



WORKBOOK

Preservice Teacher's Name: _____

School: _____

School Faculty: _____

Associate Teacher: _____

INTRODUCTION

Professional Experience 2 (EPT442) is typically a 25 day professional placement undertaken during the second year of the fulltime Bachelor of Teaching (Secondary) course. It is the second of two placements designed to enhance a preservice teacher's insight into the complex nature of a secondary school setting through interaction with colleagues and students. This program is seen as a very important component of the preservice teachers' preparation, and an opportunity 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 undertaking study in the following subjects:

- EEL441 Literacies for Learning
- EEP443 Aboriginal Perspectives for Secondary Education
- [] Elective or Curriculum 2 (Minor)

The **General Handbook** gives the associate teacher and the preservice teacher a more detailed coverage of the professional experience arrangements for this placement as well as the entire course and should be read in conjunction with this **Workbook**. Specific attention should be paid to **Assessment** guidelines and procedures for supporting preservice teachers '**at risk**' that are outlined in the *General 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 and derived from the personal evaluation of the previous teaching practice experience. 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 2031	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 should NOT be transporting school students in their car for excursions etc.

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 students undertaking professional experience overseas.

SUMMARY OF EXPECTATIONS OF PARTICIPANTS IN THE PROFESSIONAL EXPERIENCE (EPT442 internal)			
COURSE PHASE	FOCUS	ROLE OF ASSOCIATE TEACHER	EXPECTATIONS OF PRESERVICE TEACHER (PST)
5 single day Orientation	Observation in own & other KLAs	<ul style="list-style-type: none"> ▪ Introduce preservice teacher (PST) to staff in faculty and other sections of the school ▪ Organise for observation of classes in faculty (& other faculties if possible) ▪ Negotiate 0.8 fulltime teaching load of classes (i.e. 10-12x50 minute lessons at Stage 4/5 classes plus approx. 4-6 x50 min Stage 6 lessons per week) in which PST can undertake teaching commencing in week 2. The PST must have at least 1 class in each of their curriculum areas. ▪ Prepare parts of lessons with the preservice teacher ▪ Assigns tasks such as resource preparation to preservice teacher ▪ Team teach with preservice teacher <p><i>Note: This is the minimum expectation for these 5 days and PST may undertake teaching from day 3 of this week after negotiation.</i></p>	<ul style="list-style-type: none"> ▪ Further develop skills of observation and analysis – including analytical observation of a class for a day (shadowing) ▪ Articulate how individual lessons fit within broad unit framework ▪ Familiarise yourself with school procedures and policies: attendance, welfare; behaviour management, evacuation; wet weather; meeting schedule; excursion policy etc ▪ Negotiate 0.8 fulltime teaching load of classes (10-12x50 minute lessons at Stage 4/5 classes plus approx. 4-6x50 min Stage 6 lessons per week). You must have at least one class in each of your curriculum areas, for those with a second teaching area. Become involved in lessons from Day 1 ▪ Assist Associate Teacher with preparation of teaching materials ▪ Team teach with Associate Teacher. Observation and analysis to also continue for duration of the professional experience.
Week 2 Familiarisation	Prepare material with associate teacher's input and present teaching material independently	<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 preservice teacher to plan and teach a minimum of a 0.5 teaching load of classes – team teaching is appropriate. Sight, discuss and sign lesson plans with PST prior to implementation. ▪ Assist PST to develop & use appropriate management strategies ▪ Observe all lessons. Provide in-depth feedback and advice on strengths and areas for development, with written feedback on one 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 – Inclusive Education; Boys' Education; and syllabus documents, classroom practices and school policies, and issues of social justice ▪ For ALL lessons to be taught by you, plan the teaching/learning experiences fully. Present and discuss draft lesson plans with Associate Teacher prior to teaching ▪ Teach complete lessons, a minimum of 0.5 teaching load of classes ▪ Evaluate comprehensively.
Week 3 & 4 Consolidation	Plan, present, assess and evaluate your teaching	<p>Complete Mid-Session report at end week 3 – fax to university</p> <ul style="list-style-type: none"> ▪ Increase PST teaching to a minimum of a 0.6 teaching load of classes. ▪ Provide extension or remediation as appropriate ▪ Assist PST to make links with AEA and other support staff as appropriate ▪ Ensure all PST's lessons are fully planned and carefully evaluated. Sight and discuss lesson plans with PST prior to implementation. ▪ Observe all lessons. Where appropriate provide oral feedback on lessons and written feedback on one lesson per day. 	<p>Discuss mid-session report with associate teacher</p> <ul style="list-style-type: none"> • Increase teaching to a minimum of 0.6 teaching load of classes. • Meet with AEA and other specialist support staff. <p>In your teaching you should demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Variety of teaching/learning styles (both in and outside the faculty) • Independent planning & teaching, and in-depth planning of all lessons • Assessing students and evaluating lessons using appropriate indicators, to enable enhanced student learning • Appropriate pedagogical practices for the diverse nature of the school population • Demonstrate commitment to professionalism
Week 5 Transformation and autonomy	Plan, present, assess and evaluate your teaching	<p>Complete final assessment following discussion with preservice teacher and mentor/supervisor</p> <ul style="list-style-type: none"> ▪ Support preservice teacher to successfully teach 0.8 (maximum) teaching load of classes for final week (ie 10-12 x 50 min Stage 4/5 lessons plus approx. 4-6 x 50 min Stage 6 lessons per week). ▪ Observe all lessons. Where appropriate provide oral feedback on lessons and written feedback on at least one lesson per day. ▪ Ensure all lessons are fully planned and evaluated. Negotiate use of a daily planner/day book in lieu of lesson plans if appropriate. 	<p>Discuss final assessment with associate teacher BEFORE you complete the program.</p> <ul style="list-style-type: none"> ▪ Successfully plan, teach assess & evaluate 0.8 (maximum) teaching load of classes for final week ▪ Further explore opportunities to work with Indigenous staff, students with special needs and community members. ▪ Use daily planner/day book pro-forma if appropriate

