



Pre-service Teacher's Name: _____

School: _____

Stage/Class: _____

Associate Teacher: _____

INTRODUCTION

Professional Practice EPT520 is the third teaching professional experience during the Master of Teaching (Primary) course. It is designed to enhance the Pre-service Teacher's insight into the complex nature of a school setting through interaction with colleagues and students. This program is seen as a very important component of the Pre-service Teacher's preparation, and an opportunity for them to demonstrate their readiness to undertake the role of beginning teacher through successful integration of curriculum and the theoretical knowledge of teaching, learning and the complexities of schools and communities. The Pre-service Teacher is expected to complete significant tasks related to integrated curriculum and to seek professional feedback from the Associate Teacher.

The General Handbook gives the Associate Teacher and Pre-service Teacher detailed coverage of the professional experience arrangements for the entire course and should be read in conjunction with this Workbook. Specific attention should be paid to **Assessment** regulations and procedures for dealing with pre-service teachers 'At Risk'.

This Workbook is a working document that the pre-service teacher and Associate Teacher use to keep track of the program and record the varied activities related to this professional experience.

The tasks have been compiled to direct the Pre-service teachers' activities towards an understanding of how schools function.

N.B. THIS WORKBOOK MUST BE READ IN CONJUNCTION WITH THE GENERIC PROFESSIONAL EXPERIENCE MATERIAL

RETURN OF FORMS TO THE UNIVERSITY

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

- Pre-service Teacher's Time Sheet
- Leave of Absence form
- 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 Development Officer at the university)
- Claim for Payment, including a Tax File Number Declaration Form if not previously employed by CSU in the last 12 months.
- Copies of Teaching/Learning Feedback Sheets

GRADING

At Week 3, the Associate Teacher is required to complete the Mid Session Report following discussions with the Pre-service Teacher. At the conclusion of the teaching placement, the Associate Teacher will discuss the final assessment with the pre-service teacher and recommend a grade for the Professional Experience.

It is **essential** that the Associate Teacher is familiar with the procedures for dealing with a ***Pre-service Teacher at Risk***.

Professional Experience programs are assessed as:

SATISFACTORY (SY) Pre-service Teacher meets all requirements of the program to a satisfactory Level

UNSATISFACTORY (US) Pre-service Teacher did not meet all requirements to a satisfactory level

GRADE PENDING (GP): A GP (Grade Pending) may be awarded to a pre-service 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 Development Officer will negotiate an appropriate time with the associate teacher, school and pre-service teacher for the completion of the professional experience. In some circumstances, it may be necessary to complete the professional experience in a new placement.

ADDITIONAL ASSESSMENT (AA)

There may be circumstances whereby a Pre-service identified as a "Student at Risk", is awarded an AA (Additional Assessment). This is to allow the student additional time to demonstrate ability to work through identified problems, as some progress has been acknowledged. This will require the student 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 - **Master of Teaching (Primary)** - this subject is regarded as an indicator of your professional suitability. A failure in the professional experience component will mean that you have not met an essential element of the Academic Progress Regulations. Should you fail the professional experience component of this subject you may be excluded from your course for three years, and you will be required to re-apply for admission to the course because continuation after exclusion is not automatic. Should you experience any difficulties in the professional experience component of this subject and/or you have been identified as being "at risk", it is strongly recommended that you immediately seek additional assistance and advice from your Associate Teacher, the School Principal or delegated member of staff, University staff and/or the Director, Professional Experience.

PROFESSIONAL EXPERIENCE TASKS

For each session of the professional experience the Pre-service teacher will be required to complete a number of tasks, in addition to teaching successfully.

