



PRE-SERVICE TEACHER TASK SHEETS

Pre-service Teacher's Name _____

Placement School _____

Home Class/Classes _____

Associate Teacher/s _____

INTRODUCTION

The subject EPT514 Practice Teaching 1 includes a 5 week block placement in a infants/primary school context.

As this is the Pre-service Teacher's second formal placement in a school it is seen as a very important component of their preparation, and an opportunity to determine their **suitability for teaching and to demonstrate personal and professional attributes required to be an effective teacher.**

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, staff) and completes all set tasks.

RETURN OF FORMS TO THE UNIVERSITY

It is the Associate Teacher's responsibility to return the following all necessary paperwork in order that grades may be finalised.

- Pre-service Teacher's Time Sheet
- Mid-Session Report - please return a photocopy of report (original should have been given to Pre-service Teacher at end of second week)
- Final 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 Professional Experience Liaison Officer at university)
- Pay Claim Forms
- Leave of Absence form (if used)
- Copies of Teaching/Learning Experience Feedback sheets (originals to be given to Pre-service Teacher)

The following section is a summary of the detail provided in the Master of Teaching (Primary) Course Professional Experience Handbook.

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.

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. Following, in order, are the people who should be approached in the event of difficulties being experienced:

1. Associate Teacher
2. In-school Professional Experience Coordinator
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 Teachers 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 (for the entire day) of teaching practice and only in extreme cases of illness or misadventure will absence be accepted. Given the number of days that must be completed in professional experience is specified by teacher registration authorities **Pre-service Teachers 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 Teachers engaged in teaching practice has arisen in the past when accidents and cases of negligence have occurred. The Legal Services Directorate of the NSW Department of Education & 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

Pre-service Teachers 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 will 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 teachers or the personal whims of the teacher responsible for the placement and welfare of students.

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

OVERVIEW OF TEACHING/LEARNING PROGRAM

Week	Program for Pre-service Teacher	Activity
1	<p>ORIENTATION.</p> <ul style="list-style-type: none"> • Become familiar with the school, the children and the Associate Teacher. • Assist with lessons. • Take responsibility for at least 1 lesson towards the end of the week. <p>Send Week 1 report and your Expected Personal Outcomes to Professional Experience Liaison Officer</p>	<ul style="list-style-type: none"> • Learn children's names • Explore school/classroom procedures and policies • Become familiar with the school/class program • Gain some insights into children's abilities/interests • Be known to the school community • Teach one lesson independently. • Plan for coming weeks • Refer to competencies in report
2	<p>Team and independent teaching lessons.</p> <ul style="list-style-type: none"> • Keep assisting the teacher. • Develop and take responsibility for 2 lessons every second day. • Towards the end of the week take responsibility for a session. (Recess until lunch). This may involve several lessons. <p>Send Mid Session Report to Professional Experience Liaison Officer</p>	<ul style="list-style-type: none"> • Discussion lessons with teacher. • Gather resources • Develop detailed lesson plans. • Discuss teaching and behaviour management strategies with teacher • Refer to competencies in report • Write evaluations of each teaching experience
3	<p>Teach at least two lessons a day, taking control of multiple sessions every second day.</p> <ul style="list-style-type: none"> • Take full responsibility for the half a day by the end of the week <p>Send Week 3 report, lesson plan and evaluation to Professional Experience Liaison Officer</p>	<ul style="list-style-type: none"> • Plan sessions thoroughly and developed timetable with teacher. • Be mindful of children's response and evaluate lessons • Lesson development should be responsive to students needs and demonstrated learning. • Think about assessment continuously • Continue to evaluate every teaching experience
4 & 5	<p>Taking responsibility for multiple lessons in several sessions leading up to two full days of teaching of the classroom while under close supervision.</p> <p>Send Week 4 report to the Professional Experience Liaison Officer</p> <p>At the end of week 5 send a copy of your personal assessment to the Professional Liaison Officer.</p>	<ul style="list-style-type: none"> • Be well prepared and thoughtful with lesson preparation • Discuss and identify classroom and behaviour management strategies. • Ensure that lessons are interesting and enjoyable • Ensure that assessment is part of lesson plan • Continue to evaluate every teaching experience.

GRADING

Please refer to the Masters of Teaching (Primary) Course Handbook for guidance when considering the assessment of this placement.

PROFESSIONAL EXPERIENCE TASKS

1. EXPECTED PERSONAL OUTCOMES

Giving consideration to your observation Professional Experience and the comments made to you by your Associate Teacher, state the objectives to which you intend to give highest priority in this teaching practice session.

- N.B.** 1. This must be completed **and discussed with your Associate Teacher** prior to the commencement of your teaching practice session.
2. These objectives will form the basis of the targets for your teaching sessions.
3. Objectives should be a) specific b) expressed as outcomes and c) include indicators of success.

