



Pre-service Teacher's Name: _____

School: _____

Faculty: _____

Professional Associate: _____

INTRODUCTION

Professional Practice 2 (EPT442) is a minimum of twenty days teaching experience during the final session of the Graduate Diploma of Education (Secondary) course. It is designed to further enhance 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 teacher's preparation.

The General Handbook gives the professional associate 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 professional associate use to keep track and record many of the varied activities related to this professional experience.

The following tasks have been compiled to direct the preservice teachers' activities during this teaching experience towards an understanding of how schools function and the dynamics of a secondary faculty.

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 Professional Associate 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 professional experiences, where applicable. These are to be written prior to the practice session commences and are to be discussed with the Professional Experience Supervisor. 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, Graduate Diploma of Education (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 against exclusion 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 Professional Associate, 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 Practicum 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 Bathurst campus are covered under comprehensive insurance policies. Details can be found at the link below.

The following insurance whilst they participate in university course-approved work placements and experience:

http://www.csu.edu.au/faculty/pep/INSURANCE_1_Nov_07.pdf

Please note that, as pre-service teachers are not employees of the University, they are not covered by Workers Compensation insurance and Medicare medical and hospital expenses will be met to the extent available under the pre-service teacher's own Medicare and/or private health insurance.

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. These insurance policies do NOT apply to preservice teachers undertaking professional experience overseas.

Accidents occurring whilst in pursuance of the course should be reported by the preservice teacher within 48 hours to the Welfare Administrator, Office 3 at CSUSA, Building C4, (02 63384269).

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.

advised that they should not transport students in their car while on placement, unless they are accompanied by another adult. 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 pre-service teachers undertaking professional experience overseas.

SUMMARY OF EXPECTATIONS OF PARTICIPANTS IN THE PROFESSIONAL EXPERIENCE PLACEMENT

COURSE PHASE	FOCUS	ROLE OF PROFESSIONAL ASSOCIATE	EXPECTATIONS OF PRESERVICE TEACHER (PST)
<p style="text-align: center;">Week 1</p> <p style="text-align: center;">Orientation</p>	Observation in own & other KLAs	<ul style="list-style-type: none"> ▪ Introduce preservice teacher (PST) to staff in KLA and other sections of the school ▪ Organise for observation of classes in KLA (& other KLAs if possible) ▪ Negotiate 2/3 load of classes on which PST can focus attention to undertake teaching in from mid-week if possible ▪ Prepare parts of lessons with 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 ; OH&S etc ▪ Assist professional associate with preparation of teaching materials ▪ Negotiate classes for 2/3 teaching load on which you will focus ▪ Draft lesson plans to discuss with professional associate ▪ Commence teaching mid week if possible <p>Contact University Supervisor if no contact made by end of this week</p>
<p style="text-align: center;">Week 2</p> <p style="text-align: center;">Familiarisation</p>	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 pre-service teacher to plan and present at least two 50 minutes lessons per day – team teaching is appropriate ▪ Assist PST to develop & implement appropriate management strategies ▪ Provide in-depth feedback and advice on strengths and weaknesses – observe all lessons; Written feedback on 1 lesson per day <p>Complete Mid-Session report – fax to university</p> <ul style="list-style-type: none"> ▪ Assist PST in goal setting for improvement 	<ul style="list-style-type: none"> ▪ With assistance of associate make connections between curriculum perspectives – e.g. girls' education – syllabus documents, classroom practices and school policies, issues of social justice and frameworks for learning eg productive pedagogies. ▪ Teaching complete lessons at least two 50 minutes lessons per day ▪ Plan ALL teaching/learning experiences prior to day of delivery <p>Discuss mid-session report with Associate and Supervisor</p> <ul style="list-style-type: none"> ▪ Set goals for development in second half of program
<p style="text-align: center;">Week 3 and 4 (and 5 if required)</p> <p style="text-align: center;">Consolidation</p>	Plan, present, assess and evaluate your teaching	<ul style="list-style-type: none"> ▪ Provide oral feedback on at least two lessons per day; written feedback on at least one per day ▪ Provide extension or remediation as appropriate ▪ If appropriate, increase teaching load to 3 lessons per day. Err on the side of quality rather than quantity. At least 2/3 load by the last week ▪ Ensure all lessons are fully planned and carefully evaluated <p>Complete final assessment following discussion with pre-service teacher and mentor/supervisor</p>	Demonstrate knowledge of: <ul style="list-style-type: none"> ▪ Variety of teaching/learning styles (both inside and outside the K.L.A.). ▪ Assessing students and evaluating lessons using appropriate indicators, to enable enhanced student learning ▪ Appropriate pedagogical practices for the differentiated nature of the school population ▪ Demonstrate commitment to professionalism

PRESCRIBED OUTCOMES (Tick box when completed)

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 four weeks – you should plan, teach and evaluate 2/3 a load for at least one week. This will be about 14 lessons of 50 minute duration over the final week.
- Writing and discussing with your Professional Associate a **PERSONAL EVALUATION** of Professional Experience 2.
- Expanding your Critical Professional Commentary (as explored in *Reconceptualising Secondary Education*) with the inclusion of artefacts to demonstrate growth in professional knowledge.

Demonstrated skills in:

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

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**

Collected further evidence for the **CRITICAL PROFESSIONAL COMMENTARY**

EXPECTED PERSONAL OUTCOMES

State the outcomes to which you intend to give highest priority in this professional experience session.

- N.B.**
1. This must be completed and discussed with the Professional Associate at the commencement of the placement and faxed to University Supervisor with your Week 1 feedback sheet.
 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 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: _____

Professional Associate: _____

Date: _____

OBSERVATION

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.

Observation Notes: The preservice teachers are required to observe a number of different teachers and lessons throughout the period of the professional experience. There are sufficient copies in the package that has been sent to the Professional Associate.

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 and your **role** in the lesson ie team teaching, whole class, small group etc.

WEEK	MONDAY Class/Time	TUESDAY Class/Time	WEDNESDAY Class/Time	THURSDAY Class/Time	FRIDAY Class/Time
One	Observation	Observation			
Two					
Three					
Four					
Five (if necessary)					

Professional Associate's signature: _____ Date: _____

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 – professional associate 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 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 professional associate?
- What explicit role did you play in the learning experience?

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

RESOURCE COLLECTION

During the first practicum experience, preservice teachers began to develop a collection of ideas and materials that would assist in professional experience sessions. The resource collection should be added to during this professional experience session as well as from other sources.

The Resource Collection could 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 – these will be useful artefacts for your *Critical Professional Commentary*.

PERSONAL EVALUATION

You have been assessed on the following *Principles of Practice* by your professional associate and university supervisor. You now need to respond to the assessment by completing each section below. This task will assist you in identifying evidence to use in your *Critical Professional Commentary*

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

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

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

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

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

RETURN OF FORMS TO THE UNIVERSITY

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

- Pre-service Teacher Teacher’s Time Sheet
- Leave of Absence form
- Mid-session report - fax a copy to the Professional Experience Office after 2 weeks, the original should have been given to the pre-service teacher and a photocopy returned to the university
- Final Professional Experience Assessment Report – original to be returned to the university (the original will be returned to the pre-service teacher after it processed by the university)
- Copies of Lesson Observation Feedback sheets
- 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 PROFESSIONAL ASSOCIATE SHOULD NOT SIGN AND DATE THE TAX DECLARATION FORM BEFORE THE END OF THE PROFESSIONAL EXPERIENCE SESSION.