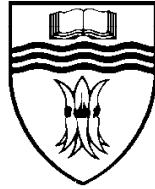


CHARLES STURT
U N I V E R S I T Y



SCHOOL OF EDUCATION

HANDBOOK

FOR

**SECOND YEAR PROFESSIONAL
EXPERIENCE**

EPT215

SPRING, 2008

25th August – 26th September 2008

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FOREWORD

Professional experience forms an integral part of a teacher's course of professional education. A well-planned induction to teaching helps to produce positive attitudes and lays a strong foundation for continuing professional development.

Members of the School of Education at the Charles Sturt University - Wagga Wagga are very conscious of the importance of this induction process and value the privilege of working as a team with teachers, school executive staff, and future teachers. We prize the harmonious relationship which has developed over time and seek to develop it further.

We thank supervising teachers, coordinators and other school personnel for their valuable assistance during the year and especially during professional experience. We know that students will benefit from their close association with your school. At the same time, we trust that you will also derive professional satisfaction from your involvement in the professional experience program.

Associate Professor Ros Brennan-Kemmis

Head of School
School of Education

Professional Experience questions or concerns to:

Letitia Galloway Subject Coordinator/Professional Experience Coordinator
Ph: (02)69 332 413
Email: lgalloway@csu.edu.au

Jenny Logan Professional Experience Administrator
Ph: (02)69 334 417
Fax: (02)69 332 803
Email: jelogan@csu.edu.au

INTRODUCTION

This Professional Experience will be conducted between 25 August – 26 September, 2008

‘Alternative’ Professional Experience: If students are prevented from completing the assigned professional experience during the dates scheduled by the university, alternative arrangements can be considered **only if exceptional circumstances apply**.

Students who are unable to complete the professional experience because of involvement in other activities, they may be required to withdraw from the subject.

The purpose of this handbook is to advise students, supervising teachers, and liaison lecturers of the nature and context of the professional experience program for primary students and to detail the professional responsibilities of all persons concerned. Professional experience involves students in a developmental sequence of activities ranging from observation and recording, to small group interaction, supervised teaching experience and an internship.

The students undertaking this professional experience are in the second year of the Bachelor of Education program. This is the second professional experience subject for these students where they have teaching responsibilities.

The following diagram below is an outline of the Bachelor of Education program. Note in particular the curriculum subjects that the students have completed or are completing. These areas should be the focus for teaching responsibilities. (English, ICT in Education, Maths, Science and Technology, HSIE, PDHPE and Creative Arts).

These students are completing Session.

BACHELOR OF EDUCATION (PRIMARY) COURSE STRUCTURE

New Second Year 2008

| | 2007 | | 2008 | | 2009 | | 2010 | |
|--|--|---|--|--|---|--|--|---|
| SESSION | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <i>Themes</i> | <i>Scholarly, autonomous and responsible adult learners who can work both individually and collaboratively</i> | | <i>Dynamic understanding of discipline knowledge and an ability to practice effectively as teachers of knowledge Sensitive to the rights and needs of learners</i> | | <i>Committed to education as a process of critical transformation of individuals, schools and society</i> | | <i>Transition to the profession</i> | |
| Education Studies Major | | EED112 Education & Society | EED108 Child Development | EED215 Aboriginal Culture & History | EEA310 Managing the Learning Environment | ESS305 Inclusive Education | EEL410 Special Topic in Education: Teacher as Researcher | EER411 Researching Teaching |
| Professional and Elective Studies Strand | Elective 1 | Elective 2 | | | ELN302 Literacies for the Future | | ESR404 Education in Rural Places EEB425 Reflecting on Professional Practice: Assessment and Reporting | ELECTIVE EEB426 Becoming a Professional |
| Curriculum Studies Strand | EML101 Primary English 1 EMR102 PD/H/PE 1 EMT104 ICT in Education | EMA115 Creative Arts | EMM209 Mathematics Content & Pedagogy EMH204 HSIE Curriculum: Exploring Aust. Identity EMS108 Science & Technology Studies | EML210 English 2: Reading Process & Pedagogies EMS308 Science & Tech Curriculum | EMA303 Creative Arts 2 | EMM310 Maths Curriculum EMH304 HSIE: Education For Sustainability EMR302 PDHPE Curriculum | | |
| Pedagogy Strand Professional Experience | | EPT104 Orientation to Teaching (10 days professional Experience) | | EPT215 Professional Exp 2: Learning & Diversity 25 days | EPT315 Professional Experience 3: Teacher as Leader 25 days | | EPT435 Professional Exp 4: Emerging Prof 8CP 25 days | EPT445 Professional Exp: Internship 8CP 25 days |

2. PROFESSIONAL EXPERIENCE PROGRAM

The diagram below shows the sequence and focus of professional experience units in the Bachelor of Education (Primary) program. The expectations and level of responsibility of both Student teachers and class teachers changes over the four years. The students are currently completing **Professional Experience 3 – 2nd Year Placement**.

| Professional Experience | Duration | Focus | Placement/ supervisory model |
|--|---|--|---|
| Professional Experience 1 (Semesters 1 & 2) | Integral component of curriculum subjects | <ul style="list-style-type: none"> Individual children | |
| Professional Experience 2 (Semester 2) First Year Prac | 3 weeks including 5 X 1 day 10 day block Total 15 days | <ul style="list-style-type: none"> Groups of children Whole class Individual lessons Strategies Management basics | <ul style="list-style-type: none"> School placement Close supervision by and direction from classroom teacher with two levels of support: <ol style="list-style-type: none"> class teacher teaching team |
| Professional Experience 3 (Semester 4) 2 nd Year Prac | 5 week block | <ul style="list-style-type: none"> Sequences of lessons Meeting the needs of the children The school in a cultural context | <ul style="list-style-type: none"> School placement Supervision by class teacher Liaison lecturer |
| Professional Experience 4 (Semester 5) 3 rd Year Prac | 5 week block | Developing program and units of work in all KLAs | <ul style="list-style-type: none"> School placement Classroom teacher as consultant and mentor Liaison lecturer |
| Professional Experience 5 (Semester 7) Internship | School term (10 weeks) | The beginning professional/ reflective practitioner | <ul style="list-style-type: none"> School placement Internship Mentoring |

The professional experience program in second year is part of the Bachelor of Education (Primary) course which is aiming to produce teachers who are reflective, cooperative, and well-informed professionals. To obtain a pass grade in the subject EPT215, students must also obtain a satisfactory for on campus component and their professional experience.

A framework of Professional Experience Teaching Standards and expected student teacher outcomes has been developed to enable both students and their supervisors to develop some goals towards which students can direct their practice. These Professional Experience Teaching Standards have been based on the NSW Institute of Framework of Professional Teaching Standards <<http://nswteachers.nsw.edu.au/>>. The Professional Experience Teaching Standards provide a coherent and comprehensive framework and practicum participants are encouraged to use them as a basis for discussion and demonstration.

The expectations and level of responsibility of both student teachers and class teachers changes over the four years as demonstrated in the Professional Experience Teaching Standards Overview (Appendix 6). Only those elements listed in the 2nd Year Professional Experience report are expected to be demonstrated by 2nd Year Student teachers.

SCHEDULE OF STUDENT ACTIVITIES

Please note that this professional experience is divided into two phases.

Orientation Phase - first three days of week one

Teaching Phase - teaching responsibilities should commence from Day 4.

The schedule of student involvement in the classroom should be regarded as flexible within broad guidelines. The guidelines set out here should be considered minimum requirements. Expectations in terms of planning and teaching need to be discussed by both parties. Supervising teachers need to make clear to students what they expect in terms of planning and classroom practice. Student teachers need to talk to supervising teachers about what they hope to develop and learn during this professional experience.

