



WORKBOOK

PreserviceTeacher's Name: _____

School: _____

School Faculty: _____

Associate Teacher: _____

INTRODUCTION

Professional Experience 1 (EPT441) is typically a 30 day professional experience during the first year of the Bachelor of Teaching (Secondary) course. It is the first of two placements designed to enhance the preservice teacher's insight into the complex nature of a secondary school setting through interaction with colleagues and students. 25 days will typically consist of a traditional block program, while the remaining 5 days may be completed in a variety of school contexts or educational settings addressing the needs of adolescents. This program is seen as a very important component of the preservice teachers' preparation, and an opportunity for them to determine their **suitability for teaching as well as explore aspects of classroom teaching**.

While completing this Professional Experience subject, the preservice teacher is typically also studying the following subjects:

- EED441 Constructions of Adolescence and their Educational Implications
- ESS441 Inclusive Learning & Teaching
- [] Curriculum Method 1

The General Handbook gives the associate teacher and preservice teacher a more detailed coverage of the professional experience arrangements for the entire course and should be read in conjunction with this Workbook. Specific attention should be paid to **Assessment** guidelines and procedures for dealing with students **'at risk'** as outlined in the Handbook.

This Workbook is just that - a "working document" that guides the preservice teacher and associate teacher through the placement and enables them to keep track and record many of the varied activities related to this professional experience program that is designed to enhance the preservice teacher's learning in relation to how schools function and the dynamics of a secondary school faculty.

N.B. THIS BOOKLET MUST BE READ IN CONJUNCTION WITH THE GENERAL PROFESSIONAL EXPERIENCE MATERIAL

PROFESSIONAL EXPERIENCE REQUIREMENTS

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

Prescribed Outcomes

Prescribed outcomes for each professional experience program are outlined in the **Assessment Report** for this placement as well as in the Schedule of Activities on the following page. These are intended to indicate the minimum stages of development expected of a preservice teacher. However, some preservice teachers progress faster than others and others find they have particular needs. It is therefore appropriate that allowance is made for individual progression through the use of **Expected Personal Outcomes**.

Both associate teacher and the preservice teacher should make themselves familiar with the **Role Expectations** as laid out on the following page to ensure all aspects of the program are addressed. It should be noted that these are a guide and have been developed in consultation with school-based colleagues.

Expected Personal Outcomes

These will be based on the preservice teacher's professional needs. These are to be written prior to the placement commencing and are to be discussed with the Subject Co-ordinator/Lecturer. It is from these personal objectives that the teaching targets will be chosen throughout the supervision cycle.

ACADEMIC PROGRESS REGULATIONS

(As per CSU University Handbook)

Because it includes a professional experience component for your course, Bachelor of Teaching (Secondary), 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. If you are unsuccessful in your appeal, you will be prevented from studying subjects in your course for up to three years, and you will be required to re-apply for admission to the course because continuation after exclusion is not automatic. Should you experience any difficulties in the professional experience component of this subject and/or you have been identified as being "at risk", it is strongly recommended that you immediately seek additional assistance and advice from your associate teacher, the School Principal or delegated member of staff, University staff and/or the Director, Professional Experience.

ACCIDENT INSURANCE

The following advice has been provided by the Director of the Department of Finance, Division of Financial Services, and Charles Sturt University.

This is to confirm that university preservice teachers attached to Charles Sturt University are covered under insurance whilst they participate in university course-approved work placements and experience. Comprehensive personal, professional accident and liability insurance is available to all preservice teachers. Specific details are outlined in Professional Experience Attachment.

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

Accidents occurring whilst in pursuance of the course should be reported by the preservice teacher within 48 hours to the following members of staff.

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

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

Preservice teachers are advised that unless their cars have a special permit for use as a hire vehicle their Third Party Insurance Cover may be invalidated if they accept any monetary consideration for transporting other preservice teachers.

