



PRE-SERVICE TEACHER TASK SHEETS

Pre-service Teacher's Name _____

Placement School _____

Home Class/Classes _____

Associate Teacher _____

INTRODUCTION

The Subject *Orientation to Primary Education* includes a 10 day observation period designed to give the Pre-service Teacher an insight into the primary school context.

The Pre-service Teacher undertaking this subject is also completing studies in:

- EEP510 Education Studies: Social Contexts of Primary Teaching (full time & part time Pre-service Teachers)
- EML512 Curriculum Studies: English in the Primary School (full time Pre-service Teachers only)
- EMM513 Curriculum Studies: Mathematics Curriculum (full time Pre-service Teachers only)

As this is their first formal work as a Pre-service Teacher it is seen as a very important component of the Pre-service Teacher's preparation, and an opportunity for them to determine their **suitability for teaching**.

The following tasks have been compiled to direct the Pre-service Teacher's activities during this teaching experience towards an understanding of the complexity of schools and how they function efficiently. It is a requirement of this teaching experience that the Pre-service Teacher plans wisely and is active in seeking out information from the personnel available (the associate, the principal, and staff) and completes all set tasks.

Please note that none of the set tasks or lesson plans is returned to the University. Pre-service Teachers complete a separate task (Teaching Journal) which summarises and reflects on the activities and tasks undertaken during the subject (including the placement).

RETURN OF FORMS TO THE UNIVERSITY

On the last day of the program, or as soon as possible thereafter, the Associate Teacher should return the following teaching practice materials to the Professional Experience Office.

- Pre-service Teacher's Time Sheet
- Leave of Absence form
- Professional Experience Report – original to be returned to the university (original will be posted to Pre-service Teacher when it has been processed and signed by the university)
- Claim for Payment, including a Tax File Number Declaration Form if not previously employed by CSU
- Copies of Teaching/Learning Feedback Sheets

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 Pre-service 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 Pre-service Teachers. Specific details are outlined in Professional Experience Attachment or available from the Student Support Officer.

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

Accidents occurring whilst in pursuance of the course should be reported by the Pre-service Teacher within 48 hours to the following members of staff.

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

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

Pre-service 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 Pre-service Teachers.

This insurance does not cover students undertaking professional experience overseas.

Excursions

Pre-service Teachers on professional experience may be included in school excursions at the discretion of the principal. Clear arrangements should be made regarding responsibility for any excursion costs, which **ARE NOT** borne by the university.

Difficulties and Obtaining Assistance

Pre-service Teachers who are experiencing difficulties should not "suffer in silence" but should make use of all personnel who are in a position to help. The following are people who should be approached in the event of difficulties being experienced:

1. Associate Teacher
2. In school Professional Experience Co-ordinator
3. Principal
4. Professional Experience Liaison Officer.

If any serious problems arise, the Pre-service Teacher or Associate Teacher should contact the Professional Experience Office on (02) 6338 4454 or FAX (02) 6338 4134 immediately.

Responsibilities as a Staff Member

The Pre-service 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.

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

- * initial the Pre-service Teacher 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 Pre-service 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, Pre-service Teachers are advised to act cautiously. The simplest course is for Pre-service Teachers to take the same action as their Associate Teacher.

Absences

Pre-service 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. Given the small number of days allocated for teaching experience in this subject, **Pre-service Teacher will be required to make up any days lost to illness or misadventure.**

Legal Responsibility of Pre-service Teachers

The question of legal responsibility of Pre-service Teacher 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

Pre-service Teacher from the various universities and conservatoriums are to be regarded in their allocated schools as future teachers and not ex-students.

Such Pre-service Teachers are not to be humiliated or criticised in front of school pupils or classes.

Such Pre-service 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 materials which can form an integral part of a lesson.

Such Pre-service Teachers be required to teach only 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 Pre-service Teacher or the personal whims of the teacher responsible for the placement and welfare of Pre-service Teachers.

ETHICAL CONSIDERATIONS FOR PRE-SERVICE TEACHERS UNDERTAKING PROFESSIONAL EXPERIENCE PROGRAMS AS PART OF TEACHER EDUCATION PROGRAMS

Preamble: Often Pre-service 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. Pre-service Teachers involved in these activities must adhere to the following principles:

- **Respect for persons.** *Pre-service 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.** *Pre-service 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.** *Pre-service 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.** *Pre-service Teachers must analyse and report their findings accurately, honestly and in compliance with accepted academic and scientific standards.*
- **Cultural sensitivities.** *Pre-service 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, Pre-service 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.

