



**CHARLES STURT UNIVERSITY  
FACULTY OF EDUCATION**

**PROFESSIONAL EXPERIENCE 4: EPT435  
EMERGING PROFESSIONAL**

## **ATTACHMENT**

Preservice Teacher's Name \_\_\_\_\_  
 Placement School \_\_\_\_\_  
 Home Class \_\_\_\_\_  
 Teacher \_\_\_\_\_

## **INTRODUCTION**

Professional Experience 4 is a 25 day program in Session 5, designed to extend the preservice teacher's insight into the operation of schools and provide further scope for teaching development. Successful completion of this placement will determine if the preservice teacher is ready to commence their internship in semester 8 – that effectively means they are ready to teach independently by the end of this session. It is essential that this document is read in conjunction with the Course General Professional Experience Handbook.

Currently, the preservice teacher is completing the following subjects:

EMM310 Mathematics Curriculum 2

EML309 English Curriculum 3

EMH304 Education for Sustainability

OR

EMS108 Science and Technology 1

Upon successful completion of this professional experience, the preservice teacher should:

- Demonstrate development in the objectives identified from previous professional experience programs as their focus in this placement
- Demonstrate skills in planning, implementing, assessing and evaluating an integrated series of learning experiences in a K-6 context employing a range of pedagogical strategies and using the Quality Teaching Framework as a reflective tool
- Justify their pedagogical decisions in light of their understanding of quality teaching and diverse learners
- Demonstrate their ability to incorporate ICT and multiliteracies in the planning of a sequence of integrated lessons
- Demonstrate effective interpersonal engagement with professional stakeholders

## RETURN OF FORMS TO THE UNIVERSITY

It would be appreciated that on the last day of the placement, or as soon as possible thereafter, the following documents be returned to the Professional Experience Office in order that grades may be finalised and pay claims processed:

- \* Mid Session Report (photocopy)
- \* Copies of lesson Observation/Feedback sheets (originals to be given to the PST)
- \* Professional Experience Assessment Profile (original)
- \* Professional Experience 4: EPT435 Attachment
- \* Payment voucher (signed by the principal or his/her appointee)
- \* Student's Time Sheet
- \* Leave of Absence form.

## GRADING

At Week 3, the Associate Teacher is required to complete the Mid Session Report following discussions with the preservice teacher. At the conclusion of the teaching placement, the associate teacher and the university supervisor will discuss the final assessment with the preservice teacher and recommend to the Subject Co-ordinator a grade for the preservice teacher.

It is **absolutely essential** that you familiarise yourself with the procedures for dealing with a ***Preservice Teacher at Risk***.

Professional Experience programs are assessed as:

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

**UNSATISFACTORY (US)** Preservice Teacher did not meet all requirements to a satisfactory level

### GRADE PENDING (GP):

A GP (Grade Pending) may be awarded to a preservice teacher who has experienced illness or misadventure, and has therefore been unable to complete their professional experience. Provided that progress had been satisfactory up to this time, the Professional Experience Coordinator will negotiate an appropriate time with the supervising teacher, school and preservice teacher for the completion of the professional experience. In some circumstances, it may be necessary to complete the professional experience in a new placement.

### ADDITIONAL ASSESSMENT (AA)

There may be circumstances 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.

## ACADEMIC PROGRESS REGULATIONS (As per CSU University Handbook)

Because it includes a professional experience component for your course - **Bachelor of Education (Primary)** - this subject is regarded as an indicator of your professional suitability. A failure in the professional experience component will mean that you have not met an essential element of the Academic Progress Regulations. Should you fail the professional experience component of this subject you may be excluded from your course for three years, and you will be required to re-apply for admission to the course because continuation after exclusion is not automatic. Should you experience any difficulties in the professional experience component of this subject and/or you have been identified as being "at risk", it is strongly recommended that you immediately seek additional assistance and advice from your Associate Teacher, the School Principal or delegated member of staff, University staff and/or the Professional Experience Co-ordinator.