Week 1: By the end of the first week students should have planned and implemented at **least two teaching activities to the whole class**. (Note - the term teaching activity is assumed to mean one that requires the student to plan and prepare a particular learning experience in one of the KLAS. It is anticipated that students, as a matter of course, will participate in other teaching activities, e.g. news session, activity transition, etc). This week is also a time in which students should begin to plan some sequences of lessons for weeks two and three.

Week 2: In the second week the level of responsibility that students have should increase. Each student is expected to teach **at least two whole class activities per day**. **The focus this week is on transitions between lessons.**

Week 3: In the third week it is expected that students will take responsibility for teaching **whole sessions each day** e.g. the start of the day until recess. In addition to this students should be working with groups, individuals, team teaching, etc. Planning for Weeks 4 and 5 should be developed in this phase of the professional experience.

Week 4: During Week 4, students should be working towards teaching consecutive sessions i.e. **two sessions per day**.

Week 5: By the end of the Week 5, the students should build their teaching load from 2 sessions per day to take responsibility for at least **two whole days**.

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
|---|--|---|--------------------------------------|---------------------------------------|
| Observation and small group teaching | | | | → |
| Teaching whole class lessons Day 4 and Day 5 | Teaching whole class consecutive lessons with transitions | Teaching whole sessions each day | Teaching two sessions per day | Teaching at least 2 whole days |
| Reflecting | | | | → |

4. STUDENT PLANNING AND REFLECTION

Students are required to complete comprehensive lesson plans for each lesson in the first and second week. For those lessons in Week 2 which may be repetitious in structure, students can negotiate with their supervising teachers to provide detailed day book notes as adequate documentation. By the third week, it is anticipated that a detailed day book will be sufficient for most planning, however some lesson plans may be required for lessons that involve unfamiliar or new KLA content. **It is imperative that supervising teachers are confident that a student teacher's planning is thorough before moving to a detailed day book.**

Supervising teachers should sign each lesson plan prior to students delivering the lesson.

A lesson plan overview and proforma are provided to guide students and supervising teachers (see Appendix 1). This guide outlines appropriate headings and content required for adequate lesson plans. NB: Students are encouraged to develop their own proforma for lesson plans.

Components of the day book should include:

- A title page including placement details
- A weekly timetable
- A record of each day's organisation and lessons taught (KLA, strand and lesson focus)
- Details of lessons taught not requiring a full lesson plan including resources required, primary teaching strategy/ies and lesson focus i.e. indicators to be achieved
- Critical reflections, amendments and follow-up notes each day

NB. It is assumed that the student teachers will discuss their plans with their supervising teacher and that the lesson plans and day book will be available for perusal by the teacher, co-ordinator and liaison lecturer at all times.

Should a teacher be concerned about the quality of planning, those concerns should be made clear to the student and identified on the Interim Report.

5. SUPERVISING AND EVALUATING TEACHING PRACTICE

Supervising teachers have a dual role which can sometimes be difficult to juggle. Built into the role is the responsibility for evaluating the practice of the student teacher as well as helping the Student teacher to evaluate and reflect upon his or her own practice. Supervisors should work toward ensuring that by the end of the professional experience the Student teachers are able to take responsibility for planning and teaching a class with a high level of independence and that they are able to evaluate their own teaching. At the same time, Student teachers should be collaborating with their supervising teacher to reflect on and improve teaching and learning practices.

There are three parts to this:

1. observing and providing feedback on lessons (at least one formal observation each day);
2. organising a time for a regular conference session. At these sessions supervisors should provide their feedback. As well they should encourage students to talk about their ideas, learning, reflections, concerns and so on. In other words there is an expectation that both participants come to the session with something to talk about. Student teachers must take some responsibility for the discussion; and

3. completing an **interim and final report** (See Appendices 3 & 6). Note - it is assumed that the topics raised in the discussion sessions will inform the comments made in the reports.

- **Supervising teachers should note that they have the prime responsibility for the assessment and evaluation of student teachers. It is, therefore, important that Supervising teachers carry out their responsibilities in a manner consistent with those outlined in this handbook.**
- **Supervising teachers should note that student teachers do not have a duty of care responsibility for the classes with whom they are working.**

6. IDEAS FOR OBSERVATION AND EVALUATION

When students are teaching, supervising teachers are requested to observe formally and **provide detailed written and oral feedback on at least one lesson or session per day** which is planned and directed by the students. It is not necessary to comment upon every lesson. A sample "Daily Conference and Observation Sheet" is shown in Appendix 2. A book of these sheets will be sent to the school along with handbooks and reports.

The criteria for on-going evaluation of teaching practice should be based on the **Professional Experience Teaching Standards (see Appendix 7)**. Please familiarise yourself with these Standards. **Possible indicators** for each element have been included. These indicators represent the sorts of actions in which student teachers, *in this professional experience*, should demonstrate competence. Indicators are possible, yet explicit, ways in which such elements can be demonstrated. Participants are encouraged to include other indicators.

The aspects and indicators should form the basis of discussion in post lesson conferences. During the cycle of supervision, all standards should be discussed. Discussion should focus on particular actions that can be taken to demonstrate aspects. Teachers should guide the discussions in ways that acknowledge students' strengths and work on ways in which weaknesses can be addressed.

Students are to carry out a self-evaluation each time they are responsible for planning and implementing a learning experience. The self-evaluation should take the form of written comments showing the student's own reflections on what features of the session were successful and where improvements could be made in the future. These written notes should be used for discussions with supervisors.

It is suggested that formal supervision/observation of student teaching be conducted as a cycle of supervision involving the following stages.

Stage 1

Planning or pre-observation conference where:

(i) supervisor and student discuss the plan in terms of what is intended for the session to be observed, and

(ii) supervisor and student agree upon a focus for the period of observation, e.g. if the student's intention is to work on structuring learning tasks, then the observation focus would be on particular ways in which students might demonstrate this.

Stage 2

Observation of teaching; where the supervisor makes notes particularly on the agreed focus in

order to provide the student with specific feedback. The supervisor should aim to record what actually happens during the teaching episode, i.e. descriptive notes rather than judgemental comments. **Nevertheless it is important that the student is provided with comments that identify both their *strengths* and areas in need of improvement.**

Stage 3

Feedback Conference; where the observer discusses with the student the descriptive information previously gathered, identifies strengths and makes suggestions for improvement. The focus of the feedback conference is - "here are the strengths and weaknesses, now how can we improve next time". Often the feedback conference concludes with planning for the next observation session and so establishes a cycle of supervision.

In order to accomplish the above, it will be necessary for the supervising teacher to schedule a specific time for conferences with the students. It is suggested that 20 minutes per day be set aside for this purpose.

The Daily Conference and Observation Record (Appendix 2) is divided into three parts consistent with the three stages above.

Following are some suggestions for discussion in the planning conference and subsequent observation and feedback.

- (i) How does the student demonstrate that he/she can plan a comprehensive lesson?
- (ii) In what ways does the student demonstrate an understanding of the content?
- (iii) How does the student show that they can evaluate their teaching in a thoughtful way?
- (iv) In what ways does the student set and maintain clear instructions?
- (v) What does the Student teacher do to monitor student progress?
- (vi) What commitment is the student showing to a range of professional responsibilities?

Appendix 8 provides a list of "reflective stems" which may assist the development of constructive conference sessions.

7. OFFICIAL EVALUATION REQUIREMENTS

Students should be given feedback by means of the **Daily Conference and Observation Book** and by discussions with supervising teachers and liaison lecturers. It is crucial that time be set aside on a regular basis by all parties to discuss and reflect on the teaching activities. It is important to note that student teachers should prepare for these discussions by thinking about and evaluating their own practice and being prepared to discuss this in an open and honest way.

