

## WORKBOOK

A copy of this workbook, completed, must be submitted to the Professional Experience Office at the completion of the school placement.

Preservice Teacher's Name: \_\_\_\_\_

School: \_\_\_\_\_

Faculty: \_\_\_\_\_

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

### INTRODUCTION

Professional Experience 1 (EPT441) is typically a 25 day teaching professional experience during the first year of the Bachelor of Teaching (Secondary) course or a 30 day placement in the Bachelor of Education (TAS – Industry Entry) 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. This program is seen as a very important component of the preservice teacher's preparation, and an opportunity for them to determine their **suitability for teaching as well as explore aspects of classroom teaching**.

The first curriculum method subject and EEP441 Reconceptualising Secondary Education are co-requisites for this subject, so students will either have completed these or be making satisfactory progress in them before undertaking professional experience.

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'**.

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

The following tasks have been compiled to direct the preservice teacher's activities during this teaching professional 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 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 related Assessment Report for this placement as well as in the Summary of Expectations on the final pages of this Workbook. 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 EXPECTATIONS as laid out on the final pages. It should be noted that these have been developed in consultation with school-based colleagues.

### **Expected Personal Outcomes**

These will be derived from the preservice teacher's needs and from the personal evaluation of previous teaching practice experiences. These are to be written prior to the placement session commencing or during the first week after discussion with the associate teacher. 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) or Bachelor of Education (TAS – Industry Entry), 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 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 the Professional Experience Workbook.

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, or transporting school pupils to an organised activity, should be claimed on Third Party Insurance.

CSU teacher education students should not transport school students in their car while undertaking professional placement,

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.**

## SUPPORT FROM THE UNIVERSITY

Due to the geographic scatter of the preservice teachers and because of financial constraints, a liaison officer will not normally be sent by the University. However, the Professional Experience Liaison Officer will make contact with the preservice teacher and/or associate teacher by phone or fax early in the program to ensure that the placement starts on a positive note. The preservice teacher has been given weekly reports which must be completed at the end of each week and faxed back to the Professional Experience Office. The Professional Experience Liaison Officer should be advised by fax or phone of any preservice teacher about whom serious concerns are felt and follow-up discussions will be arranged. Your attention is drawn to section 5 of the Policy on Professional Practice entitled 'Procedures with Regard to Students At Risk'

**PRESCRIBED OUTCOMES** (Tick box when completed)

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 four weeks (Bachelor of Teaching) or five weeks (Bachelor of Education TAS – Industry Entry). You should plan, teach and evaluate ½ a load for at least two weeks. This will be about 10-12 lessons of 50 minute duration per week over the final weeks.
- Writing and discussing with your Associate Teacher a **PERSONAL EVALUATION** of Professional Experience 1.

Demonstrated skills in NSWIT Graduate Teaching Standards:

- knowledge of 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**

Carried out the **EXPECTATIONS FOR ACADEMIC SUBJECTS**

Collected evidence for the Graduate Teaching Standards

## 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 prior to the commencement of your teaching practice session, or during the **first week** after discussion with your associate teacher and **FAXED** to the Professional Experience Office.
  2. These objectives will form the basis of the targets for your teaching sessions.
  3. Objectives 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: \_\_\_\_\_

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

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

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

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

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

**TEACHING & LEARNING EXPERIENCES****COPY TO BE RETURNED TO THE UNIVERSITY SUBJECT CO-ORDINATOR****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. A copy of the lesson feedback sheet from the Associate Teacher's package may be used for guidance.

**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 in a table similar to this. Include the period, class and teaching/learning focus.

O = Observation

TT = Team Teaching

T = Independent Teaching

<b>WEEK</b>	<b>MONDAY</b> Class/Time	<b>TUESDAY</b> Class/Time	<b>WEDNESDAY</b> Class/Time	<b>THURSDAY</b> Class/Time	<b>FRIDAY</b> Class/Time
<b>One</b>	<b>Observation &amp; Discussion</b>	<b>Observation &amp; Discussion</b>	<b>Observation &amp; Discussion</b>	<b>Observation, Discussion, team teaching</b>	<b>Observation, Discussion, team teaching</b>
<b>Two</b>					
<b>Three</b>					
<b>Four</b>					
<b>Five</b>					
<b>Six (if necessary)</b>					

Associate Teacher'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 – associate teacher or principal, and should be submitted to the associate teacher the day before the lessons are to be taught.***

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 subsequent 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
- Computer software
- Websites
- Books - author, title, publisher, source, price, suitability
- Samples of children's work, showing date and stage level

## PERSONAL EVALUATION

This evaluation **MUST BE RETURNED** to the Subject Coordinator by the preservice teacher within two weeks of the conclusion of the placement.

By completing this task 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. 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, explicitly describing the ways in which you demonstrated your competence.

### **TASK:**

For every one of the seven elements, you need to write an answer to the question: “In what ways do you think you have been able to demonstrate your competence in this element?”:

- Element 1: Knowledge of subject content and how to teach that content to your students
- Element 2: Knowledge of your students and how they learn
- Element 3: Planning, assessment and reporting for effective learning
- Element 4: Communicating effectively with your students
- Element 5: Creating challenging & safe learning environments through the use of classroom management skills
- Element 6: Continual improvement of your professional knowledge and practice
- Element 7: Active engagement with the profession

Aim for 250 words on each of the seven elements. If you cannot write that many words on how you demonstrated that element, then write on how you need to improve in that element. You need to be quite specific about how you have demonstrated each of the elements (eg. “I designed a series of lessons for Year 9 on ..... using their laptops, with a range of topics chosen from discussion with them about their interests”. “As Year 7 could not listen for long, I gave instructions in short bursts”).