## ETHICAL CONSIDERATIONS FOR PRESERVICE TEACHERS UNDERTAKING PROFESSIONAL EXPERIENCE PROGRAMS AS PART OF TEACHER EDUCATION PROGRAMS

**Preamble:** Often preservice teachers are required to undertake data collection in the form of lesson observations, interview teachers and or students and collect samples of work while undertaking their professional Experience programs. Ethical approval through the University's Ethics in Human Research Committee is not required for exercises that are not for the purpose of formal research or for publication in any form. However, such data collection exercises involving human participants do incur the same ethical obligation as research projects. Preservice teachers involved in these activities must adhere to the following principles:

- **Respect for persons.** *Preservice teachers must respect the rights and beliefs of individuals. For example, do not make public your judgements about the physical appearance or intellectual abilities of students in your classes. A guiding principle in all of your interactions with other people in your professional experience setting should be that respect for the dignity and well being of others takes precedence over the expected benefits to knowledge of the data collection you might engage in.*
- **Avoid doing harm.** *Preservice teachers must avoid doing harm which may be in the form of embarrassment or exploitation (e.g. taking copies of a teacher's programs and using them without giving due recognition of the teacher's work) or of a physical nature (e.g. expecting students to undertake physical testing) and exposing them to ridicule by their peers.*
- **Informed consent.** *Teachers, students and members of the school community must be informed of the nature of their participation and the uses to which the data they provide will be put. You should explicitly ensure you have their agreement to participate only after being made aware of the nature of the program. A participant's right to withdraw without explanation at any time should be assured and honoured.*
- **Privacy and confidentiality.** *Preservice Teachers must respect the privacy of participants and avoid unnecessary intrusions. All information should be treated carefully and, where possible or promised, names and personally identifiable information should not be disclosed to others. For example, it is inappropriate to discuss information you might gather about any members of the school community – students, teachers etc – beyond the confines of the school or with those other than the people you initially stated when obtaining participants' consent. Be mindful of legislation regarding taking photos of students.*
- **Security and integrity of data.** *All the information collected should be safely stored and not be used for other purposes. For example, samples of student work should normally have identifying information removed or disguised, should not be bandied around amongst your peers, nor should they be used in subject(s) other than those that you obtained consent for. At completion of the program, material should be destroyed.*
- **Academic and scientific standards.** *Preservice teachers must analyse and report their findings accurately, honestly and in compliance with accepted academic and scientific standards.*
- **Cultural sensitivities.** *Preservice teachers should articulate how they will work sensitively and respectfully with diverse populations that may include members of Indigenous, NESB communities and students from low socio-economic backgrounds. For example, preservice teachers will need to be familiar with the cultural nuances associated with these diverse groups – willingness to speak in groups, use of body language to convey meaning etc.*

If you have any concerns in relation to this matter, please don't hesitate to contact the Professional Experience Co-ordinator at CSU.

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

- The NSW Department of Education and Training's Research Guidelines: Guidelines for Approving Applications from External Agencies to Conduct Research in NSW Government Schools, accessible at <http://www.det.nsw.edu.au/policies/research/reseguid/index.htm>
- Early Childhood Australia's Code of Ethics, accessible at [http://www.aeca.org.au/abtus\\_resources\\_cofe.htm](http://www.aeca.org.au/abtus_resources_cofe.htm)
- The Australian Institute of Aboriginal and Torres Strait Islander Studies' Guidelines for Ethical Research in Indigenous Studies, accessible at <http://www.aiatsis.gov.au/corp/docs/EthicsGuideA4.pdf>

The Board of Studies site contains "Working with Aboriginal communities: A guide to community consultation and protocols", accessible at [http://www.boardofstudies.nsw.edu.au/aboriginal\\_research/pdf\\_doc/work\\_aborig\\_comm.pdf](http://www.boardofstudies.nsw.edu.au/aboriginal_research/pdf_doc/work_aborig_comm.pdf)

## PROFESSIONAL EXPERIENCE TASKS

### 1. EXPECTED PERSONAL OUTCOMES

Giving consideration to your recently completed Practicum 1 and the comments made to you by your associate teacher, state the objectives to which you intend to give highest priority in this teaching practice session.

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

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

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Associate: \_\_\_\_\_

Date: \_\_\_\_\_

University Liaison Officer: \_\_\_\_\_

Date: \_\_\_\_\_

## SITUATION ANALYSIS

### Making sense of place

Find out about the town and community in which you are teaching through discussions with staff and community members and through your own explorations.