Interim report:

By the end of **Week 2** of the professional experience, teachers should complete an **interim report** (Appendix 3). This should alert the student to their progress and in particular should note the areas they need to focus on in Week 3. Teachers should draw on the criteria in the final report form to inform their comments in the interim report. If a student is not demonstrating particular aspects or if they are requiring a lot of support, this is cause for concern and should be noted in the **Significant Concerns** section of the report. The school coordinator and liaison lecturer **must** also be notified. Specific action that is required to address these concerns must be made clear to the students and must be in writing.

Final report form:

At the end of the program, an overall evaluation based on a satisfactory/unsatisfactory grade will be required on the evaluation form provided (see Appendix 7). The final report form identifies elements and indicators student teachers should demonstrate to assist both supervising teachers and student teachers in making decisions. The teaching standards describe explicit teaching skills and strategies that student teachers are expected to demonstrate in order to show their level of teaching competence. It is imperative that the report be a clear and unambiguous statement of the student teacher's competence.

If a student does not demonstrate competence in the set areas or does so only with a lot of support, they must be considered unsatisfactory. Please note, the procedure detailed in the section entitled '*Procedures for Students at Risk*' must be followed prior to the award of an Unsatisfactory grade. **If an unsatisfactory grade is awarded, the student may be excluded from the course. Please refer to the University Exclusion Regulations in the CSU Undergraduate Handbook (<http://www.csu.edu.au/division/deanstud/student.htm>). It is recommended that preservice teachers acquaint themselves immediately with the entire Exclusion Regulations section of the Handbook and make an appointment with the professional experience coordinator or course coordinator should they require clarification.**

Grade Pending/Special Circumstances:

A GP (Grade Pending) may be awarded to a student 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 student teacher for the completion of the professional experience. In some circumstances, it may be necessary to complete the professional experience in a new placement.

There may be circumstances whereby a student, 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.

PROCEDURES FOR STUDENTS AT RISK

In cases where student teachers are experiencing difficulty, supervising teachers, the school principal and the professional experience coordinator at CSU must do the following:

- Step 1: Supervising teachers must notify the school principal;
- Step 2: The school principal must fax the “At Risk” form to the professional experience coordinator at CSU, ensuring that the supervising teacher and student teacher have also signed it. The form will state explicitly why the student teacher is at risk (see Appendix 4). **This should be done, if possible, no later than the end of the second week of the professional experience.**
- Step 3: The supervising teacher, student teacher and liaison lecturer, in consultation with the professional experience coordinator, negotiate a “Professional Experience Developmental Support Plan” (see Appendix 5). This plan will outline the explicit action to be taken by the Student teacher and will indicate specific times for further consultations in order to review the situation and student progress. The Developmental Support Plan must be explained to the student teacher, with the student teacher, supervising teacher and liaison lecturer all signing the document. The supervising teacher, student teacher and liaison lecturer must retain a copy of the Developmental Support Plan. In addition, a copy must be faxed to the professional experience coordinator for final approval. The approved copy will be faxed back to the school.

NB: The student teacher will also receive a formal letter from the CSU professional experience coordinator indicating that they are at risk of failing their professional experience. They will be informed that this could also lead to exclusion from the course for a period of up to three years.

- Step 4: Written records of all meetings and feedback notes for student teachers must be kept. The situation will then be reviewed.

The awarding of an unsatisfactory grade at the conclusion of the professional experience will constitute a Fail in the subject EPT215. Failure in the subject may lead to exclusion from the course.

NB: Prior to awarding an unsatisfactory grade a process of consultation between the school, CSU and the student teacher must be established. Provision for the student teacher to air any concerns they may have about the process of evaluation should be made by the professional experience coordinator.

These procedures are explicit in the flow chart on the following page.

RETURNING REPORT FORMS:

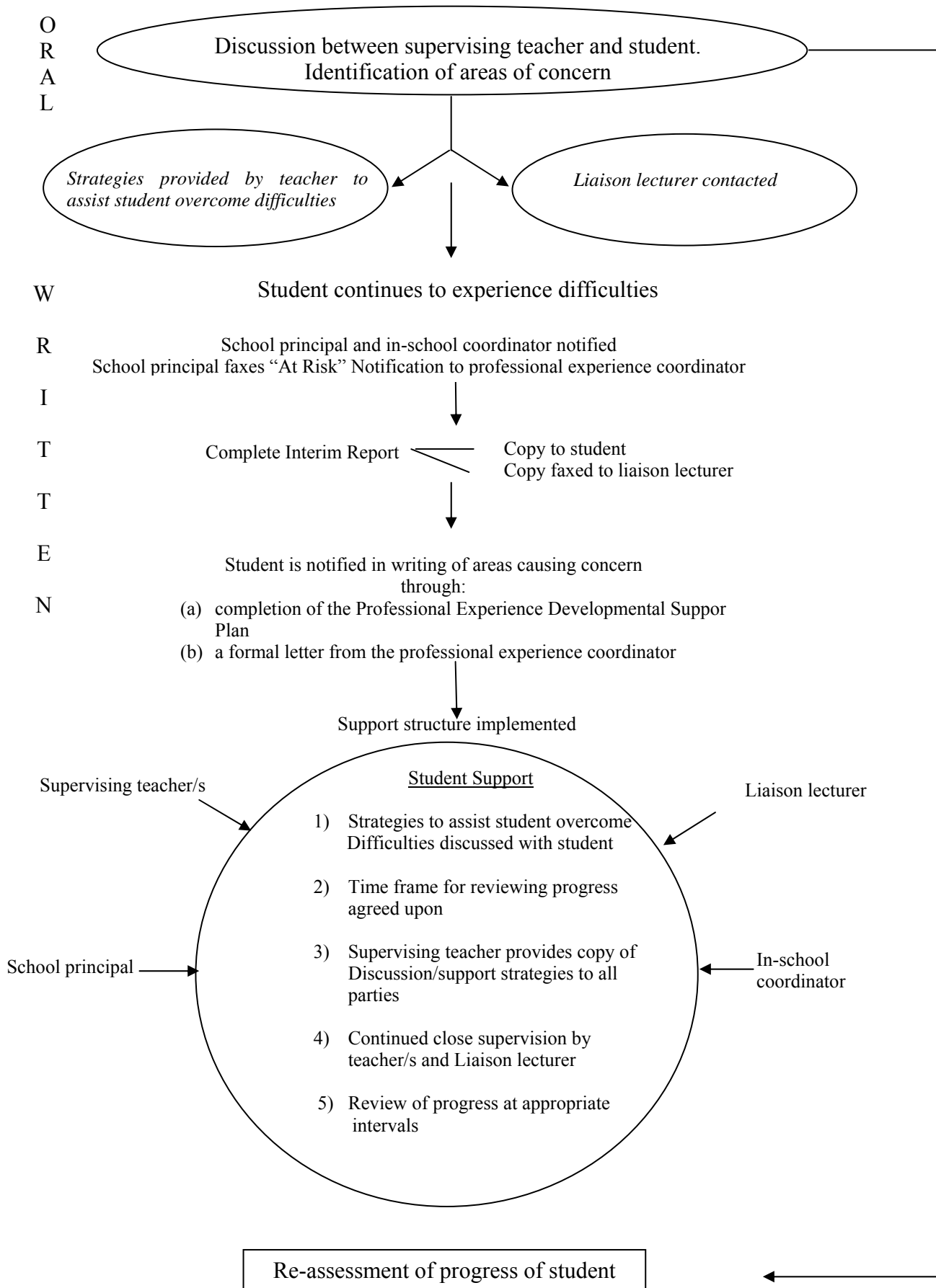
At the conclusion of the professional experience, supervising teachers must submit claim forms accompanied by the student's completed Final Report Form. **These must be submitted within two weeks of the end of the professional experience.** All accompanying tax declaration forms and banking details should be completed and forwarded with the claim forms. Failure to complete these forms will cause delay in processing. Claim forms cannot be processed prior to the completion of the professional experience.