PRESCRIBED OUTCOMES (Tick box when completed)

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

You will have successfully completed PROFESSIONAL EXPERIENCE 2- EPT442 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 six weeks – you should plan, teach and evaluate an 80% a load for at least two weeks. This will be the equivalent of about 16 lessons of 50 minutes duration the final week.
- Writing and discussing with your associate teacher a **PERSONAL EVALUATION** of Professional Experience 2

Demonstrated skills in Graduate Teaching Standards:

- your subject content and how to teach that content to your students;
- 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**

Carried out the **EXPECTATIONS FOR ACADEMIC SUBJECTS**

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 Lecturer** 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;
- Specific
 - expressed as outcomes
 - 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: _____

Date: _____

I have read the above and have also sighted the preservice teacher's previous prac report as a basis for our discussions.

Associate Teacher: _____

Date: _____

University Liaison: _____

Date: _____

RESOURCE COLLECTION

During this second professional experience, preservice teachers are expected to continue 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.

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 after 3 weeks, the original should have been given to the preservice teacher and a photocopy returned to the university
- Final Professional Experience Report – Original to be returned to the university
- Claim for Payment

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 of this page **MUST BE RETURNED** to the 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. 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
Five single days	Observation & Discussion	Observation & Discussion	Observation & Discussion	Observation, Discussion, team teaching	Observation, Discussion, team teaching
One					
Two					
Three					
Four					

Associate Teacher: _____ Date: _____

University Supervisor to confirm & sign: _____ Date: _____

PERSONAL EVALUATION

This task **MUST BE RETURNED** to the Subject Co-ordinator staff by the preservice teacher within two weeks of the conclusion of the placement. Student should retain a copy.

By completing this task successfully, the preservice teacher has demonstrated their capacity as a reflective practitioner, which is a mandatory element of Graduate Teaching Standards. 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.

TASK

Consider that you are preparing for an interview for employment as a teacher.

1. You are required to write a 600 word statement that clearly outlines what you have learnt in your teacher education course to date, and consequently what you would bring to a school as a newly appointed teacher. Your statement should include reference to a range of discipline and foundation subjects as well as professional experience subjects. It would be useful to draw on your previous experiences of reflecting on your learning against the Graduate Teacher Standards (GTS) as listed in the “elements” of your Professional Experience Assessment Report. You could use the GTS as a framework for your response.

You should **provide explicit evidence** (attach to your statement) to support your claims – annotated student work samples; assignment grades; teacher/lecturer feedback etc.

2. In 300 words you must outline those GTS that you are not confident in demonstrating effectively and what you plan to do to enhance your ability and increase confidence.