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

Pre-Service Teacher: _____

Date: _____

Associate Teacher: _____

Date: _____

Fax this to the Professional Experience Liaison Officer with your first weekly report

2. 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 1.

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 2. 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 Teachers 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 Pre-service 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.

3. RESOURCE COLLECTION

The Pre-service 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.

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

- * Mathematics
- * Music
- * English

- * Science and Technology
- * Social Studies/HSIE
- * Outdoor Activities, etc.

Additional sub-sections may also be needed.

- * Painting
- * Collage
- * Drama
- * Movement

Other non-curriculum sections should be included.

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

Naturally, as the collection expands a separate file will be needed for each age-group or even each grade. Pre-service Teachers may find it more effective to develop separate sections for each school experience.

Other resources and ideas would include:

- * program lay-outs
- * 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.

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 Pre-service Teacher will be expected to demonstrate that appropriate additions to the collection have been made. It should be organised with flexibility and imagination in such a way that ideas are able to be found easily and at a moment's notice. The Pre-service Teacher will then have a bank of resources that will serve as a 'survival kit' for those early days of teaching.

RESOURCE COLLECTION DEVELOPED DURING THIS PLACEMENT

Pre-service Teacher: _____ Date: _____

Associate Teacher: _____ Date: _____

4. SITUATION ANALYSIS

During this teaching practice session you are requested to make close observations of certain features of the school in which you are placed. These observations will form the basis of your developing conceptualisation of a school.

Classroom Analysis (tick as completed)

The Classroom

- note the approximate size of the room and the number of children;
- list the furniture in the room, and make notes on its portability, flexibility and size;
- draw a plan of the arrangement of all furniture (including children's desks and names) in the room;
- describe briefly what storage facilities, display space and chalkboard area are available.

Learning Aids

- list the charts, pictures, etc that are displayed within the room. Note the height of display and the size of each item;
- list student workbooks, paper, charts, etc that are used; record the layout of each;
- list 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.

Management

- make a copy of the teacher's timetable;
- read the teacher's program;
- note the groupings of children in different subjects;
- observe and describe two instances of classroom behaviour which you consider inappropriate; describe as exactly as possible what preceded this behaviour and what followed it - offer a reason for the behaviour;
- note backgrounds, abilities and attainments of the children.

The Teacher's Role

Observe and note down all the tasks that your teacher (and other teachers if possible) are required to undertake. You will probably find it convenient to organise them in the following way:

- * list teaching tasks e.g. special interest lessons;
- * list non-teaching tasks, e.g. contribution to staff meetings;
- * list optional tasks, e.g. lunchtime choir;
- * other activities.

The School

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

- * school policies regarding curriculum planning, discipline, sport, accidents, use of library, school organisation, playground supervision, excursions, use of equipment, traffic and safety e.g. boarding buses, location of 40 km/h zones.
- * links between the school 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 other teachers, the principal, librarian, sports organiser, deputy, assistant principal, release teachers, etc

Pre-service Teacher to sign when analysis is completed: _____ Date: _____

Associate Teacher to note completed analysis: _____ Date: _____

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

5. SUMMARY OF 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	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	KLA/Topic	O	SG	TT	WCT	
Morning session																										
Mid session																										
Afternoon session																										

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

Week 3: 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 4: 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 5: Monday

Tuesday

Wednesday

Thursday

Friday

	KLA/Topic	O	S G	T	W C T	KLA/Topic	O	S G	T	W C T	KLA/Topic	O	S G	T	W C T	KLA/Topic	O	S G	T	W C T	KLA/Topic	O	S G	T	W C T	
Morning session																										
Mid session																										
Afternoon session																										

6. ADDITIONAL ACTIVITIES BEYOND THE CLASSROOM

e.g. excursions, staff meetings, whole-school activities. Provide details such as the topic of the staff meeting and date.

Associate Teacher: _____ Date: _____

7. COMPUTER PROFICIENCY

Required Outcome	Tick if undertaken – add notes
Perform basic functions, including 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 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	

Associate Teacher: _____ Date: _____

8. PROFESSIONAL EXPERIENCE PAPERWORK

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 program. 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 as follows:

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 Pre-service Teacher and conferenced daily with the Associate Teacher	1	2	3	4	5
All required tasks completed in appropriately and in depth	1	2	3	4	5
Professional experience evaluated in detail.	1	2	3	4	5
Goals for next Professional Experience discussed with Associate Teacher	1	2	3	4	5
COMMENTS:					

Associate Teacher: _____ Date: _____

Appendix 1

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 teaching & related to presence in the classroom; classroom management etc)					
Learning Outcomes <i>These should be precise indicators of intended student 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>	Assessment Techniques <i>What will you use to assess their learning</i>
Transitions to next lesson					

Appendix 2

EVALUATIONS

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?			

Learning to teach – specific teaching target for this lesson (identified on lesson plan)

Evaluation of specific teaching target
How will I adjust my teaching as a result of this lesson
Specific teaching targets (should be written into next day's lesson plan)

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