Report forms, along with pay claim forms should be returned by the school coordinator to the following address:

Jenny Logan
Professional Experience Administrator
School of Education
Charles Sturt University
Locked Bag 588
WAGGA WAGGA NSW 2678

Students should obtain a copy of the report form prior to it being sent to the University.

Procedures for dealing with students “at risk” during professional experience



8. PROFESSIONAL RESPONSIBILITIES:

1. Student teachers:

- (a) Students are regarded as being temporarily attached to the staff of the school or centre to which they are assigned.
- (b) It is expected that students will be fully involved with the children during class time. While not actually teaching, they could be observing children, working with individuals, evaluating activities, etc. All planning and preparation must be completed outside of class time.
- (c) Students are required to observe the following:
 - (i) Attendance is compulsory during normal school hours; teachers usually commence at least 30 minutes before children;
 - (ii) In the event of any absence due to illness or misadventure, the school principal is to be notified (absence of more than two days during the practice teaching period will have to be made up at the end by arrangement with the supervising teacher and principal/in school coordinator);
 - (iii) Students are expected to present themselves in terms of personal appearance, dress and behaviour in a manner acceptable to the principal and the supervising teachers.
 - (iv) The use of mobile phones and checking of personal email by student teachers should be strictly limited to out of class and 'off-duty' times unless otherwise negotiated with the in-school coordinator and principal.
- (d) Students should carefully observe and comply with the school rules, procedures and conventions, for example, smoking is prohibited in all schools, including grounds.
- (e) Students should be co-operative and helpful as a member of staff.
- (f) Students should accept the comments of other students and teachers as invaluable feedback.
- (g) Students should always be sympathetic, encouraging and courteous to the children.
- (h) Routine duties such as playground duty, bus duty, roll marking, sport supervision etc should be carried out with the teacher.
- (i) Students should treat all information regarding children as strictly confidential.
- (j) If a child's behaviour becomes too difficult for the student teacher to handle, students teachers are expected to seek the assistance of the class teacher.

NEVER ADMINISTER PHYSICAL PUNISHMENT

2. In-School Coordinator:

It is usual for a member of staff of the school to be appointed as in-school coordinator to assist with student teaching arrangements. This may be the principal or his/her nominee.

Student teachers should find out who the in-school coordinator is as soon as possible after arriving at the school.

Some of the tasks carried out by the in-school coordinator are as follows:

- arranging placement of students with supervising teachers;
- convening meetings with students and/or supervising teachers to discuss general school policies and any particular policies or other matters relating to school experience;
- arranging for students to observe a number of classes or groups at different grade levels within the school;
- acting as the contact person if a student is ill or for other reasons cannot attend school;
- maintaining an attendance record for Student teachers and ensuring the accuracy of claim forms against the attendance record;
- distributing and collecting practice teaching **report forms**, ensuring that they are correctly completed and forwarding them to the University **with claim and tax forms**, as soon as possible after practice teaching finishes; and
- in some situations (one teacher schools) these tasks may be carried out by the supervising teacher.

***Note:** In-school coordinators will be paid at the award rate for the teaching phase of the professional experience (minimum of 2 students, up to 10 students per day over the same time period). Payment will not be made for the orientation period (first three days).*

3. Supervising teacher:

The role of the supervising teacher is to assist in the professional development of the student, with emphasis on improving teacher effectiveness; i.e. ability to plan, implement and evaluate learning experiences consistent with the developmental level of the children involved.

Specific ways in which the supervising teacher can assist are as follows:

- becoming acquainted with the background of the student teacher through discussion with him/her;
- orienting the student teacher to the school so that he/she is accepted into the situation;
- familiarising the student teacher with the developmental level of the children involved;
- acquainting the student teacher with school and classroom policies and procedures;
- assisting the student teacher to implement tasks requested by the University so that they are consistent with the developmental level of the children involved;
- assisting the student teacher to improve the planning, implementation and evaluation of learning experiences through observation and conferences on a daily basis;

- allocating normal teacher release time for preparation;
- checking and commenting upon plans prior to their implementation;
- arranging opportunities for the student teacher to observe different teachers representing a variety of teaching styles and learning environments;
- providing written feedback to the student teacher at least once per day;
- encouraging self-evaluation by the student teacher;
- evaluating the student's teaching effectiveness in relation to criteria established by the University and in consultation and negotiation with the liaison lecturer; and
- keeping the in-school coordinator aware of the student teacher's progress;

Under no circumstances should a student teacher be used as a casual or relieving teacher. Student teachers do not have the duty of care for the class and should not be expected to take this responsibility.

Note: Supervising teachers will be paid at the award rate for the teaching phase of the professional experience. Payment will not be made for the orientation period (first three days).

4. **Liaison lecturer:**

The role of the liaison lecturer is to assist in the professional development of the student and is considered a supportive role. Special duties of the liaison lecturer are as follows:

- liaising with the school early in the practice teaching session to consult with the school principal, in-school coordinator, supervising teachers and student teachers to clarify roles of personnel involved in school experience and providing advice as required;
- consulting with the supervising teacher and/or in-school coordinator on student progress and evaluation in relation to the student's current stage of development as a teacher;
- identifying any student considered to be at risk of failure for any reason and advising the professional experience coordinator as early as possible; and
- discussing the final grade with the supervisor and/or coordinator and advising the professional experience coordinator if agreement cannot be reached.

A NOTE OF THANKS:

It is recognised that the assistance provided by the school principal, in-school coordinator and supervising teacher is of considerable significance to the professional development of the student teacher. It is also recognised that a good deal of responsibility is accepted by those people and a lot of effort goes into the supervisory role. The University staff wishes to thank all those involved in assisting students with their professional development.

SUGGESTED LESSON PLAN FORMAT

LESSON PLANNING SHEET

| | | | |
|----------------------------------|-------------|----------------------------|-----------|
| STAGE: | KLAS/TOPIC: | DATE: | DURATION: |
| PURPOSE/RATIONALE | | OHS/RISK ASSESSMENT | |
| | | | |
| STUDENTS' PRIOR KNOWLEDGE | | TEACHING FOCUS | |
| | | | |
| OUTCOME | | INDICATORS | |
| | | | |
| RESOURCES | | | |
| | | | |
| ASSESSMENT STRATEGIES | | | |
| | | | |
| REFLECTION/EVALUATION | | | |
| | | | |

LESSON PLANNING SHEET

| STAGE: | KLAS/TOPIC: | DATE: | DURATION: |
|--------------------------------|--------------------|------------------------|------------------|
| LESSON SEQUENCE | | DIFFERENTIATION | |
| Introduction | | | |
| Body | | | |
| Closure/ Reflection | | | |
| Transition | | | |