1. EXPECTED PERSONAL OUTCOMES

These outcomes will be derived from the Pre-service Teacher's needs and from the personal evaluation of previous professional experience placements. They are to be written before the professional experience placement commences and are to be discussed with the Professional Experience Development Officer. It is from these personal outcomes that the teaching targets will be chosen throughout the supervision cycle. **PLEASE EMAIL YOUR PERSONAL OUTCOMES TO THE PROFESSIONAL EXPERIENCE OFFICE WITH YOUR NOTIFICATION OF ACCEPTANCE BY A SCHOOL.**

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:		

Signed: _____

Date: _____

Associate Teacher: _____

Date: _____

2. PRESCRIBED OUTCOMES

Prescribed outcomes for each professional experience session are outlined below. Please tick the box when each task is completed.

- I. Complete a **situation analysis** of the class and school. The starting point for planning for any class is a clear profile of the class. During the first week a written profile of the class that addresses the following should be:
- Overview of the school – location, size, demographic information
 - Class information – total number of students; gender breakdown; student backgrounds; ability levels and ways the teacher cater for diverse learners
 - Who teaches the class (RFF, librarian etc)
 - Special programs

II. **School organisation.** The following checklist, while not comprehensive, represents a broad range of school organisational, administrative and curriculum aspects. Pre-service teachers are expected to record awareness and understanding of each of these aspects during the course of this professional experience.

- | | |
|---|--------------------------|
| Signing on - Hours of attendance - L.O. Absence | <input type="checkbox"/> |
| Physical layout of school | <input type="checkbox"/> |
| Photocopy policy | <input type="checkbox"/> |
| Daily Organisation | <input type="checkbox"/> |
| First Aid and OH&S | <input type="checkbox"/> |
| Timetable & Playground duty roster | <input type="checkbox"/> |
| Roles in the school | <input type="checkbox"/> |
| School Policies and Procedures booklets | <input type="checkbox"/> |
| Absence of Associate Teacher | <input type="checkbox"/> |
| Audiovisual, photocopying, etc | <input type="checkbox"/> |
| Library access and procedures | <input type="checkbox"/> |
| Computer Access for staff and students | <input type="checkbox"/> |
| Emergency evacuation procedures | <input type="checkbox"/> |
| Welfare procedure | <input type="checkbox"/> |
| Assessment & Reporting in the School | <input type="checkbox"/> |

III. **Observation of teaching.** The Pre-service Teacher is required to observe a number of different lessons throughout the period of the professional experience and record their observations, paying particular attention to such areas as: *preparation, lesson structure, teaching/learning, strategies, managing student learning & behaviour and communication.*

IV. Complete your specific **reflection** on each of the following areas:

- Planning & Implementing the Teaching & Learning Process
- Managing Classroom - Interactions and Behaviour
- Communicating and Interacting with students and others
- Monitoring and Assessing students' progress
- Reflecting, Evaluating and Planning for Continuous Improvement
- Using and Developing Professional Knowledge and Values
- Demonstrated skills in communication and Information technology

V. Record **classroom experiences** by completing the *Summary of Activities* page

VI. Add to your **resource collection**

The pre-service teacher is expected to develop a collection of ideas and materials which will assist them in their future teaching.

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

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

VII. Carried out the **expectations for academic subjects**

VIII. Collected evidence for your **Professional Portfolio**

IX. **Take the initiative** in finding out as much as you can about the school as a whole. Sources of information may be:

X. Other teachers, the principal, deputy principal(s), other teachers, counsellor, computer co-ordinator, Head teachers, Year Advisors, school documents – eg Welfare policy etc. Much of this task may have been completed on a previous professional experience.

Additional Activities Carried Out

List the activities which you undertook during the six weeks e.g. making teaching aids, helping individual pupils, excursion, attendance at staff meeting, helping with sport, etc.

Associate Teacher to verify _____ Date_____

XI. You will have successfully completed PRACTICE of TEACHING 2 – EPT520 when you have established your **SUITABILITY FOR TEACHING** through:

- Successfully planning, teaching, assessing and evaluating a range of classes for a significant period of time – building to a full load in last week
- Conducting yourself in an ethical and professional manner with all members of staff, students and community members with whom you interact while on your school placement.
- Demonstrating high quality communication skills – verbal, written and listening.

