



PROFESSIONAL EXPERIENCE 2: EPT215
LEARNING & DIVERSITY

WORKBOOK

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

INTRODUCTION

Professional Experience 2 is a 25 day in-school developmental program in Session 4 that will assist the preservice teacher to develop skills in teaching, commencing with small groups and moving to whole class. The program involves 20 days of class-based teaching together with five days in school to complete the research tasks included in this Workbook. It is designed to extend the preservice teacher's insight into the operation of schools and provide further scope for teacher development. Preservice teachers will be assigned to schools in pairs and will develop their classroom skills collaboratively and as individuals. It is essential that this document is read in conjunction with the Bachelor of Education (Primary) Course Professional Experience General Handbook.

The preservice teacher is currently studying the following subjects:

- EED208: Aboriginal & Cultural Pedagogies
- EML309: English Curriculum
- SMS308: Science & Technology Curriculum

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

- Reflect on and address evaluations from their previous professional experience program as a focus for developing personal outcomes for this professional experience.
- Design learning experiences that demonstrate skills in managing the diverse classroom, with attention to the English and Science and Technology curricula.
- Demonstrate their awareness of effective teaching and assessment strategies to cater for the diversity inherent in school populations.
- Understand the implications of student diversity focusing on students from Aboriginal and/or EAL backgrounds.
- Demonstrate quality communications skills essential for managing student learning and professional relationships.
- Critically reflect on their development as a teacher in relation to their personal goals.
- Successfully complete a 25 day professional experience placement that will be assessed using the Professional Experience Assessment Profile.

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
- Completed Workbook pages 17 to 21

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

GRADING

At the end of the 3rd week of the professional experience, the Associate Teacher is required to complete the Mid Session Report in consultation with the university liaison officer and the preservice teacher and fax it to the Professional Experience Office. The original should be given to the preservice teacher and a copy sent to the Professional Experience Office at the end of the program. At the conclusion of the professional experience, the associate teacher and the university liaison officer will **recommend** to the Subject Co-ordinator an appropriate grade for the preservice teacher.

Associate teachers are asked to refer to the General Handbook for guidance when awarding any grade. It is absolutely essential that associate teachers are familiar with the procedures for dealing with a preservice teacher At Risk.

Professional Experience programs are assessed as:

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

UNSATISFACTORY (US) Preservice Teacher does not meet all requirements at 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 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.

ADDITIONAL ASSESSMENT (AA)

There may be circumstances when a preservice teacher is deemed to be "At Risk", and 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 Professional Experience Co-ordinator

ETHICAL CONSIDERATIONS FOR STUDENTS UNDERTAKING PROFESSIONAL EXPERIENCE PROGRAMS AS PART OF THE PRESERVICE TEACHER EDUCATION PROGRAMS

Preamble: Often preservice teachers are required to undertake data collection in the form of lesson observations, interviews of teachers and or students and collection of 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 Professional Experience Co-ordinator at CSU.

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.

| Bathurst | Wagga | Albury | Dubbo/Orange |
|--|--|--|---|
| 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) Co-ordinator
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 4367

FAX: (02) 6338 4134

WAGGA 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 teacher
- * 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 who are 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 Education and Training 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 are required to teach only 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.

SUMMARY OF THE PROFESSIONAL EXPERIENCE EXPECTATIONS

1. PRE- PLACEMENT

EXPECTED PERSONAL OUTCOMES: TO BE COMPLETED PRIOR TO PLACEMENT

Giving consideration to your previously completed Professional Experience program (EPT 115: Primary Professional Experience 1), the comments made to you by your associate teacher and your personal reflections, state the goals to which you intend to give highest priority in this teaching practice session.

Please note:

- a) These must be completed on page 18 and discussed with your Professional Experience Subject Coordinator prior to the commencement.
- b) **You will then need to share them with your associate teacher during Week 1 of the placement.**
- c) These goals will form the basis of the targets for your teaching sessions.
- d) Goals should be (a) specific (b) expressed as outcomes (c) include indicators of success.