LESSON PLANNING SHEET

| | | | |
|---|--------------------|--|------------------|
| STAGE: | KLAS/TOPIC: | DATE: | DURATION: |
| PURPOSE/RATIONALE | | OHS/RISK ASSESSMENT | |
| <p>One sentence that is very specific. Why is the activity being carried out? How would you justify this lesson in educational terms? This statement could be used to introduce the lesson.</p> | | <p>Note how OH&S issues will be addressed and managed during the lesson</p> | |
| STUDENTS' PRIOR KNOWLEDGE | | TEACHING FOCUS | |
| <p>A statement about students' prior knowledge and experiences related to the lesson/topic. Information about the context could be included.</p> | | <p>This section asks you to identify aspects of your teaching, based on the Professional Experience Report (and NSWIT Professional Standards), that you would like to focus on for this particular lesson. Lesson Feedback should be concentrated on this aspect also.</p> | |
| OUTCOME | | INDICATORS | |
| <p>One or two outcomes for a lesson are sufficient. They should be taken directly from current syllabus documents and numbered accordingly for easy reference.</p> | | <p>Two or three indicators are sufficient in order to keep the lesson and the assessment manageable. Indicators must be worded as student behaviours – describes, writes, explains, uses, constructs, identifies, classifies, represents... Activities and assessment strategies must be linked to these indicators.</p> | |
| RESOURCES | | | |
| <p>Be specific about name/title and page number - Books, videos, posters, concrete materials, community members, music...</p> | | | |
| ASSESSMENT STRATEGIES | | | |
| <p>A statement about how you will collect evidence that demonstrates student achievement of the above indicators. How will you record information about student achievement for reporting purposes?</p> | | | |
| REFLECTION/EVALUATION | | | |
| <p>Reflecting on what worked and what didn't, what you might change next time: timing, questioning, sequencing, classroom management, teaching strategies, assessment strategies...</p> | | | |

LESSON PLANNING SHEET

| STAGE: | KLAS/TOPIC: | DATE: | DURATION: |
|--|--|---|-----------------|
| LESSON SEQUENCE | | | DIFFERENTIATION |
| I n t r o d u c t i o n | <p><i>Sharing the purpose of the lesson to establish shared goals and language:</i></p> <p>Open-ended questions e.g. “tell me what you know about...” to find out about the students’ prior knowledge</p> <p>Modelling strategies</p> <p>Class discussions</p> <p>Think/pair/share</p> <p>Brainstorming</p> <p>Mind maps on the board</p> | <p>How will you adapt your teaching strategies and expectations for the variety of learners in your class, including:</p> <p>Cultural diversity</p> <p>Ability levels/ stages</p> <p>Gender</p> <p>Disabilities</p> <p>Learning styles?</p> | |
| B o d y | <p>Group and/or independent learning tasks that actively involve students and cater for different learning styles.</p> <p>Classroom tasks could include:</p> <p>Investigations, worksheets, open-ended tasks, concrete materials, games that develop concepts, debates, Design/Make/Appraise, written explanations, performances, labelled diagrams and pictures to explain a topic, peer tutoring, list making...</p> | | |
| C l o s u r e / R e f l e c t i o n | <p>Bring lesson to a close by reflecting on students’ learning and making learning explicit through:</p> <p>Revisiting goals and purpose of lesson</p> <p>Sharing of solutions, work samples</p> <p>Performance or presentation</p> <p>Self-assessment and peer assessment of learning/ progress</p> | | |
| T r a n s i t i o n | <p>How will you organise the transition from one lesson to the next? Consider:</p> <p>Packing up of resources from the concluding lesson</p> <p>Collection of work</p> <p>Setting up for the next lesson</p> <p>Lesson break activities</p> <p>Settling/moving students from one learning space to the next</p> | | |

APPENDIX 2 - DAILY CONFERENCE AND OBSERVATION RECORD

Date: _____ Time: _____ Lesson: _____

Student: _____ Supervisor: _____

QUALITY OF PLANNING/PREPARATION:

OBSERVATION (Implementation, Communication, Management):

POST-LESSON CONFERENCE:

APPENDIX 3

CHARLES STURT
UNIVERSITY



PROFESSIONAL EXPERIENCE INTERIM REPORT

Name:

School:

Class:

To be completed during Week 2 of 5 week block.

STRENGTHS AND WEAKNESSES: (based on key teaching competencies)

FUTURE PRIORITIES:

SIGNIFICANT CONCERNS: (Comments made in this section must be reported to the Professional Experience Coordinator and Liaison lecturer)

Supervising teacher: _____ **Student teacher:** _____

Date: _____ **Date:** _____

CHARLES STURT
UNIVERSITY



NOTIFICATION OF STUDENT AT RISK

Attention: Professional Experience Coordinator
Charles Sturt University
Fax: 02 69332803

_____ is currently undertaking practicum experience at
(Student name)

(Name of school)

Liaison lecturer is: _____

Supervising teacher/s: _____

This student is "at risk" because of:

- _____

- _____

- _____

Signed By:

Supervising teacher: _____ Student teacher: _____

Principal: _____ Date: _____

This should be completed in association with the Interim Report Form and faxed to the professional experience coordinator.

APPENDIX 5

PROFESSIONAL EXPERIENCE DEVELOPMENTAL SUPPORT PLAN

Student: _____ **Practicum:** _____ **School:** _____

Supervising teacher: _____ **Liaison lecturer:** _____ **Date:** _____

| Issue/Concern | Action to be implemented | Support to be given | Date of review |
|---------------|--------------------------|---------------------|----------------|
| | | | |
| | | | |
| | | | |

Signed:

Student: _____ **Supervising teacher:** _____

In-school Coordinator: _____ **Liaison lecturer:** _____

Professional Experience Coordinator: _____

Approved: **Not Approved:**

Date: _____

APPENDIX 6

Bachelor of Education (Primary) – Professional Experience Teaching Standards Overview –

| Aspect | 1 st year Professional Experience - Exploring - | 2 nd year Professional Experience - Developing - | 3 rd Year Professional Experience - Applying - | 4 th Year Internship - Consolidating - |
|---|---|---|---|--|
| | Possible indicators | Possible indicators | Possible indicators | Possible indicators |
| DOMAIN: PROFESSIONAL KNOWLEDGE | | | | |
| Element 1: Teachers know their subject content and how to teach that content to their students | | | | |
| 1.1 Knowledge of subject content | <ul style="list-style-type: none"> • Demonstrates knowledge of appropriate Key Learning Areas • Represents relevant concepts that are easily accessible to students • Presents content with confidence | <ul style="list-style-type: none"> • Demonstrates knowledge of appropriate Key Learning Areas • Represents relevant concepts in a variety of modes that are easily accessible to students • Presents content with confidence | <ul style="list-style-type: none"> • Demonstrates comprehensive knowledge of appropriate Key Learning Areas • Represents relevant concepts in a variety of modes that are easily accessible to students • Presents content with confidence | <ul style="list-style-type: none"> • Demonstrates comprehensive knowledge in appropriate Key Learning Areas • Represents relevant concepts in a variety of modes that are easily accessible to students • Presents content with confidence |
| 1.2 Knowledge of pedagogy | <ul style="list-style-type: none"> • Applies teaching strategies that are appropriate to students’ learning stages • Engages students in relevant and purposeful learning experiences | <ul style="list-style-type: none"> • Applies a range of teaching strategies that are informed and appropriate to students’ learning stages • Designs and implements intellectually challenging learning experiences • Engages students in relevant and purposeful learning experiences | <ul style="list-style-type: none"> • Applies a range of teaching strategies that are informed and appropriate to students’ learning stages • Designs and implements intellectually challenging learning experiences (eg: higher order thinking) • Engages students in relevant and purposeful learning experiences | <ul style="list-style-type: none"> • Applies a range of teaching strategies that are informed and appropriate to students’ learning stages • Designs and implements intellectually challenging learning experiences • Engages students in relevant and purposeful learning experiences |
| 1.3 Knowledge of curriculum requirements | / | / | <ul style="list-style-type: none"> • Implements school-based and mandatory policies • Accesses information about curriculum documents and aligns lessons accordingly | <ul style="list-style-type: none"> • Implements school-based and mandatory policies • Accesses information about curriculum documents and aligns lessons accordingly |
| 1.4 Knowledge of Information and Communication Technologies (ICT) | / | / | <ul style="list-style-type: none"> • Demonstrates basic operational skills with a variety of technologies (e.g. CD player, overhead projector, digital camera, photocopier, computer) • Uses ICT as a resource for designing learning experiences (e.g. internet, word processor, DVDs) | <ul style="list-style-type: none"> • Demonstrates basic operational skills with a variety of technologies (e.g. CD player, overhead projector, digital camera, photocopier, computer) • Uses ICT as a resource for designing learning experiences (e.g. internet, word processor, DVDs) • Models and facilitates the use of ICT in classroom practice • Uses ICT for administrative purposes (e.g. record keeping, reporting student progress, communicating with parents) |

