



Pre-service Teacher's Name: _____

School: _____

Faculty: _____

Associate Teacher: _____

INTRODUCTION

Professional Practice EPT309 is a twenty day observation and teaching practical during Session 6 of the eight session course. It is designed to enrich the preservice teacher's insight into the complex nature of a secondary school setting through interaction with colleagues and students. This professional experience is seen as a very important component of the pre-service teachers' preparation, and an opportunity for them to determine their **suitability for teaching as well as explore more deeply, aspects of classroom teaching and school life in general.**

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 Appendix. Specific attention should be paid to **Assessment** regulations and procedures for dealing with students **'at risk'**.

This appendix is a "working document" that the preservice teacher and Associate Teacher use to keep track and record many of the varied activities related to this professional experience program.

The following tasks have been compiled to direct the preservice teachers' activities during this teaching program towards a deeper understanding of how schools function and the dynamics of a secondary faculty. It would be useful if preservice teachers undertaking the Counselling course have an opportunity to work with the School Counsellor and District Guidance Officer. It should be noted however, these preservice teachers will have already completed a brief professional experience with a School Counsellor.

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

PROFESSIONAL EXPERIENCE REQUIREMENTS

For each session of the 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 session are outlined below. These are intended to indicate the minimum stages of development expected of a preservice teacher. However, some neophytes 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 personal objectives.

Both Associate teacher and the preservice teacher should make themselves familiar with the EXPECTATIONS as laid out on the following page. It should be noted that these have been developed in consultation with school-based colleagues.

Personal Outcomes

These will be derived from the preservice teacher's felt needs and from the personal evaluation of previous teaching practice experiences. These outcomes are to be written prior to the commencement of the professional experience session and are to be discussed with the Subject Co-ordinator. It is from these personal objectives that the teaching targets will be chosen throughout the supervision cycle.

Summary of Teaching Activities

The summary of teaching activities is a means of tracking development and needs. This needs to be kept up to date to ensure it serves its purpose.

ACADEMIC PROGRESS REGULATIONS

(As per CSU University Handbook)

Because it includes a professional experience component for your course, Bachelor of Human Movement/Bachelor of Teaching & Bachelor of Social Science (Psychology)/Bachelor of Teaching, 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 STUDENTS UNDERTAKING PROFESSIONAL EXPERIENCE PROGRAMS AS PART OF THE PRESERVICE 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
- 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

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 or available from the Student Support Officer.

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 63384269.	Student Support Officer Building 20B, Wagga campus 02 69332049	Student Support Officer The Shed – Building 616 02 60516764	Student Support Officer - based in Orange 02 63657680

Car accidents, travelling to or returning from a teaching practice school or centre, or transporting school pupils to an organised activity, 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 students undertaking professional experience overseas.

SUMMARY OF EXPECTATIONS OF PARTICIPANTS IN THE PROFESSIONAL EXPERIENCE

COURSE PHASE	TIME	FOCUS	ROLE OF TEACHING ASSOCIATE	EXPECTATIONS OF PRESERVICE TEACHER
Induction	25th – 29th Aug	Observation in own & other KLAs and shadowing of one class for a day	<p>Make explicit for the pre-service teacher, the linking of curriculum/good classroom practice with teaching and learning methodology and policies – school, regional and departmental</p> <p>Prepare parts of lessons with the pre-service teacher</p> <p>Negotiate teaching load</p> <p>Assigns tasks such as resource preparation to pre-service teacher</p>	<p>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</p> <p>Assist associate teacher with preparation of teaching material</p> <p>Select appropriate content area for allocated classes</p>
Familiarisation	1st – 5th Sept	Prepare material with associate teacher's input and present teaching material independently	<p>Assist pre-service teacher to plan and present ½ to ⅔ of a teacher's load</p> <p>Assist student to develop & implement appropriate management strategies</p> <p>Provide in-depth feedback and advice on strengths and weaknesses – observe all lessons</p> <p>Complete Mid-Session report – fax to school Assist student in goal setting for improvement</p>	<p>Identify of variety of teaching/learning styles (both inside and outside the K.L.A.).</p> <p>Move to independent teaching and in depth planning of all lessons</p> <p>Assess student learning using a variety of tools Evaluate your teaching based on appropriate indicators</p> <p>Discuss mid-session report with Associate and Supervisor</p>
Consolidation	8th – 19th Sept	Plan, present, assess and evaluate your teaching	<p>Provide written & oral feedback on at least two lessons per day</p> <p>Provide extension or remediation as appropriate</p> <p>Complete final assessment following discussion with pre-service teacher and mentor/supervisor</p>	<p>Assessing students and evaluating lessons to enable improvement in student learning and effective teaching</p> <p>Ensure you have collected samples of students' work and your learning for your Portfolio</p> <p>Discuss your final assessment with AT and supervisor</p>