The following sites might be useful if you would like more information in relation to ethical considerations when "collecting" data.

- The NSW Department of Education and Training's Research Guidelines: Guidelines for Approving Applications from External Agencies to Conduct Research in NSW Government Schools, accessible at <http://www.det.nsw.edu.au/policies/research/reseguid/index.htm>
- Early Childhood Australia's Code of Ethics, accessible at http://www.aeca.org.au/abtus_resources_cofe.htm
- The Australian Institute of Aboriginal and Torres Strait Islander Studies' Guidelines for Ethical Research in Indigenous Studies, accessible at <http://www.aiatsis.gov.au/corp/docs/EthicsGuideA4.pdf>
- The Board of Studies site contains "Working with Aboriginal communities: A guide to community consultation and protocols", accessible at http://www.boardofstudies.nsw.edu.au/aboriginal_research/pdf_doc/work_aborig_comm.pdf

SUMMARY OF EXPECTATIONS OF PARTICIPANTS IN THE PROFESSIONAL EXPERIENCE

WEEK 1

- Start situation analysis
- Observation
- Working with individual children and small groups
- By the end of the first week teach first lesson

WEEK 2

- Complete situation analysis
- Observation and team teaching
- Working with individual children, small groups and then whole class
- One lesson per day, 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/sessions/days 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 format for evaluating sessions and days can be determined by the Pre-service Teacher whilst reflecting the elements of the lesson observation.

Pre-service 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. Associate Teachers are requested to observe formally and provide detailed written and oral feedback on at least one lesson/session per day which is planned and directed by the Pre-service Teacher. **It is not necessary to comment on every lesson.**

Stage 4: Pre-service Teacher should initially reflect on their teaching prior to the feedback conference with their Associate Teacher.

Stage 5: Feedback conference where the observer discusses with the student 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.

PRESCRIBED OBJECTIVES

You will have successfully completed *Orientation to Primary Education* teaching experience when you have:

- Completed the **SITUATION ANALYSIS**
- Completed the **SUMMARY OF ACTIVITIES**
- Collected **RESOURCES** as required
- **OBSERVED LESSONS** as required using the Teaching & Learning Scaffold in Appendix 1
- **PLANNED AND DELIVERED** required lessons
- Completed the **PERSONAL EVALUATION**

SUMMARY OF TEACHING

Tick which best describes your role in the lesson **Code:** O – Observation SG – Small group teaching TT – team teaching WCT – Whole class teaching

Week 1: Monday		Tuesday				Wednesday				Thursday				Friday						
	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT
Morning session																				
Mid session																				
Afternoon session																				

Week 2: Monday		Tuesday				Wednesday				Thursday				Friday						
	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT
Morning session																				
Mid session																				
Afternoon session																				

SITUATION ANALYSIS

During Orientation to Primary Education teaching experience, you are required to develop an account of certain features of the situation in which you are located. These accounts will form the basis of your developing conceptualisation of a school and the 'home' classroom.

By the end of the ten (10) day placement, the following features will need to have been observed and recorded. Tick each point to indicate that you have achieved an activity.

The School

With the help of your Associate, seek out information and make brief notes on:

- School contact details: address, phone and fax numbers, website.
- Curriculum. Does the school subscribe to a particular state curriculum? Does it follow curriculum determined by alternative authority? Does the school hold policies with respect to:
 - Pupil welfare?
 - School Philosophy?
 - Prospectus?
- Links between the school, parents and the community;
- Interesting features of the school, e.g. facilities, special programs, innovations, community involvement, annual events;
- Take the initiative** in finding out as much as you can about the school as a whole from the principal, librarian, sports organiser, deputy, assistant principal, executive teacher and other teachers.

The Classroom

- note the approximate size of a room and the number of children;
- draw a plan of the arrangement of all furniture (including the sitting arrangement of pupils) in the room;
- note Occupational Health & Safety issues (ie. evacuation plans, sun safety)

Learning Aids

- list the charts, pictures, etc that are displayed within the room. Note their variety and relevance to teaching and learning;
- note reference materials stored within the room (e.g., maps, encyclopaedias, learning kits);
- list equipment (e.g., piano, TV) within the room or readily available to children and teacher.
- note computer facilities, software programs, networking

Management

- make a copy of the teacher's timetable;
- talk with the teacher about the classroom program;
- develop an overview of the daily classroom routine
- are different groupings of children used in different subjects? Why?
- observe and describe two instances of children's classroom behaviour which you consider inappropriate; describe as accurately as possible what preceded the behaviour and what followed it - offer a reason for the behaviour;
- note how the teacher caters for individual differences
- list additional staff/volunteers in the classroom and the roles they undertake.