Bachelor of Education (Primary) – Professional Experience Teaching Standards Overview (continued) –

| Aspect | 1 st year Professional Experience - Exploring - | 2 nd year Professional Experience - Developing - | 3 rd Year Professional Experience - Applying - | 4 th Year Internship - Consolidating - |
|--|--|--|--|--|
| | Possible indicators | Possible indicators | Possible indicators | Possible indicators |
| Element 2: Teachers know their students and how they learn | | | | |
| 2.1 Knowledge of and respect for the diverse backgrounds of students and the effects these factors have on learning | <ul style="list-style-type: none"> Conveys sensitivity towards students from diverse backgrounds (e.g. social, cultural, ethnic and religious backgrounds) Designs lessons that identify and address students' prior knowledge and backgrounds | <ul style="list-style-type: none"> Conveys sensitivity towards students from diverse backgrounds (e.g. social, cultural, ethnic and religious backgrounds) Designs lessons that identify and address students' prior knowledge and backgrounds Demonstrates an awareness of the typical stages of students' physical, social and intellectual development | <ul style="list-style-type: none"> Conveys sensitivity towards students from diverse backgrounds (e.g. social, cultural, ethnic and religious backgrounds) Designs lessons that identify and address students' prior knowledge and backgrounds Demonstrates an awareness of the typical stages of students' physical, social and intellectual development | <ul style="list-style-type: none"> Conveys sensitivity towards students from diverse backgrounds (e.g. social, cultural, ethnic and religious backgrounds) Designs lessons that identify and address students' prior knowledge and backgrounds Demonstrates an awareness of the typical stages of students' physical, social and intellectual development |
| 2.2 Knowledge of students' varied approaches to learning | | <ul style="list-style-type: none"> Employs a range of strategies that cater for varied student learning styles (eg: visual, auditory, kinaesthetic learners –VAK) | <ul style="list-style-type: none"> Employs a range of strategies that cater for varied student learning styles (eg: visual, auditory, kinaesthetic learners –VAK, Gardner's multiple intelligences) Explicitly addresses the literacy needs of all learners | <ul style="list-style-type: none"> Employs a range of strategies that cater for varied student learning styles (eg: visual, auditory, kinaesthetic learners –VAK, Gardner's multiple intelligences) Explicitly addresses the literacy needs of all learners |
| DOMAIN: PROFESSIONAL PRACTICE | | | | |
| Element 3: Teachers plan, assess and report for effective learning | | | | |
| 3.1 Planning for teaching and learning | <ul style="list-style-type: none"> Identifies and articulates clear and appropriate learning goals for student needs Generates lessons that address learning outcomes for appropriate developmental stages Selects and uses a range of resources that support syllabus outcomes | <ul style="list-style-type: none"> Designs sequenced lessons to develop students' understanding of a concept Identifies and articulates clear and appropriate learning goals for student needs Generates lessons that address learning outcomes for appropriate developmental stages Critiques, selects and uses a range of resources that support syllabus outcomes | <ul style="list-style-type: none"> Designs sequenced lessons to develop students' understanding of a concept Identifies and articulates clear and appropriate learning goals for student needs Generates lessons that address learning outcomes for appropriate developmental stages Critiques, selects and uses a range of resources that support syllabus outcomes | <ul style="list-style-type: none"> Designs sequenced lessons to develop students' understanding of a concept Identifies and articulates clear and appropriate learning goals for student needs Generates lessons that address learning outcomes for appropriate developmental stages Critiques, selects and uses a range of resources that support syllabus outcomes |
| 3.2 Assessing student learning | | <ul style="list-style-type: none"> Uses informal strategies to assess student learning (eg: questioning, observation) Uses knowledge of students' progress to inform and guide decision making Provides constructive and timely feedback | <ul style="list-style-type: none"> Records student learning in a detailed and accurate manner Uses assessment to provide constructive and timely feedback to students Uses informal assessment processes to inform and guide future planning | <ul style="list-style-type: none"> Implements a variety of assessment strategies Records student learning in a detailed, accurate and comprehensive manner Uses assessment results to provide constructive and timely feedback to students Uses assessment processes to inform and guide future planning |

Bachelor of Education (Primary) – Professional Experience Teaching Standards Overview (continued) –

| Aspect | 1 st year Professional Experience - Exploring - | 2 nd year Professional Experience - Developing - | 3 rd Year Professional Experience - Applying - | 4 th Year Internship - Consolidating - |
|--|--|--|--|--|
| | Possible indicators | Possible indicators | Possible indicators | Possible indicators |
| Element 3: Teachers plan, assess and report for effective learning | | | | |
| 3.3 Reporting student learning | | | | <ul style="list-style-type: none"> • Works collaboratively to inform parents and caregivers of student progress • Produces written documentation that is consistent with school expectations |
| Element 4: Teachers communicate effectively with their students | | | | |
| 4.1 Effective communication and classroom discussion | <ul style="list-style-type: none"> • Communicates clear directions to students • Clearly explains the focus of the lesson to students • Demonstrates a range of effective questioning techniques • Listens to students and engages them in classroom conversations • Speaks clearly using appropriate tone, volume and expression | <ul style="list-style-type: none"> • Communicates clear directions to students • Clearly explains the focus of the lesson to students • Demonstrates a range of effective questioning techniques • Listens to students and engages them in classroom conversations • Speaks clearly using appropriate tone, volume and expression | <ul style="list-style-type: none"> • Communicates clear directions to students • Clearly explains the focus of the lesson to students • Demonstrates a range of effective questioning techniques • Listens to students and engages them in classroom conversations • Speaks clearly using appropriate tone, volume and expression | <ul style="list-style-type: none"> • Communicates clear directions to students • Clearly explains the focus of lessons to students • Demonstrates a range of effective questioning techniques • Listens to students and engages them in classroom conversations • Speaks clearly using appropriate tone, volume and expression |
| 4.2 Student grouping | | | <ul style="list-style-type: none"> • Maintains a balance of student group structures, as appropriate, to address teaching and learning goals (e.g. individual, paired, small group and whole class work) | <ul style="list-style-type: none"> • Maintains a balance of student group structures, as appropriate, to address teaching and learning goals (e.g. individual, paired, small group and whole class work) |
| 4.3 Teaching strategies | <ul style="list-style-type: none"> • Demonstrates flexibility when teaching and changes lessons when appropriate • Models an enthusiastic and positive attitude towards learning • Structures lessons effectively (i.e.; introduction, body, conclusion) | <ul style="list-style-type: none"> • Demonstrates flexibility when teaching and changes lessons when appropriate • Models an enthusiastic and positive attitude towards learning • Creates a motivating classroom environment to maintain student engagement (eg; uses resources creatively, connects with students interests) | <ul style="list-style-type: none"> • Creates a motivating classroom environment to maintain student engagement (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking) • Demonstrates flexibility when teaching and changes lessons when appropriate • Models an enthusiastic and positive attitude towards learning | <ul style="list-style-type: none"> • Creates a motivating classroom environment to maintain student engagement (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking) • Demonstrates flexibility when teaching and changes lessons when appropriate • Models an enthusiastic and positive attitude towards learning |
| Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills | | | | |
| 5.1 Creates an environment of respect and rapport | | <ul style="list-style-type: none"> • Establishes and sustains respect and rapport with, and among, all students • Promotes a classroom atmosphere of acceptance that is free of negative personal comment or put-downs | <ul style="list-style-type: none"> • Demonstrates a variety of approaches to develop and sustain respect and rapport with, and among, all students • Promotes a classroom atmosphere of acceptance that is free of negative personal comment or put-downs | <ul style="list-style-type: none"> • Demonstrates a variety of approaches to develop and sustain respect and rapport with, and among, all students • Promotes a classroom atmosphere of acceptance that is free of negative personal comment or put-downs |