This insurance does not cover preservice teachers undertaking professional experience overseas.

SUMMARY OF EXPECTATIONS OF PARTICIPANTS IN PROFESSIONAL EXPERIENCE 1 – BLOCK PLACEMENT

PROGRAM PHASE	FOCUS	ROLE OF ASSOCIATE TEACHER/ASSOCIATE TEACHER	EXPECTATIONS OF PRESERVICE TEACHER (PST)
<p align="center">Week 1 (or single days)</p> <p align="center">Orientation</p>	<p>Observation in own & other KLAs</p>	<ul style="list-style-type: none"> ▪ Introduce preservice teacher to staff in KLA and other sections of the school ▪ Organise for observation of classes in KLA (& other KLAs if possible) ▪ In the first week negotiate ½ load of Stage 4/5 classes on which PST can focus attention to undertake teaching in following time (ie 12-15 x 40 min periods or equivalent) ▪ Prepare parts of lessons <u>with</u> the pre-service teacher ▪ Assigns tasks such as resource preparation to pre-service teacher 	<p>Priority for this week:</p> <ul style="list-style-type: none"> ▪ Further develop skills of observation and analysis ▪ Articulate how individual lessons fit within broad unit framework ▪ Familiarise yourself with school procedures and policies: welfare; evacuation; wet weather; meeting schedule; excursion policy etc ▪ Negotiate classes for ½ teaching load on Stages 4/5 which you will focus over the final 5 weeks ▪ Assist associate teacher with preparation of teaching materials ▪ Team teach with associate if appropriate
<p align="center">Week 2</p> <p align="center">Familiarisation</p>	<p>Prepare material with associate teacher's input and present teaching material independently</p>	<ul style="list-style-type: none"> ▪ Make explicit for the PST the linking of curriculum/good classroom practice with teaching and learning methodology and policies – school, regional and departmental ▪ Assist PST to plan and present at least a lesson per day – team teaching is appropriate. Sight and discuss lesson plans with PST prior to implementation. ▪ Assist PST to develop & use appropriate management strategies ▪ Provide in-depth feedback and advice on strengths and weaknesses – observe all lessons; Provide written feedback on 1 lesson per day ▪ Assist PST in goal setting for improvement 	<ul style="list-style-type: none"> ▪ With assistance of associate make connections between curriculum perspectives – e.g. Indigenous education – syllabus documents, classroom practices and school policies, and issues of social justice ▪ Present and discuss draft lesson plans with associate teacher prior to teaching ▪ Teach complete lessons - one per day. ▪ Evaluate comprehensively
<p align="center">Week 3 -& 4</p> <p align="center">Consolidation</p>	<p>Plan, present, assess and evaluate your teaching</p>	<p>Complete Mid-Session report Wk 3 – fax to university</p> <ul style="list-style-type: none"> ▪ Where appropriate provide oral feedback on lessons and written feedback on a lesson per day ▪ Provide extension or remediation as appropriate ▪ Where appropriate, increase teaching load to 1/2 load. Err on the side of quality rather than quantity ▪ Ensure all lessons are fully planned and carefully evaluated ▪ Assist PST negotiate a link with Support staff as appropriate 	<ul style="list-style-type: none"> ▪ Discuss mid-session report with Associate and Associate teacher ▪ Employ appropriate pedagogical practices for the diverse nature of the school population ▪ Assess students and evaluate lessons using appropriate indicators, to enable enhanced student learning ▪ Negotiate with staff to work with students with special needs ▪ Move to independent teaching and in depth planning of all lessons ▪ Demonstrate commitment to professionalism
<p align="center">Week 5</p> <p align="center">Transformation</p>	<p>Move to independence</p>	<ul style="list-style-type: none"> ▪ Complete final assessment following discussion with pre-service teacher and mentor/associate teacher ▪ Observe all lessons. Provide oral feedback on lessons and written feedback on at least one lesson per day. ▪ Ensure all lessons fully planned and evaluated 	<p>Successfully plan, teach, assess and evaluate ½ teaching load independently</p> <ul style="list-style-type: none"> ▪ Spend time in Special education Unit if possible <p>Discuss the final assessment BEFORE you complete the program</p>

PRESCRIBED OUTCOMES

(Tick box when completed) This page does **NOT** have to be returned to the University.