2. PLACEMENT

OVERVIEW OF TASKS

| | TEACHING (4 DAYS PER WEEK EQUIVALENT) | PROFESSIONAL EXPERIENCE TASKS (TO BE SIGNED BY ASSOCIATE TEACHER AND SUBMITTED TO EPT215 LECTURERS) | LINKED TASKS ON-GOING TASKS (NOT TO BE SUBMITTED TO EPT215 LECTURERS) |
|---------------|--|--|---|
| WEEK 1 | <ul style="list-style-type: none"> SMALL GROUP TEACHING | <ul style="list-style-type: none"> DISCUSS GOALS WITH ASSOCIATE TEACHER SITUATION ANALYSIS | <ul style="list-style-type: none"> TRIAL SCIENCE UNIT – SEE EMS308 SUBJECT OUTLINE LEARNER PROFILE FOR EED208 CULTURAL PEDAGOGIES RESOURCE COLLECTION RECORD INVOLVEMENT IN TEACHING ACTIVITIES |
| WEEK 2 | <ul style="list-style-type: none"> TEACH SINGLE LESSONS EACH DAY (MINIMUM 4 PER WEEK) | <ul style="list-style-type: none"> SPEECH ANALYSIS ASSESSMENT OF CHILD/REN | |
| WEEK 3 | <ul style="list-style-type: none"> TEACHING WHOLE SESSIONS (A MINIMUM OF 4 PER WEEK) | <ul style="list-style-type: none"> OBSERVE/RECORD SUPPORT FOR LEARNING | |
| WEEK 4 | <ul style="list-style-type: none"> TEACHING A MINIMUM OF 6 SESSIONS PER WEEK (SOME TEAM TEACHING MAY BE REQUIRED) | <ul style="list-style-type: none"> FOLLOW-UP IN CLASS SUPPORT FOR STUDENT/S IN NEED OF ADDITIONAL SUPPORT | |
| WEEK 5 | <ul style="list-style-type: none"> TEACHING A MINIMUM OF 6 SESSIONS INDIVIDUALLY. | <ul style="list-style-type: none"> REFLECTIONS AND FUTURE GOALS | |

Preservice teachers should be allocated 3 sessions per week to learn about other aspects of the school. Arrangements to visit other teachers and classes should be organised through your associate teacher. Please note that you are not expected to teach in these other settings but you should keep detailed notes of your learning in a journal.

PART A: TEACHING TASKS

1. 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 date on which teaching will take place.

It is university policy that lessons are not to be taught unless they are planned ahead in detail and discussed with your 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 1.

Students are required to complete comprehensive lesson plans for each lesson in the first and second week.

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 2 (or an equivalent proforma). 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 establishes a cycle of supervision.

2. TEACHING TASKS

During this teaching experience you will be working as a team to plan and teach collaboratively. You need to explore a variety of forms of team teaching, e.g., lead teacher/support teacher, collaborative planning/individual teaching and joint/shared teaching.

The progression of your planned teaching in this professional experience session is as follows:

Week 1: Observation of classes and discussions with teacher and peer:

- Complete your situation analysis.
- Make detailed observation notes of several lessons where the mode of teaching is explicit instruction as discussed on campus
- Small group teaching, at the direction of the associate teacher.

Week 2: Single lessons in each day (A total of four lessons during the week)

Week 3: Teaching a whole session each day (A range of sessions is preferred)

Week 4: Teach a minimum of 6 sessions per week. Some team teaching may be appropriate at this stage.

Week 5: Teach a minimum of 6 sessions independently.

Note: These are minimum requirements. At the discretion of your associate teacher, you may teach more.

3. PROFESSIONAL EXPERIENCE DOCUMENTATION

As a teacher it is essential to have your documentation complete, up to date and organised. During this placement you are required to maintain your written records in a professional manner using the broad format of a teaching program with two components: a management section and the teaching/learning (including situation analysis, timetable and observations) program. Which includes your lessons plans and observations. ALL OF YOUR DOCUMENTATION MUST BE AVAILABLE TO YOUR ASSOCIATE TEACHER AND UNIVERSITY LIAISON OFFICER AT ALL TIMES. On the final day of your placement your folder should be submitted to your Associate Teacher for assessment (see page19)

PART B: PROFESSIONAL EXPERIENCE TASKS

1. SITUATION ANALYSIS (Week 1)

The starting point for planning for any class is a clear profile of the class. During your first week at the school you are required to develop a profile of your class which you will use in planning to teach the class and will include in your professional experience folder. Your profile should address the following:

(a) School profile

- Location
- Size – number of students & classes
- Number of executive & their roles
- Specialist / support teaching and non-teaching staff
- Context of school
- Special features – library? Computer lab? Special classes?
- Links between school & its community

(b) Class profile

- Identify all the staff who teach this class as well as your associate. Outline their roles.
- Obtain a class list that gives you the total number of students.
- Gender breakdown: what is it? What are the implications for teaching this class?
- Student backgrounds – NESB, Aboriginal and Torres Strait Islander, other ethnic backgrounds, socio-economic background, learning difficulties etc. Identify students in each category and list the types of support provided.
- Abilities in literacy and numeracy – groups, special programs etc
- Who teaches the class? RFF teacher, librarian, specialist teachers? Comment on the different ways in which these teachers manage diversity in relation to this class.
- Identify particular management issues associated with providing a range of programs to cater for diversity in the classroom.
- Special programs operating in the school– e.g. Recorder group for Opera House performance. Consider how such programs cater for the diversity of the learners.