PRESCRIBED OUTCOMES (Tick box when completed)

You will have successfully completed LEARNING & TEACHING PRACTICE 2 – EPT309 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 three weeks – you should plan, teach and evaluate ½ load for at least three weeks. This will be about 33 lessons of 50 minute duration over a three week period.
- Writing and discussing with your associate teacher a **PERSONAL EVALUATION** of the experience in Learning & Teaching Practice 2.

Extended your **CONCEPTUALISATION** of:

- THE ROLE OF THE TEACHER** by undertaking significant, high quality aspects of teaching
- CLASSROOM EXPERIENCES** by writing a summary of Activities carried out

Extended your **RESOURCE COLLECTION**

Carried out the **EXPECTATIONS FOR ACADEMIC SUBJECTS**

Collected further evidence for the

DEMONSTRATION OF GRADUATE TEACHER STANDARDS

(As outlined below)

DEMONSTRATED DEVELOPMENT OF SKILLS IN:

Professional Knowledge:

Teachers know their subject content and how to teach that content to their students:

- Knowledge of subject content
- Knowledge of pedagogy
- Knowledge of NSW curriculum requirements
- Knowledge of information and communication technologies (ICT)

Teachers know their students and how they learn:

- Knowledge of and respect for the diverse social, cultural, ethnic and religious backgrounds of students, and effects of these factors on learning
- Knowledge of the physical, social and intellectual developmental characteristics of the age group(s) or students
- Knowledge of students varied approaches to learning
- Knowledge of how students' skills, interests and prior achievements affect learning
- Knowledge of strategies for addressing student needs

Professional Practice

Teachers plan, assess and report for effective learning:

- Teaching and learning goals
- Teaching and learning programs
- Selection and organisation of content
- Selection development and use of materials and resources
- Assessment: Linking assessment to learning
- Providing feedback to students
- Assessment: Monitoring of students' progress and record keeping

Teachers Communicate effectively with their students:

- Effective communication and classroom discussion
- Student grouping
- Teaching strategies

Teachers create and maintain safe and challenging learning environments through the use of classroom management skills:

- Create an environment of respect and rapport
- Establish a climate where learning is valued and students' ideas are respected
- Manage classroom activities smoothly and efficiently
- Manage student behaviour and promote student responsibility for learning
- Assure the safety of students

Professional commitment

Teachers continually improve their professional knowledge and practice:

- Capacity to analyse and reflect on practice
- Engagement in personal and collegial professional development
- Capacity to contribute to a professional community

Teachers are actively engaged members of their profession and the wider community:

- Communicating with parents and caregivers
- Engaging parents and caregivers in the educative process
- Contributing to the school and wider community
- Professional ethics and conduct

EXPECTED PERSONAL OUTCOMES

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

- N.B.**
1. This must be completed and **discussed with the Subject Coordinator at least 1 week** prior to the commencement of your teaching practice session.
 2. These objectives will form the basis of the targets for your teaching sessions and should be: a) specific; b) expressed on outcomes; and c) include indications of success.

OUTCOMES	INDICATORS OF SUCCESS

Signed: _____

Date: _____

Associate Teacher: _____

Date: _____

Subject Co-ordinator: _____

Date: _____

OBSERVATION

Observation Notes: The preservice teachers are required to observe a number of different teachers and lessons throughout the period of the professional experience. They are provided with observation sheets to use for this purpose.