You will have successfully completed PROFESSIONAL EXPERIENCE 1- EPT441 when you have:

Confirmed your **SUITABILITY FOR TEACHING** through:

- Reflecting on your PERSONAL QUALITIES
- Reflecting on your PROFESSIONAL QUALITIES
- Successfully teaching a range of classes over five weeks – you should plan, teach and evaluate ½ a load for at least two weeks. This will be about 10-12 lessons of 50 minute per week duration over the final weeks.
- Writing and discussing with your associate teacher a PERSONAL EVALUATION of Professional Experience 1.

Demonstrated skills in:

- your subject content and how to teach that content to your students;
- knowledge of your students and how they learn;
- planning, assessment and reporting for effective learning;
- communicating effectively with your students;
- creating challenging & safe learning environments through the use of classroom management skills;
- continual improvement of your professional knowledge and practice; and
- active engagement with your profession.

and completed reflections on your success in developing the Graduate Teaching Standards.

Extended your **CONCEPTUALISATION** of:

- THE ROLE OF THE TEACHER** by undertaking significant, high quality aspects of teaching
- SECONDARY SCHOOLS** by accepting the opportunity to explore the social, cultural and professional dimensions of a school

Extended your **RESOURCE COLLECTION**

EXPECTED PERSONAL OUTCOMES

State the outcomes to which you intend to give highest priority in this teaching practice session.

THIS PAGE DOES **NOT** NEED TO BE RETURNED TO THE UNIVERSITY BUT SHOULD BE DISCUSSED WITH YOUR UNIVERSITY LIAISON DURING THE PLACEMENT.

- N B.** 1. This must be completed **and discussed with your Professional Experience Subject Coordinator** prior to the commencement of your teaching practice session. You will need to share these with your associate teacher & university liaison.
2. These objectives will form the basis of the targets for your teaching sessions.
3. Goals should be;
- a) Specific
 - b) expressed as outcomes
 - 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:		

Preservice Teacher to Sign: _____

Date: _____

Associate Teacher: _____

Date: _____

University Liaison: _____

Date: _____

ADDITIONAL ACTIVITIES CARRIED OUT

This sheet does **NOT** need to be returned to the university. It is simply for your personal records and portfolio.

Take the initiative in finding out as much as you can about the school as a whole - from other teachers, the principal, deputy principal(s), other teachers, counsellor, computer co-ordinator, head teachers, Year Advisors etc.

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

Associate Teacher to verify _____

LESSON NOTE FILE

It is university policy that lessons are not to be taught unless they are planned ahead in detail. Lesson notes are to be available at any time for perusal by supervising personnel –Associate teacher /Principal or inschool coordinator and University Liaison.

The preservice teacher is required to keep a lesson note file that will be used throughout the course. A large loose-leaf file is appropriate. Lesson plan proformas have been provided and the preservice teacher is encouraged to use the electronic version.

All lessons must be evaluated. **In your evaluation consider:**

- How well did the students respond to the learning experience?
- What new learning occurred and how do you know?
- What positive interactions occurred between learners and between the learner and the teacher?
- What feedback did you receive from the students and the associate teacher?
- What explicit role did you play in the learning experience?

The planning proforma provides a schema for that task as well.

RESOURCE COLLECTION

During this first professional experience, preservice teachers are expected to begin to develop a collection of ideas and materials that will assist in this, and future, teaching practice sessions. The resource collection should be added to during each teaching practice session as well as from other sources. This is **NOT to be submitted to the University**.