Bachelor of Education (Primary) – Professional Experience Teaching Standards Overview (continued) –

| Aspect | 1 st year Professional Experience - Exploring - | 2 nd year Professional Experience - Developing - | 3 rd Year Professional Experience - Applying - | 4 th Year Internship - Consolidating - |
|--|--|--|--|---|
| | Possible indicators | Possible indicators | Possible indicators | Possible indicators |
| Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills (continued) | | | | |
| 5.2 Establishes a climate where learning is valued and students' ideas are respected | | | <ul style="list-style-type: none"> • Designs learning experiences that foster student autonomy and initiative • Establishes supportive learning environments where students feel safe to risk full participation • Maintains high expectations of all students relative to their individual stages of development | <ul style="list-style-type: none"> • Designs learning experiences that foster student autonomy and initiative • Establishes supportive learning environments where students feel safe to risk full participation • Maintains high expectations of all students relative to their individual stages of development |
| 5.3 Manages classroom activities smoothly and efficiently | <ul style="list-style-type: none"> • Provides students with explicit expectations in relation to the work they are to produce • Demonstrates organisational skills that minimise disruption • Conducts well paced lessons that sustain student engagement | <ul style="list-style-type: none"> • Provides students with explicit expectations in relation to the work they are to produce • Demonstrates organisational skills that minimise disruption • Conducts well paced lessons that sustain student engagement | <ul style="list-style-type: none"> • Provides students with explicit expectations in relation to the work they are to produce • Demonstrates organisational skills that minimise disruption • Establishes and maintains class routines that foster well-paced lessons and sustained student engagement | <ul style="list-style-type: none"> • Provides students with explicit expectations in relation to the work they are to produce • Demonstrates organisational skills that minimise disruption • Establishes and maintains class routines that foster well-paced lessons and sustained student engagement |
| 5.4 Manages student behaviour and promotes student responsibility for learning | <ul style="list-style-type: none"> • Implements a variety of practical and effective approaches to managing student behaviour • Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent | <ul style="list-style-type: none"> • Implements a variety of practical and effective approaches to managing student behaviour • Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent | <ul style="list-style-type: none"> • Implements a variety of practical and effective approaches to managing student behaviour • Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent | <ul style="list-style-type: none"> • Implements a variety of practical and effective approaches to managing student behaviour • Negotiates roles, responsibilities, class rules and consequences with students • Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent |
| 5.5 Assures the safety of students | <ul style="list-style-type: none"> • Is aware of, and follows, specific requirements for ensuring student safety (e.g. code of conduct, occupational health and safety procedures, duty of care, child protection) | <ul style="list-style-type: none"> • Is aware of, and follows, specific requirements for ensuring student safety (e.g. code of conduct, occupational health and safety procedures, duty of care, child protection) | <ul style="list-style-type: none"> • Is aware of, and follows, specific requirements for ensuring student safety (e.g. code of conduct, occupational health and safety procedures, duty of care, child protection) | <ul style="list-style-type: none"> • Is aware of, and follows, specific requirements for ensuring student safety (e.g. code of conduct, occupational health and safety procedures, duty of care, child protection) |
| DOMAIN: PROFESSIONAL COMMITMENT | | | | |
| Element 6: Teachers continually improve their professional knowledge and practice | | | | |
| 6.1 Capacity to analyse and reflect on practice | <ul style="list-style-type: none"> • Reflects critically on teaching practice in order to improve it through written evaluations • Engages in professional discussion with Supervising teacher | <ul style="list-style-type: none"> • Reflects critically on teaching practice in order to improve it through written evaluations • Engages in professional discussion with Supervising teacher and colleagues | <ul style="list-style-type: none"> • Reflects critically on teaching practice in order to improve it through written evaluations • Engages in professional discussion with Supervising teacher and colleagues | <ul style="list-style-type: none"> • Reflects critically on teaching practice in order to improve it through written evaluations • Engages in professional discussion with colleagues and mentor |

Bachelor of Education (Primary) – Professional Experience Teaching Standards Overview (continued) –

| Aspect | 1 st year Professional Experience - Exploring - | 2 nd year Professional Experience - Developing - | 3 rd Year Professional Experience - Applying - | 4 th Year Internship - Consolidating - |
|--|---|--|--|--|
| | Possible indicators | Possible indicators | Possible indicators | Possible indicators |
| Element 6: Teachers continually improve their professional knowledge and practice (continued) | | | | |
| 6.2 Engagement in personal and collegial professional development | | | | <ul style="list-style-type: none"> • Demonstrates an awareness of the professional standards framework and its impact on their professional life • Recognises the importance of personally planning for ongoing professional growth • Actively seeks and participates in opportunities for professional learning |
| 6.3 Capacity to contribute to a professional community | <ul style="list-style-type: none"> • Attends school staff meetings • Interacts positively with school staff | <ul style="list-style-type: none"> • Attends school staff meetings and participates where appropriate • Interacts positively with school staff | <ul style="list-style-type: none"> • Participates in school staff meetings and other school initiatives • Interacts positively with school staff and other support personnel | <ul style="list-style-type: none"> • Participates in school staff meetings and other school initiatives • Interacts positively with school staff and other support personnel • Accesses a range of resources and support personnel • Volunteers skills and knowledge to enhance learning within the school community |
| Element 7: Teachers are actively engaged members of their profession | | | | |
| 7.1 Communicating with parents and caregivers | | | | <ul style="list-style-type: none"> • Demonstrates empathy and understanding when communicating with parents and caregivers • Fosters opportunities for parent and caregivers to be involved in their child's learning |
| 7.2 Contributing to the school and wider community | | | | <ul style="list-style-type: none"> • Works effectively with a range of personnel to enhance student learning (e.g. school counsellors, external professionals, teachers aides, or community-based networks) • Actively participates in extra-curricular activities |
| 7.3 Professional ethics and conduct | | | | <ul style="list-style-type: none"> • Demonstrates an understanding of regulations and statutes related to teachers' responsibilities and students' rights • Presents a professional image in all communication and interactions with members of the school and local community |

APPENDIX 7

CHARLES STURT UNIVERSITY



BACHELOR OF EDUCATION (Primary)

PROFESSIONAL EXPERIENCE REPORT 2

* THIS ORIGINAL REPORT REMAINS THE PROPERTY OF CHARLES STURT UNIVERSITY – WAGGA WAGGA.
PLEASE ENSURE A PHOTOCOPY IS GIVEN TO THE STUDENT

Name of Student: _____

Student ID No: _____

School: _____

Supervising teacher: _____

Dates of School Experience: _____

Liaison lecturer: _____

Absence dates and reasons: _____

Teaching contexts (description of subjects and year levels taught, nature of school and other relevant details):

Previous practicum experience: _____

This report gives a broad indication of the extent to which the student is beginning to demonstrate their ability to meet elements of teaching that are closely aligned with the *NSW Institute of Teachers Professional Teaching Standards Framework*. However, it must be acknowledged that student-teachers have not yet reached beginning teacher status. Therefore, the professional judgements made at the end of this practicum should be based on realistic expectations that are appropriate for the final stage of a pre-service teacher's education. The terms used to indicate the extent to which student-teachers have met professional teaching standards should be interpreted as follows:

- **Not achieved** — the student-teacher has demonstrated little or no evidence of this aspect during the practicum;
- **Working towards** — the student-teacher has demonstrated some evidence of this aspect and has shown a willingness to address it further;
- **Achieved** — the Student teacher has demonstrated consistent evidence of this aspect; and
- **Going beyond** — the Student teacher has demonstrated consistent evidence and displayed initiative and competence not normally expected at this stage of their learning continuum.