(c) The diverse learning environment (Map plus half page of comment)

It is essential to get to know the students in your class and the way in which the learning environment is arranged and managed. During the first week you are required to:

- Draw a plan of the classroom
- Annotate your classroom map with the following information:
 - Classroom facilities and purposes of classroom areas
 - Name of each student in their seating position
- Discuss with your associate teacher, and note, why students are seated in particular locations, and the groups to which students belong.
- Classroom organisation should match the teaching/learning task – individual, pairs, small groups, whole class. How effectively does the classroom layout match the task? Write down ideas of how you could make it more effective noting limitations of resources or organisation.

Managing the diverse learning environment

As a visitor to the classroom you are required to initially follow the teacher's methods of classroom management. During the first week you are required to:

- Familiarise yourself with the classroom teacher's routines and strategies for managing the class.
- List the various strategies being used and discuss these with the teacher. Pay particular attention to the use of non-verbal strategies.
- Note the groupings of students in different subjects and the reasons for particular groupings
- Look at the school's welfare/discipline policy, note the system and how you can use it in your management of student behaviour. Observe how your teacher implements the policy and which students may have special programs
- Make note of the teacher's expectations of student behaviour, what is acceptable and what is not.
- Observe the teacher's varying strategies for different situations. You will need to implement this during your professional experience.

(d) The teacher's role

- Make a copy of the teacher's timetable and discuss the structure of the timetable and the rationale with the teacher.
- Ask permission to view the teacher's program to gather ideas about organisation of a teaching program.
- **Observe and note down all the tasks that your teacher (and other teachers, if possible) is required to undertake utilising the following categories:**
 - teaching tasks, e.g., special interest lessons
 - non-teaching tasks, e.g., contributions to staff meetings
 - optional tasks, e.g., Choir, sports coaching or team management, Koori dance group
 - other activities, e.g., program coordination

2. SPEECH ANALYSIS (Week 2)

The voice is an essential tool of any teacher's professional work and a key method of communicating with their students. It is essential that teachers model correct speech in the classroom.

During this professional experience you will have the task of taping a lesson and analysing it in terms of the appropriateness of your speech. The tape can also be used to analyse how effectively you use your voice – is it clear, well modulated, well paced.

Task:

- Audio or videotape a single lesson by the end of Week 2. Ensure that it is a lesson that involves teacher talk (narration, demonstration, exposition) and quality communication with learners.
- Ask your associate teacher to observe the lesson with the specific aim of identifying any speech and voice issues. **Do not discuss their observations with them until AFTER you have listened to and analysed the tape.**
- Analyse the tape and identify any speech problems including:
 - Use of colloquial language
 - Incorrect pronunciation
 - Incorrect use of words
 - Incomplete sentences
 - Incorrect grammar
 - Distribution of questions/interactions with boys/girls (ask your teaching partner to count these)
 - Method of questioning of Aboriginal or EAL students
 - Unclear speech
 - Other problems
 - Too fast or too slow
 - Poor modulation
 - Annoying speech habits e.g. Um! OK? (Count these)

- Identify goals for improvement and discuss these with your associate teacher. Ask your associate teacher to comment on your improvement in your ensuing lessons.
- At the conclusion of the professional experience program include a reflection about your effectiveness in working towards your speech goals and write speech goals for your next professional experience.

3. LEARNING AND DIVERSITY (Week 2)

- During Week 1, you will have observed the diversity of learners in your class.
- In Week 2, select one child whom you have identified with particular learning needs when planning/implementing lessons. What are the learning needs you have identified? Provide evidence of assessment of this child.

4. OBSERVATION OF SUPPORT FOR LEARNING (Week 3)

- Beginning in Week 3, maintain anecdotal records that provide insight into the learning outcomes and additional teaching and support strategies utilised by staff with this child, including provisions already being made in the classroom.

5. IN CLASS SUPPORT FOR STUDENT/S IN NEED OF ADDITIONAL SUPPORT (Week 4)

- In your final two weeks of the placement, demonstrate in your lesson planning and teaching how you cater for this child. Each teaching partner should focus on a different child.
- Include evidence of planning for the child and evaluate the success of your planning and teaching.

6. RESOURCE COLLECTION (on-going)

From the first school experience (Introduction to the Profession: EPT 115) the preservice teacher is expected to develop a collection of ideas and materials which will assist in teaching practice sessions and in teaching. This resource collection should be added to during each subsequent teaching practice session as well as from other sources. This collection should be maintained separately from the Workbook. **You are not required to submit the collection to the Subject Coordinator.**

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

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

Other non-curriculum sections should be included.