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

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

RETURN OF FORMS TO THE UNIVERSITY

On the last day of the Professional Experience, or as soon as possible thereafter, the associate teacher should return the following professional experience materials to the Professional Experience Office. All postal addresses can be located in the General Handbook or on the Professional Experience website, <http://www.csu.edu.au/faculty/educat/pep/communicate/index.html>

- Preservice Teacher's Time Sheet
- Leave of Absence form
- Copies of Lesson Observation Feedback sheets
- Mid-session report - fax a copy to the Professional Experience Office during 3 weeks, the original should have been given to the preservice teacher and a photocopy returned to the university
- Final Professional Experience Assessment Report – Original to be returned to the university
- Claim for Payment, including a Tax File Number Declaration Form if not previously employed by CSU in the past 12 months or Tax Invoice

As of 2009, the following documents need to be forwarded to HR Service Centre, Bathurst at the commencement of the placement:

- Confidential Personal and Banking Details Professional Experience Program
- Tax File Declaration

LEARNING & TEACHING EXPERIENCES-

A copy **.MUST BE RETURNED** to the Subject Coordinator/University Lecturer by the preservice teacher within two weeks of the conclusion of the placement.

Summary of Teaching Activities

The summary of learning & teaching activities is a means of tracking development and needs. This needs to be kept up to date to ensure it serves its purpose. It should map observations and teaching experiences. The preservice teachers are required to **OBSERVE** a number of different teachers and lessons throughout the period of the professional experience. Observation sheets for this purpose are included in the Associate Teacher's package.

Record of Lessons observed and/or taught in the Thirty Day Block

The preservice teacher is required to keep an up-to-date summary of lessons observed and taught using the following table. Include the time of lesson, class and teaching/learning focus.

WEEK	MONDAY Class/Time	TUESDAY Class/Time	WEDNESDAY Class/Time	THURSDAY Class/Time	FRIDAY Class/Time
One	Observation & Discussion	Observation & Discussion	Observation and Team Teaching	Observation and Team Teaching	Observation and Team Teaching
Two					
Three					
Four					
Five					

Associate Teacher's signature: _____ Date: _____

University Associate teacher to confirm & sign: _____ Date: _____

PERSONAL EVALUATION

This section **MUST BE RETURNED** to the Subject Coordinator/University Liaison staff by the preservice teacher within two weeks of the conclusion of the placement.

By completing this section successfully, the preservice teacher is able to demonstrate their capacity as a reflective practitioner, which is a mandatory element of Graduate Teaching Standards. Reflections should include reference to Personal Expected Outcomes as well as the Assessment Report. The reflections will be reviewed by the Subject Coordinator.

You have been assessed on the following Graduate Teaching Standards by the associate teacher and university liaison. Please consider their assessment and comments when writing your reflections in the spaces below. This task may assist you in identifying evidence for your own professional portfolio. You should refer to specific lessons and/or teacher comments to support your assertions.

Element 1	Knowledge of subject content and how to teach that content to your students
<i>In what ways do you think you have been able to demonstrate your competence in this element?</i>	

Element 2	Knowledge of your students and how they learn
<i>In what ways do you think you have been able to demonstrate your competence in this element?</i>	

Element 3	Planning, assessment and reporting for effective learning
<p><i>In what ways do you think you have been able to demonstrate your competence in this element?</i></p>	

Element 4	Communicating effectively with your students
<p><i>In what ways do you think you have been able to demonstrate your competence in this element?</i></p>	

Element 5	Creating challenging & safe learning environments through the use of classroom management skills
<p><i>In what ways do you think you have been able to demonstrate your competence in this element?</i></p>	

Element 6	Continual improvement of your professional knowledge and practice
<p><i>In what ways do you think you have been able to demonstrate your competence in this element?</i></p>	

Element 7	Active engagement with the profession
<p><i>In what ways do you think you have been able to demonstrate your competence in this element?</i></p>	