstrate that appropriate professional additions to the collection have been made. It should be organised with flexibility and imagination in such a way that material may be accessed easily. Accordingly, the preservice teacher will have a collection of resources that could serve as a 'survival kit' for those early days of teaching.

Preservice Teacher's Name \_\_\_\_\_  
 Placement School \_\_\_\_\_  
 Home Class/Classes \_\_\_\_\_  
 Associate teacher/s \_\_\_\_\_

**This Record of Task Completion, Professional Experience Goals, Personal Evaluation and Objectives for the next Professional Experience should be submitted as Assessment Item 3 in week 8 to your Subject Coordinator at the University.**

**Your folder of completed tasks will be peer reviewed in week 8 in class.**

## RECORD OF TASK COMPLETION

<u>Page</u>	<u>Tasks</u>	<u>Completion Date</u>	<u>Associate to Sign</u>
9	Situation analysis		
	<b>Teaching Tasks</b>		
	<b>Week1</b>		
12	Formal observations of 3 lessons		
12	Using guidelines		
12	Small group reading		
12	Class Reading		
	<b>Week 2</b>		
12	Lessons (planned, implemented, evaluated)		
	<b>Additional Activities</b>		
13	Within home classroom		
13	Outside classroom		
14	Resource collection		
17	Personal Evaluation		
18	Objectives		

**PROFESSIONAL EXPERIENCE GOALS**

Giving consideration to your course work and your expectations of this professional experience, state the objectives to which you intend to give highest priority in this teaching practice session.

- N.B.** 1. This task must be completed **and discussed with your Professional Experience Subject Coordinator** prior to the commencement of your placement.
2. These objectives will form the basis of the targets for your teaching sessions.
3. Objectives should be specific, expressed as outcomes and 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:		
Other aims you may have for the professional experience:		

Preservice Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

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

Subject Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_





**Appendix 1****TEACHING AND LEARNING CYCLE SCAFFOLD FOR LESSON OBSERVATIONS**


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Day: Year Level/Stage of Learner:

Time: KLA:

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**Engagement**

Describe the strategies the teacher uses to engage the students

How does the teacher provide opportunities for the students to engage with the lesson?

How does the teacher engage the students' prior knowledge?

List the language used by the teacher to engage the students.

How do students indicate their engagement? Describe the behaviours.

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**Building Knowledge**

What strategies does the teacher use to help students build new knowledge?

What sort of language does the teacher use?

What sort of support strategies does the teacher have in place for those who may need extra help?

What strategies does the teacher use to evaluate whether the students are acquiring the new knowledge?

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**Transformation**

What teaching strategies are used/learning experiences provided that give students the opportunity to apply their new skills and/or knowledge?

How does the teacher support those who are in need of extra help?

What strategies does the teacher use to manage the different levels of learning in the classroom?

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**Presentation**

What opportunities are provided for the students to present the new skills and/or knowledge they have acquired?

How does the teacher manage the presentation of their new skills and/or knowledge?

What sorts of support strategies are in place to help those in need?

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**Reflection**

What strategies did the teacher use to enable the students to reflect on their learning in this lesson?

Did the teacher explain, and the students understand, why they were learning this new material?

Did the reflection process enable the students to make links between what they know, their new knowledge and where they might go next?

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**Transition**

How does the teacher manage the transition to the next lesson?

What strategies are used?

**OBSERVATION SHEET**

Date:	
Time of Lesson:	Length of Lesson:
Year Level:	
KLA:	

**Introduction to lesson (Engagement and Prior Knowledge):**

**Body of lesson (building of knowledge, application of knowledge, presentation of knowledge):**

**Conclusion of lesson (Reflection and transitions):**

## Appendix 2

## Multidimensional Rubric for Assessing the Prosodic Features of Reading Fluency

Name: \_\_\_\_\_

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Expression and Volume</b>	Reads in a quiet voice as if to get words out. Reading does not sound like talking to a friend.	Reads in a quiet voice. The reading sounds natural in parts of the text, but the reader does not always sound like he or she is talking to a friend.	Reads with volume and expression. However sometimes the reader slips into expressionless reading and does not sound like he or she is talking to a friend.	Reads with varied volume and expression. The reader sounds like he or she is talking to a friend with his or her voice matching the interpretation of the passage.
<b>Phrasing</b>	Reads word by word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation stress, and intonation.	Reads with a mixture of run ons, mid-sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing, adhering to punctuation, stress and intonation.
<b>Smoothness</b>	Frequently hesitates while reading, sounds out words or repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structure.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout reading.

Score: \_\_\_\_\_

Scores of 8 or more indicate that the student is making adequate progress in fluency. Scores below 8 indicate that the student may need additional instruction in fluency.

Adapted from Zutell, J & Rasinki, T.V. (1991) Training teachers to attend to their students' oral reading fluency. *Theory and Practice*. 30.211-217.

*Inspiring Reading Success: Interest and Motivation in an Age of High-Stakes Testing*, edited by Rosalie fink and S. Jay Samuels. Copyright 2008 by the international Reading Association. May be copied for classroom use.

**Appendix 3**

<b>Unit/Lesson Title</b>		<b>Lesson duration</b>	<b>Stage</b>	<b>Year</b>	<b>Class/Group</b>	
<b>Rationale</b>		<b>Syllabus Outcomes</b>		<b>Syllabus Content</b>		
<b>Prior Knowledge</b>		<b>Risk Assessment</b>		<b>Resources</b>		
<b>Specific Teaching Target (Identified from previous feedback, and/or aspects of the Professional Experience Report)</b>						
<b>Learning Indicators</b>	<b>Assessment &amp; Recording Strategies</b> <i>what will you use to assess their learning</i>	<b>Time Guide</b>	<b>Content/Learning Experience</b>  <i>Introduction (Engagement)</i>  <i>Body (Exploration/Transformation/Presentation)</i>  <i>Conclusion (Presentation/Reflection)</i>		<b>Teaching Strategies</b>	<b>Class Organisation</b> <i>Grouping &amp; classroom environment</i>
<b>Transition to next lesson</b>						

Appendix 4

EVALUATIONS

Specific Teaching Targets for this lesson			
<b>INTENDED TEACHING OUTCOMES</b> <i>Determine these before the lesson</i>	<b>ASSESSMENT OF TEACHING OUTCOMES</b> <i>Write these after the lesson</i>		
Lesson Evaluation			
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?
<b>Follow-up</b> How is this evaluation going to impact in future learning experiences for your pupils?			
<b>How will I adjust my teaching.....?</b>			
<b>Specific teaching targets</b> <i>(should be written into next lesson plan)</i>			

Associate teacher's Signature..... Date.....NB. *This must be signed before the lesson is taught*