Associate Teacher: _____ Date _____

RESOURCE COLLECTION

The Pre-service Teacher is expected to develop a collection of ideas and materials that will assist in future teaching practice sessions. The resource collection should be added to during each subsequent teaching practice session as well as from other sources.

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

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

Other non-curriculum sections may be included:

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

The resource collection should be organised with flexibility and imagination in such a way that material may be accessed easily.

Associate Teacher: _____ Date _____

NB: It is expected that the Resource Collection will be brief document at this stage, containing only one or two resources for each curriculum area. A more substantial resource including a range of items will emerge as the Pre-service Teacher completes subsequent teaching experiences.

Appendix 1

TEACHING AND LEARNING CYCLE SCAFFOLD FOR LESSON OBSERVATIONS

Day:

Year Level/Stage of Learner:

Time:

KLA:

Engagement

Describe the strategies the teacher uses to engage the Pre-service Teachers.

How does the teacher provide opportunities for the Pre-service Teachers to engage with the lesson?

How does the teacher engage the Pre-service Teachers' prior knowledge?

List the language used by the teacher to engage the Pre-service Teachers.

How do Pre-service Teachers indicate their engagement?

Building Knowledge

What strategies does the teacher use to help Pre-service Teachers 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 Pre-service Teachers are acquiring the new knowledge?

Transformation

What teaching strategies are used/learning experiences provided that give Pre-service Teachers 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?

Presentation

What opportunities are provided for the Pre-service Teachers to present the new skills and/or knowledges they have acquired?

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

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

Reflection

What strategies did the teacher use to enable the Pre-service Teachers to reflect?

Did the teacher explain, and the Pre-service Teachers understand, why they were learning this new material?

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

Appendix 4

CHARLES STURT UNIVERSITY
 ORIENTATION TO PRIMARY EDUCATION
 EPT511

Pre-service Teacher: _____
 Associate Teacher: _____
 Grade/Level _____
 School: _____
 Date: _____
 Number of days completed: _____



This report is to be completed by the Associate Teacher at the end of the 10 days teaching experience. After the Pre-service Teacher has read and signed the report, please provide a copy to the Pre-service Teacher and **send the original to the Professional Experience Office at the University.**

Please indicate the level the Pre-service Teacher has achieved on this placement (circle one).

Unsatisfactory (May lead to exclusion from course)	Satisfactory (Can progress to next teaching experience)
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Please use the spaces provided to comment further on the Pre-service Teacher's development:

CORE COMPETENCIES

	Competencies	Yes	Somewhat	No
1	Has the Pre-service Teacher demonstrated enthusiasm and motivation? (e.g., smiles and interacts, takes initiative)			
2	Has the Pre-service Teacher taken steps to become a contributing member of the teaching team at the school?			
3	Has the Pre-service Teacher demonstrated sensitivity to learners and a capacity to teach in the time frame of the placement?			
4	Has the Pre-service Teacher demonstrated initiative and creativity in their work in the classroom/ school?			
5	Has the Pre-service Teacher demonstrated an appreciation and understanding of the objectives of the school?			
6	Has the Pre-service Teacher interacted with staff members and parents in a professional manner?			

THE REQUIRED TASKS

Please indicate if the Pre-service Teacher has completed these essential tasks. The Pre-service Teacher has:

Task	Yes	No
Developed a SITUATION ANALYSIS that demonstrates a reasonable understanding of the class and its situation.		
Developed a basic RESOURCE FILE including some resource information relevant to each of the key learning areas of the curriculum.		
OBSERVED a variety of lessons in the classroom and has produced two lesson observations using the <i>Teaching and Learning Lesson Scaffold</i> .		
PLANNED AND DELIVERED 3 – 5 lessons in the classroom.		
Completed the SUMMARY OF ACTIVITIES and PERSONAL EVALUATION.		

FURTHER COMMENTS

SAMPLE ONLY

Pre-service Teacher's Signature: _____ Date: _____

Associate's Teacher's Signature: _____ Date: _____