Create a one page mindmap that indicates ways in which you could use the local area in teaching at your primary school.

### Class Profile

The starting point for planning for any class is a clear profile of the class. During your observation week you are required to develop a written profile of your class, use it in your planning and include it in your professional experience folder. Your profile should address the following:

#### Overview of the school

- Location
- Size number of classes
- Demographic information

#### Class

- Total number of students
- Gender breakdown
- Student background – NESB, Aboriginal and Torres Strait Islander, learning difficulties etc (students in each category, support provided)
- Ability in literacy and numeracy – groups, special programs etc

#### Who teaches the class?

- RFF, Librarian, specialist teachers etc
- Which subjects

**Special programs** – eg. Recorder group for Opera House performance

#### Class List

## The Learning Environment

- a. Draw a plan of the classroom
- b. Annotate your map with the following information:
  - Classroom facilities and purposes of classroom areas;
  - Name of each student in their seating position;
  - Why students are seated in particular locations; and
  - Groups to which students belong
- c. Classroom organisation should match the teaching/learning task – individual, pairs, small groups, whole class. How effectively does your classroom layout match the task? How could you make it more effective?

## Managing the learning environment

- Make a copy of the teacher's timetable and discuss the rationale with the teacher
- Read the teacher's program – record the format if given permission to do so, find out the schools programming expectations.
- Familiarise yourself with the classroom teacher's routines and strategies for managing the class
- Note the groupings of students in different subjects and the reasons for particular groupings

- Note the backgrounds, abilities, attainments and other relevant details of students. Compile detailed **anecdotal records** of four students of interest (begin during the first week and add to your records throughout the professional experience)
- Look at the school's student welfare/discipline policy, note the system and how you can use it in your management of student behaviour.

### Assessment of Student Learning

- Access the school policies for assessment & reporting. Discuss with your associate, & other staff members, how this is implemented in classrooms in the school.
- Outline strategies your associate utilises to assess students learning in each KLA
- Maintain records of student progress/achievement for the subjects you teach during this professional experience

### School & Community Links

- List & describe ways the school engages with the wider community.
- For each one, identify the impact of & opportunities afforded by, such engagement.

Associate Teacher \_\_\_\_\_ Date \_\_\_\_\_

## 2. THE EMERGING PROFESSIONAL

As a professional, a teacher needs to demonstrate an ability to address the diversity of learners and the breadth of the curriculum in learning experiences that are relevant to the local context of the school and that allow for authentic assessment of student learning.

The quality teaching dimension of **Significance** refers to pedagogy that helps make learning meaningful and important to learners. Such pedagogy draws clear connections with student's prior knowledge and identities, with contexts outside of the classroom, and with multiple ways of knowing or cultural perspectives.

Its elements are:

- Background knowledge
  - Cultural knowledge
  - Knowledge integration
  - Inclusively
  - Connectedness
  - Narrative
- a). Discuss with your associate teacher ways in which he/she address this dimension in the classroom & their teaching
  - b). Observe how this is evident in the classroom
  - c). Critically reflect on both your discussion & observations. Outline how you would address the significance dimension in your classroom teaching.

Associate Teacher \_\_\_\_\_ Date \_\_\_\_\_

**3. TEACHING TASKS** – these should be closely related to the subjects being taught concurrently on campus.

**a) Progression of Teaching**

Over this professional experience you will need to move through the following sequence:

- Week 1:** Observation, small groups & individual lessons
- Week 2:** Sequences of lessons leading to whole days.
- Week 3:** 2 consecutive full days of teaching
- Week 4 & 5:** Full time teaching – assuming some RFF and allowing for specialist teachers.

Note: these are minimum requirements and should only be exceeded following discussion with university staff.

**b) Lesson Planning & Evaluation**

It is important that all lessons/learning activities be planned and discussed with the associate teacher **prior** to the commencement of lessons on the day on which the teaching will take place.

***No lesson is to be taught unless the lesson plan has been approved and signed off by the associate teacher. Lesson notes are to be available at any time for perusal by supervising personnel***

During this fourth Professional Experience lessons will be planned and written up using the basic lesson format that is to be found in Appendix 1.

Day books may be used after discussion with university supervisor (see Appendix 3).