As even one **not achieved** may be grounds for an unsatisfactory grade, supervising teachers should comment on the circumstances for which a **not achieved** was given.

Details about this report: This report is to be completed at the conclusion of the second professional experience in the B. Ed (Primary) course. The duration of the practicum is 3 weeks.

The report has 3 purposes. **1.** It is an educative document designed to assist students to improve their teaching practice; **2.** It is an assessment document used by the University as part of subject requirements; and **3.** It is used as part of a reference for job applications.

Please post completed report to: PROFESSIONAL EXPERIENCE ADMINISTRATOR, SCHOOL OF EDUCATION,
CHARLES STURT UNIVERSITY, Locked Bag 588, WAGGA WAGGA NSW 2678

Bachelor of Education (Primary) - 2nd Year Professional Experience

| Aspect | Possible indicators during 2 nd year professional experience |
|--|--|
| DOMAIN: PROFESSIONAL KNOWLEDGE | |
| Element 1: Teachers know their subject content and how to teach that content to their students | |
| 1.1 Knowledge of subject content <input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond | <ul style="list-style-type: none"> • Demonstrates knowledge of appropriate Key Learning Areas • Represents relevant concepts in a variety of modes that are easily accessible to students • Presents content with confidence |
| 1.2 Knowledge of pedagogy <input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond | <ul style="list-style-type: none"> • Applies a range of teaching strategies that are informed and appropriate to students' learning stages • Designs and implements intellectually challenging learning experiences • Engages students in relevant and purposeful learning experiences |
| Element 2: Teachers know their students and how they learn | |
| 2.1 Knowledge of and respect for the diverse backgrounds of students and the effects these factors have on learning <input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond | <ul style="list-style-type: none"> • Conveys sensitivity towards students from diverse backgrounds (e.g. social, cultural, ethnic and religious backgrounds) • Designs lessons that identify and address students' prior knowledge and backgrounds • Demonstrates an awareness of the typical stages of students' physical, social and intellectual development |
| 2.2 Knowledge of students' varied approaches to learning <input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond | <ul style="list-style-type: none"> • Employs a range of strategies that cater for varied student learning styles (eg: visual, auditory, kinaesthetic learners –VAK) |
| DOMAIN: PROFESSIONAL PRACTICE | |
| Element 3: Teachers plan, assess and report for effective learning | |
| 3.1 Planning for teaching and learning <input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond | <ul style="list-style-type: none"> • Designs sequenced lessons to develop students' understanding of a concept • Identifies and articulates clear and appropriate learning goals for student needs • Generates lessons that address learning outcomes for appropriate developmental stages • Critiques, selects and uses a range of resources that support syllabus outcomes |
| 3.2 Assessing student learning <input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond | <ul style="list-style-type: none"> • Uses informal strategies to assess student learning (eg: questioning, observation) • Uses knowledge of students' progress to inform and guide decision making • Provides constructive and timely feedback |
| Element 4: Teachers communicate effectively with their students | |
| 4.1 Effective communication and classroom discussion <input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond | <ul style="list-style-type: none"> • Communicates clear directions to students • Clearly explains the focus of the lesson to students • Demonstrates a range of effective questioning techniques • Listens to students and engages them in classroom conversations • Speaks clearly using appropriate tone, volume and expression |

| Aspect | Possible indicators during 2 nd year professional experience |
|---|---|
| Element 4: Teachers communicate effectively with their students (continued) | |
| 4.3 Teaching strategies <input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond | <ul style="list-style-type: none"> • Demonstrates flexibility when teaching and changes lessons when appropriate • Models an enthusiastic and positive attitude towards learning • Creates a motivating classroom environment to maintain student engagement (eg; uses resources creatively, connects with students interests) |
| Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills | |
| 5.1 Creates an environment of respect and rapport <input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond | <ul style="list-style-type: none"> • Establishes and sustains respect and rapport with, and among, all students • Promotes a classroom atmosphere of acceptance that is free of negative personal comment or put-downs |
| 5.3 Manages classroom activities smoothly and efficiently <input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond | <ul style="list-style-type: none"> • Provides students with explicit expectations in relation to the work they are to produce • Demonstrates organisational skills that minimise disruption • Conducts well paced lessons that sustain student engagement |
| 5.4 Manages student behaviour and promotes student responsibility for learning <input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond | <ul style="list-style-type: none"> • Implements a variety of practical and effective approaches to managing student behaviour • Demonstrates an ability to apply classroom management techniques that are prompt, firm, fair and consistent |
| 5.5 Assures the safety of students <input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond | <ul style="list-style-type: none"> • Is aware of, and follows, specific requirements for ensuring student safety (e.g. code of conduct, occupational health and safety procedures, duty of care, child protection) |
| DOMAIN: PROFESSIONAL COMMITMENT | |
| Element 6: Teachers continually improve their professional knowledge and practice | |
| 6.1 Capacity to analyse and reflect on practice <input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond | <ul style="list-style-type: none"> • Reflects critically on teaching practice in order to improve it through written evaluations • Engages in professional discussion with Supervising teacher and colleagues |
| 6.3 Capacity to contribute to a professional community <input type="checkbox"/> Not achieved <input type="checkbox"/> Working towards <input type="checkbox"/> Achieved <input type="checkbox"/> Going beyond | <ul style="list-style-type: none"> • Attends school staff meetings and participates where appropriate • Interacts positively with school staff |

*Aspects not included in this report: 1.3; 1.4; 3.3; 4.2; 5.2; 6.2; 7.1; 7.2; 7.3
(Please refer to Practicum Teaching Standards Overview in the Professional Experience Handbook for details of these aspects)*

APPENDIX 8

Suggested 'Reflective Stems' for Conference Sessions

Below is a list of 'reflective stems' that may assist the development of constructive conference sessions. A Student teacher or Supervising teacher may choose to use these stems to provide a focus or guide for the conference session. In addition, these stems may allow both the student teacher and supervising teacher to identify and develop goals for future teaching opportunities.

| <u>Student teachers</u> | <u>Supervising teachers</u> |
|--|---|
| I'm feeling confident about ... | A compliment I have for my Student teacher ... |
| I'm learning ... | Areas of growth I have observed ... |
| I'm concerned about ... | A goal we need to set together ... |
| Areas of my teaching that I feel I need to work on ... | Something I am going to try in my supervision ... |
| Something I am working on ... | A frustration I have ... |
| A new instructional practice I would like to try ... | Something we are working on together ... |
| What I am learning about teaching is ... | A recommendation I have about teaching ... |
| Questions I still have ... | Something I learned from my Student teacher ... |
| | Questions I have for the Liaison lecturer ... |

Adapted from: Pelletier M 2004, *Strategies for Successful Student Teaching: A Comprehensive Guide*, 2nd edn. Pearson, Boston