3. TEACHING PROGRESSION

These guidelines are intended to indicate the minimum stages of development expected of a pre-service teacher. As pre-service teachers progress at different rates it is appropriate that allowance is made for individual progression through the use of personal outcomes.

Both the Associate Teacher and the pre-service teacher should make themselves familiar with the **ROLE** and **EXPECTATIONS** as laid out in the Summary of Expectations.

SUMMARY OF EXPECTATIONS OF PARTICIPANTS IN THE PROFESSIONAL EXPERIENCE

COURSE PHASE	TIME	FOCUS	ROLE OF TEACHING ASSOCIATE	EXPECTATIONS OF PRE-SERVICE TEACHER
Induction & Orientation	Week 1	Observation in class Small group or team teaching	Assigns tasks such as resource preparation to pre-service teacher Prepare parts of lessons with the pre-service teacher. Select and discuss the syllabus outcomes and/or content areas to be taught by pre-service teacher. Discuss the Integrated Curriculum requirements of Assignment 2 with pre-service teacher	Priority for these weeks: Refine the skills and language of observation and reflection. Teach small groups or parts of lessons involving the whole class During your professional experience, you are to attempt to implement an integrated approach to the key learning areas. You should plan these lessons in consultation with your associate teacher. You should engage students in: <ul style="list-style-type: none"> At least one rich task that integrates <i>technology, literacy and creative arts</i> in <u>a single activity/artefact</u> (This can be under the rubric of a topic from any key learning area, such as Science, PDHPE, or HSIE). A series of three lessons that integrates EITHER a <i>literacy, technology, numeracy, creative arts, or critical and creative thinking skills</i> activity within <u>a HSIE, Science or PDHPE unit of work</u>. <p>Send Week 1 report to Professional Experience Development Officer (PEDO)</p>
Implementation	Week 2		Make explicit for the pre-service teacher, the linking of curriculum/good classroom practice with teaching and learning methodology and policies – school and departmental. Assist pre-service teacher to prepare and deliver material for at least one session per day. Provide feedback on at least one lesson per day	With assistance of Associate make connections between curriculum perspectives - e.g. Aboriginal education; literacy across the curriculum - syllabus documents, classroom practices, school policies, and issues of social justice. Prepare lessons and teach one full session per day as well as other lessons for the entire week. Lessons should be planned in full. Must speak to Professional Experience Development Officer before the end of this week Send Week 2 report to Professional Experience Development Officer (PEDO)
Consolidation	Week 3	Independent teaching	Assist with fine tuning of lessons and provide feedback on one lesson per day Mid Session report due End Week 2	Recognition of variety of teaching/learning styles across curriculum Moving to independent teaching of two sessions per day by end Week 3 Send Mid-session and Week 3 reports to Professional Experience Development Officer (PEDO)
Experimentation	Weeks 4 & 5 Week 6	*If undertaking 6 weeks then wk 5 should extend wk 4 and wk 6 should be the fulltime load	Assist pre-service teacher with consecutive days of teaching in week 4 and a full teaching load for week 5. Final report to be discussed with Pre-service teacher and written by the end of week 5	Lessons should be planned using the day book format. Demonstrate graduate standards and graduate attributes: <ul style="list-style-type: none"> Know what to teach - content/expected outcomes Skills in how to teach - pedagogy Assessing students and evaluating lessons. Addressing needs of diverse learners <p>Send Week 4 report to Professional Experience Development Officer AT to write final report and discuss with you Send Week 5 report to Professional Experience Development Officer (PEDO)</p>

4. LESSON PLANNING

It is university planning that lessons and/or parts of lessons are not to be taught unless they are planned ahead in detail. Lesson notes are to be made available at any time for perusal by the supervising personal – Associate Teacher or Principal.

The Pre-services Teacher is required to keep an organised set of lesson plans. A large loose-leaf file divided into sections for class listed, assessments, resources and lesson plans with evaluations is most appropriate. A lesson plan proforma has been provided in Appendix 1. Pre-service Teachers may progress to a daybook format (Appendix 2) with their Associate Teacher.