***All lessons/sessions/days are to be evaluated fully & teaching targets set for the next lesson/session/day***

Individual lessons should be evaluated using the proforma in Appendix 2. The format for evaluating sessions and days can be determined by the preservice teacher whilst reflecting the elements of the lesson observation.

Preservice teachers and their associate teacher should engage in the following cycle of supervision:

**Stage 1:** Planning conference where the content and focus of the lesson to be planned is discussed.

**Stage 2:** Pre-teaching conference where the associate teacher reviews the plan for the lesson(s) to be taught.

**Stage 3:** Teacher observes the teaching using the observation form. Associate teachers are requested to observe formally and provide detailed written and oral feedback on at least one lesson/session per day which is planned and directed by the preservice teacher. **It is not necessary to comment on every lesson.**

**Stage 4:** Preservice teacher should initially reflect on their teaching prior to the feedback conference with their associate teacher.

**Stage 5:** Feedback conference where the observer discusses with the student the descriptive information previously recorded and makes suggestions for improvement. Often the feedback conference concludes with planning for the next observation session and so established a cycle of supervision.

**c) Curriculum Integration**

During this placement you should develop an integrated teaching program where appropriate. In the development of this program create a rich task that will allow you to assess student learning in each of the KLA's you have addressed, both formatively & summatively.

**d) Differentiated Teaching/Learning Experiences**

Previously you studied EED212 Inclusive Education, which provided you with strategies to differentiate your teaching to meet the needs of your students. Identify students in your class who require differentiated experiences e.g. special needs students, gifted & talented students and ensure their needs are addressed in your lesson planning. Indicate how you will assess & record the progress of all students in your class.

***For both the integration & differentiated tasks select artefacts that demonstrate your skills in these areas. Annotate & analyse your evidence, against the Professional Teaching Standards, for inclusion in your portfolio.***

Associate Teacher \_\_\_\_\_ Date \_\_\_\_\_

**e) Contextualising Learning**

- Using the mind map developed in your situation analysis, teach at least one lesson that utilises the local area. Collect work samples or other evidence that demonstrate your skill at implementing learning experiences that address the **Significance** dimension of the *Quality Teaching Standards*.
- Critically reflect on these and consider the implications for your future teaching. Your artefacts and analysis should be added to your portfolio.

Associate Teacher \_\_\_\_\_ Date \_\_\_\_\_

**4. YOUR TEACHING**

**Additional activities outside the classroom**

List here any activities you undertook beyond your own room, e.g. excursions, attendance at staff meetings, helping with sport. (Seek opportunities for additional activities)

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### Variety of techniques and strategies

Indicate the techniques and strategies you have attempted.

Appreciate that you are not expected to attempt all the areas listed.

I have taught successfully at least one lesson which involved:

- |                          |  |                          |                    |
|--------------------------|--|--------------------------|--------------------|
| <input type="checkbox"/> | Narration  | <input type="checkbox"/> | Research Activity  |
| <input type="checkbox"/> | Demonstration  | <input type="checkbox"/> | Problem Solving    |
| <input type="checkbox"/> | Explanation  | <input type="checkbox"/> | Role Play          |
| <input type="checkbox"/> | Questioning  | <input type="checkbox"/> | Discovery Learning |
| <input type="checkbox"/> | Discussion   | <input type="checkbox"/> | Group Work         |
| <input type="checkbox"/> | Practice (Drill) Activity                                  | <input type="checkbox"/> | Exposition         |
| <input type="checkbox"/> | Data Collection  | <input type="checkbox"/> | Inquiry            |
| <input type="checkbox"/> | Use of computer technology –eg.<br>interactive white board |                          |                    |

### Audio or video tape of lessons

Taping your lessons is an effective tool which enables you to evaluate your teaching and one which you should use often. During this placement you are required to tape at least one of your lessons and complete the following tasks. Listen to your tape (do not transcribe) and:

- a. identify any speech and language problems. Write a brief analysis and set yourself goals for the rest of your professional experience. Outline the progress you make.
- b. analyse the quality and distribution of your questions/responses. Are your questions open or closed? Do they promote higher order thinking? Are you distributing these throughout the class or concentrating on particular children or groups?
- c. Reflect on your lesson using the Quality Teaching criteria.