Preservice teachers are requested to record observation notes paying particular attention to such areas as: lesson planning and preparation, managing learning and behaviour and communication

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

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

Code: Tick which best describes your role in the lesson O – Observation SG – Small group teaching TT – team teaching WCT – Whole class teaching

	Week 1: Monday					Tuesday					Wednesday					Thursday					Friday									
	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT					
Morning session																														
Mid session																														
Afternoon session																														

SUMMARY OF TEACHING

Code: Tick which best describes your role in the lesson O – Observation SG – Small group teaching TT – team teaching WCT – Whole class teaching

	Week 2: Monday					Tuesday					Wednesday					Thursday					Friday									
	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT					
Morning session																														
Mid session																														
Afternoon session																														

Code: Tick which best describes your role in the lesson O – Observation SG – Small group teaching TT – team teaching WCT – Whole class teaching

Week 3: Monday					Tuesday					Wednesday					Thursday					Friday						
	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	
Morning session																										
Mid session																										
Afternoon session																										

Code: Tick which best describes your role in the lesson O – Observation SG – Small group teaching TT – team teaching WCT – Whole class teaching

Week 4: Monday					Tuesday					Wednesday					Thursday					Friday						
	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	KLA/Topic	O	SG	TT	WCT	
Morning session																										
Mid session																										
Afternoon session																										

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, university supervisor or principal.

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 in the General Handbook

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 subsequent teaching practice session as well as from other sources. By the end of each session preservice teachers will be expected to demonstrate that intelligent additions to the collection have been made. By the end of their course the preservice teacher will have a bank of resources that will serve as a 'survival kit' for those early days of their teaching career.

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

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

PERSONAL EVALUATION – this section must be handed to the Subject Co-ordinator as part of your assignment.

Name: _____ University Supervisor: _____

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

You have been assessed on the following competencies by the associate teacher and university supervisor.

You now need to respond to the assessment by completing each section below. This task will assist you in identifying evidence you could use for your professional portfolio, ie Professional Teaching Standards.

Area of Competence	Outcome
1. Planning	<ul style="list-style-type: none">▪ knows the fundamentals of planning▪ explores how to reflect on own practice in order to improve quality of teaching & learning

In what ways have you been able to demonstrate your competence in planning?

Area of Competence	Outcome
2. Teaching Practice	<ul style="list-style-type: none"> ▪ developing an understanding of how students develop and learn ▪ demonstrates flexibility and responsiveness ▪ actively reflects on all aspects.

In what ways have you been able to demonstrate your competence in teaching practice?

Area of Competence	Outcome
3. Managing student behaviour	<ul style="list-style-type: none"> ▪ encourages and acknowledges appropriate student behaviour ▪ reflects on the quality of the learning in a lesson

In what ways have you been able to demonstrate your competence in managing student behaviour?

Area of Competence	Outcome
4. Relationships with students & staff	<ul style="list-style-type: none"> ▪ develops positive relationships ▪ contributes positively to the working environment of the class ▪ contributes to regular meetings ▪ identifies professional responsibilities and the relationship to teaching

In what ways have you been able to demonstrate your competence in relating to students and staff?

Area of Competence	Outcome
5. Monitoring and Assessing Student Progress	<ul style="list-style-type: none"> ▪ Through observation makes links between students' learning and indicators ▪ monitors student progress during lesson

In what ways have you been able to demonstrate your competence in monitoring and assessing student progress:

Area of Competence	Outcome
6. Professional responsibility	<ul style="list-style-type: none"><li data-bbox="496 210 1206 239">▪ understands rights & responsibilities of teachers and students<li data-bbox="496 239 948 268">▪ exhibits enthusiasm and commitment<li data-bbox="496 268 916 297">▪ acts equitably towards all students

In what ways have you been able to demonstrate your professional responsibilities?

RETURN OF FORMS TO THE UNIVERSITY

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

- Pre-service Teacher's Time Sheet
- Leave of Absence form
- Mid-session Report - fax a copy to the Professional Experience Office on Friday 5th September. The original should have been given to the pre-service teacher and a photocopy of the report returned to the university
- Final Report – original to be returned to the university and the pre-service teacher should be given a photocopy of the report
- Claim for Payment, including a Tax File Number Declaration Form if not previously employed by CSU in the past 12 months or Tax Invoice

THE ASSOCIATE TEACHER SHOULD NOT SIGN AND DATE THE TAX DECLARATION FORM BEFORE THE END OF THE PROFESSIONAL EXPERIENCE SESSION.