All lessons must be evaluated. In your evaluation consider:

- How did the students respond to the learning experience?
- What new learning actually occurred and how do you know?
- What interactions occurred between learners and between teachers and learners?
- What feedback did you receive from students and Associate Teachers?
- What explicit role did you have in the learning experience?

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																									

6. THE REFLECTIVE PRACTITIONER

An important part of teaching & learning is to reflect and evaluate the outcomes of the learning experience and how you contributed to that learning. The Pre-service teacher is expected to reflect on her/his experiences during the professional experience by engaging in dialogue with the associate teachers and peers. The purpose of these reflections is for the Pre-service teacher to develop new understandings and appreciation about the nature of teaching and of themselves as both teacher and learner.

PERSONAL EVALUATION – *this section must be sent to the Professional Experience Liaison Officer at the conclusion of your professional experience.*

Name:..... Date:

University Professional Experience Liaison Officer Date:

At the end of each professional experience session, the Pre-service teacher is expected to write an evaluation of the experience. This is primarily to help them reflect on what has been gained with specific reference to the prescribed and personal objectives and on return to the university it will be discussed with the Subject Co-ordinator.

You have been assessed on the following competencies by the Associate Teacher and university supervisor.

You now need to respond to the assessment by completing each section below. This task will assist you in identifying evidence you could use for a professional portfolio.

Principles of Practice	Outcome
1. Planning & Implementing the Teaching and Learning Process	Plans and implements teaching programs to motivate and engage students Establishes clear, challenging and achievable expectations for students Develops and uses a range of appropriate teaching strategies

In what ways have you been able to demonstrate your competence in *Planning and implementing the learning process*?

Principles of Practice	Outcome
2. Managing Classrooms, Interactions and Behaviour	Plans and applies routines consistent with school policy Supports students towards increasing autonomy in learning

In what ways have you been able to demonstrate your competence in *Managing Classrooms, Interactions and Behaviour*?

Principles of Practice	Outcome
3. Communicating/Interacting and Working With Students and Others	Includes activities that acknowledge the implications of social, cultural and ethnic differences Works effectively with the school community for the care of students Develops positive relationships with students

In what ways have you been able to demonstrate your competence in *Communicating/Interacting and Working with Students and Others*?

Principles of Practice	Outcome
4. Monitoring and Assessing Students Progress	Recognises and responds to individual needs and differences amongst students Develops programs for ongoing assessment for student learning Monitors student progress and provides student with feedback on progress

In what ways have you been able to demonstrate your competence in *Monitoring and Assessing Students Progress* staff?

Principles of Practice	Outcome
5. Reflecting, Evaluating and Planning for Continuous Improvement	Evaluates learning programs and own teaching skills Plans to meet short-term personal and school goals

In what ways have you been able to demonstrate your competence in *Reflecting, Evaluating and Planning for Continuous Improvement*?

Principles of Practice	Outcome
6. Using and Developing Professional Knowledge and Values	Continues to acquire and explore curriculum knowledge and understanding while applying to teaching Understands the relationship between process of inquiry and content knowledge Values diversity of students and acknowledges and plans accordingly Recognises own cultural assumptions and biases and those within the school's curriculum and practices Acts equitably towards all students

In what ways have you been able to demonstrate *Using and Developing Professional Knowledge and Values*?

Principles of Practice	Outcome
7. Information and Communication Technologies	Uses a range of communication modes in the planning, development and implementation of curriculum Uses digital and other newer communication technologies in everyday classroom.

In what ways have you been able to demonstrate your competence in *Information and Communication Technologies*?

Appendix 2 : DAY BOOK PROFORMA

Date/ Time	KLA/Topic/Syllabus Outcome	Learning Outcomes/Indicators	Preparation Resources	Teaching/learning Sequence & Class Organisation	Assessment and Evaluation
RECESS	TRANSITION ACTIVITY				
LUNCH	TRANSITION ACTIVITY				