- * Classroom Management
- * Themes
- * Ideas for Display
- * Assessment/Evaluation

Use of equipment

List items of equipment, e.g., overhead projector, digital camera, video recorder, interactive whiteboard, concrete materials in mathematics, science equipment, office equipment which you have used successfully during the five weeks.

Computer proficiency as part of your teaching preparation or presentation

| Required Outcome | Note what you did |
|---|-------------------|
| Perform basic functions, including the use of electronic whiteboard, or retrieving information from a CD-Rom; understand and use a variety of software including spreadsheets, word processing and desktop publishing | |
| Find information from the internet and email | |
| Organise and present relevant educational material using computer technology | |
| Evaluate the curriculum worth of a piece of software and its appropriateness for the classroom curriculum | |
| Use computers to create student-centred learning environments to promote creativity | |
| Understand the values and ethics related to the educational and social use of computers | |

PART C: ONGOING TASKS

The following tasks are expected to be completed during the 5 week professional experience but are not to be submitted to the EPT215 subject coordinators.

1. SCIENCE UNIT

Teaching Science & Technology EMS308 (Weeks 1-5)

Students should negotiate with the Associate Teacher to trial components of their science unit as developed in EMS308. The extent of implementation will be determined by the classroom teacher's program but at least one lesson should be taught and evaluated during the course of the professional experience.

2. CULTURAL PEDAGOGIES EED208

Create a learner profile (300-500 words)

Identify an NESB/LBOTE/Aboriginal /Indigenous learner and their current English language skills. The learner you identify for this assignment can be the same learner that you identify for professional task 3: learning and diversity (week 2). You should include information such as:

- i. Cultural background
- ii. Personal background/history
- iii. English proficiency vis-à-vis the ESL scales (Australian Education Council & Curriculum Corporation, 1994)
- iv. Learning Styles
- v. Potential difficulties or areas of concern.

This activity then needs to be incorporated into an essay and reflective journal for EED208.

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

Pages 17- 21 should be returned to the Professional Experience Office together with other paperwork by your associate teacher.

RECORD OF TASK COMPLETION

| <u>Page</u> | <u>Tasks</u> | <u>Completion Date</u> | <u>Associate to Sign</u> |
|--------------------|--|-------------------------------|---------------------------------|
| 10 | Situation Analysis | | |
| 11 | Speech task | | |
| 12 | Learning and Diversity | | |
| 12 | Observation of support for learning | | |
| 12 | In class support for student/s in need of additional support | | |
| 13 | Resource collection | | |
| 14 | Additional activities | | |
| 15 | Variety of techniques and strategies | | |
| 18 | Expected Personal Outcomes | | |
| 19 | Professional Experience documentation | | |
| 20 | Personal Evaluation | | |
| 21 | Objectives for next professional experience | | |

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: _____

PROFESSIONAL EXPERIENCE DOCUMENTATION

As a teacher it is essential to have your documentation complete, up to date and organised. During this placement you are required to maintain your written records in a professional manner using the broad format of a teaching program with two components: a management section and the teaching/learning (including situation analysis, timetable and observations) program. Which includes your lessons plans and observations. ALL OF YOUR DOCUMENTATION MUST BE AVAILABLE TO YOUR ASSOCIATE TEACHER AND UNIVERSITY LIAISON OFFICER AT ALL TIMES. On the final day of your placement your folder should be submitted to your Associate Teacher for assessment.

| Criteria | Poor Outstanding | | | | |
|--|---|---|---|---|---|
| Material clearly organised for ease of use (table of contents, dividers, tabs) | 1 | 2 | 3 | 4 | 5 |
| Documentation neatly and professionally presented | 1 | 2 | 3 | 4 | 5 |
| All lessons planned and evaluated by Preservice Teacher and conferenced daily with the Associate Teacher | 1 | 2 | 3 | 4 | 5 |
| All attachment tasks completed in appropriately and in depth | 1 | 2 | 3 | 4 | 5 |
| Professional experience evaluated in detail and an appropriate artefact collected and annotated | 1 | 2 | 3 | 4 | 5 |
| Goals for internship discussed with Associate Teacher | 1 | 2 | 3 | 4 | 5 |
| COMMENTS: | | | | | |

Associate Teacher: _____ Date: _____

LESSON PLAN

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

EVALUATIONS

Specific Teaching Targets for this lesson

INTENDED TEACHING OUTCOMES *Determine these before the lesson*

ASSESSMENT OF TEACHING OUTCOMES *Write these after the lesson*

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? |
| Follow-up How is this evaluation going to impact in future learning experiences for your pupils? | | | |

How will I adjust my teaching.....?

Specific teaching targets *(should be written into next lesson plan)*

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