For each of these tasks you should write a short report, discuss your findings with your associate teacher and set tasks for the rest of the professional experience.

Associate Teacher \_\_\_\_\_

Date \_\_\_\_\_







## 6. EQUIPMENT

List items of equipment, e.g. overhead projector, video recorder, concrete materials in mathematics, which you have used successfully during the six weeks.

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Associate Teacher \_\_\_\_\_

Date \_\_\_\_\_

## 7. COMPUTER PROFICIENCY

Required Outcome	Tick if undertaken – add notes
Perform basic functions, including retrieving information from a CD-Rom, understand and use a variety of software including spreadsheets, word processing and desktop publishing	
Find information from the internet and Email	
Organise and present relevant educational material using computer technology	
Evaluate the curriculum worth of software and its appropriateness for the classroom curriculum	
Use computers to create student-centred learning environments to promote creativity	
Understand the values and ethics related to the educational and social use of computers	

Associate Teacher \_\_\_\_\_

Date \_\_\_\_\_

## 8. RESOURCE COLLECTION

From the first school experience (Orientation to Teaching) it is expected that you will develop a collection of ideas and materials which will assist you in your practice teaching sessions and in your future teaching. The collection should initially be organised under KLA's and should also include:

- Classroom management
- Themes
- Ideas for display
- Assessment and evaluation
- Collections – songs, music, poems, stories, craft, art
- Children's work samples showing date and age level

During this professional experience you should start culling and organising your material so that you have material that is useful to you and you should also start developing specific material that will be useful in your early teaching. This is best done by selecting a cross-stage theme and collecting a range of relevant materials from all KLAs for all stages. This will provide you with a bank of resources that will serve as a survival kit for your early days of teaching.

**Please have your new material organised and available to your associate teacher during the final week of the placement.**

Associate Teacher \_\_\_\_\_

Date \_\_\_\_\_

## 9. PROFESSIONAL EXPERIENCE PAPERWORK

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

Criteria	Poor <span style="float: right;">Outstanding</span>				
Material clearly organised for ease of use (table of contents, dividers, tabs)	1	2	3	4	5
Documentation neatly and professionally presented	1	2	3	4	5
All lessons planned and evaluated by preservice teacher and conferenced daily with the associate teacher	1	2	3	4	5
All attachment tasks completed in appropriately and in depth	1	2	3	4	5
Professional experience evaluated in detail and an appropriate artefact collected and annotated	1	2	3	4	5
Goals for internship discussed with associate teacher	1	2	3	4	5
COMMENTS:					

Associate Teacher \_\_\_\_\_







## Appendix 1

Unit/Lesson Title		Lesson duration	Stage	Year	Class/Group
Rationale		Syllabus Outcomes		Syllabus Content	
Prior Knowledge			Risk Assessment		Resources
<b>Specific Teaching target</b> (identified from previous teaching & related to presence in the classroom; classroom management etc)					
<b>Learning Outcomes</b> <i>These should be precise indicators of intended student learning</i>	<b>Time Guide</b>	<b>Content/Learning Experience</b>  <i>Introduction (Engagement)</i>    <i>Body (Exploration/Transformation/Presentation)</i>    <i>Conclusion (Presentation/Reflection)</i>	<b>Teaching Strategies</b>	<b>Class Organisation</b> <i>Grouping &amp; classroom environment</i>	<b>Assessment Techniques</b> <i>What will you use to assess their learning</i>
Transition to next lesson					

**Appendix 2**

**EVALUATIONS**

<b>Lesson Evaluation</b>			
<b>OUTCOMES</b>	<b>RESOURCES/ENVIRONMENT</b>	<b>PRESENTATION/STRATEGIES</b>	<b>INTERACTION &amp; COMMUNICATION</b>
Were they experienced/achieved/developed? Why/Why not? How do you know?	Were they appropriate/utilised? Why/Why not? How do you know?	Were these appropriate? Why/Why not? How do you know?	Was this appropriate? Why/Why not? How do you know?
<b>Follow-up</b> How is this evaluation going to impact in future learning experiences for your pupils?			

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

Evaluation of specific teaching target

How will I adjust my teaching as a result of this lesson

Specific teaching targets (should be written into next day's lesson plan)

**Appendix 3: DAY BOOK PROFORMA**

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