Please write a specific example for each of the seven elements. You might like to look at all the dot points in the Professional Teaching Standards to help you <http://www.nswteachers.nsw.edu.au/Main-Professional-Teaching-Standards.html>. Use the Graduate Teacher column as your guide.

Submit this as a Word document, emailed to the Subject Co-ordinator, or posted to the Professional Experience Office.

## 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 teaching practice materials to the Professional Experience Office.

- Student Teacher's Time Sheet
- Leave of Absence form
- Copies of Teaching/Learning Experience Feedback sheets
- Mid-session report - fax a copy to the Professional Experience Office at the end of week 3. The original should have been given to the student and a photocopy returned to the university
- Final Professional Experience Report – to be returned to the university
- ***At the commencement of the professional experience session please return the Confidential Personal and Banking Details Form and Tax File Number Declaration Form to the HR Service Centre.***
- Teacher's Pay Claim or Invoice from School (signed by the principal or appointee)

## ABSENCES

Preservice teachers are expected to be in attendance for each day of teaching practice and only in extreme cases of illness or misadventure will absence be accepted. **Preservice teachers will be required to make up the days in the same situation immediately following the prescribed time.**

### SCHEDULE FOR BACHELOR OF TEACHING (SECONDARY)

SUMMARY OF EXPECTATIONS OF PARTICIPANTS IN PROFESSIONAL EXPERIENCE			
PROGRAM PHASE	FOCUS	ROLE OF ASSOCIATE TEACHER	EXPECTATIONS OF PRESERVICE TEACHER (PST)
<b>Week 1 Orientation</b>	Observation in own & other KLAs	<ul style="list-style-type: none"> <li>▪ Introduce preservice teacher to staff in KLA and other sections of the school</li> <li>▪ Organise for observation of classes in KLA (&amp; other KLAs if possible)</li> <li>▪ Negotiate ½ load of classes on which preservice teacher can focus attention to undertake teaching in following weeks</li> <li>▪ Prepare parts of lessons <b>with</b> the preservice teacher</li> <li>▪ Assign tasks such as resource preparation to preservice teacher</li> <li>▪ Organise for preservice teacher to shadow member of Executive</li> </ul>	<p><b>Priority for this week:</b></p> <ul style="list-style-type: none"> <li>▪ Further develop skills of observation and analysis</li> <li>▪ Articulate how individual lessons fit within broad unit framework</li> <li>▪ Familiarise yourself with school procedures and policies: welfare; evacuation; wet weather; meeting schedule; excursion policy etc</li> <li>▪ <b>Negotiate classes for ½ teaching load on which you will focus over the following 4 weeks</b></li> <li>▪ Assist associate teacher with preparation of teaching materials</li> <li>▪ Team teach with associate if appropriate</li> <li>▪ Contact university liaison officer if no contact has been made</li> </ul>
<b>Week 2 Familiarisation</b>	Prepare material <b>with</b> associate teacher's input and present teaching material independently	<ul style="list-style-type: none"> <li>▪ Make explicit for the preservice teacher the linking of curriculum/good classroom practice with teaching and learning methodology and policies – school, regional and departmental</li> <li>▪ Assist preservice teacher to plan and present at least one (50 minute equivalent) lesson per day – team teaching is appropriate</li> <li>▪ Assist preservice teacher to develop &amp; implement appropriate management strategies</li> <li>▪ Provide in-depth feedback and advice on strengths and weaknesses – observe all lessons; Provide written feedback on 1 lesson per day</li> <li>▪ Assist preservice teacher in goal setting for improvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Draft lesson plans to discuss with associate teacher</li> <li>▪ Teach complete lessons per day</li> <li>▪ Plan ALL teaching/learning experiences fully</li> <li>▪ Evaluate comprehensively</li> </ul>
<b>Week 3 &amp; 4 Consolidation</b>	Plan, present, assess and evaluate your teaching	<p><b>Complete Mid-Session report Wk 3 – fax to university</b></p> <ul style="list-style-type: none"> <li>▪ Provide oral feedback on at least two lessons per day; written feedback on at least one per day</li> <li>▪ Provide extension or remediation as appropriate</li> <li>▪ If appropriate, increase teaching load to 3 lessons per day. Err on the side of quality rather than quantity. At least ½ load by week 4</li> <li>▪ Ensure all lessons are fully planned and carefully evaluated</li> <li>▪ Assist preservice teacher negotiate a link with Support Staff – e.g. Inclusive Ed unit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss mid-session report with Associate and Supervisor</li> <li>▪ Employ appropriate pedagogical practices for the diverse nature of the school population</li> <li>▪ Assess students and evaluate lessons using appropriate indicators, to enable enhanced student learning</li> <li>▪ Negotiate with staff to work with students with special needs</li> <li>▪ Move to independent teaching and in depth planning of all lessons</li> <li>▪ Demonstrate commitment to professionalism</li> </ul>
<b>Week 5 Transformation</b>	Move to independence on ½ load	<ul style="list-style-type: none"> <li>▪ <b>Complete final assessment following discussion with preservice teacher and mentor/supervisor</b></li> <li>▪ Ensure all lessons fully planned and evaluated</li> <li>▪ Preservice teacher should teach ½ load for these weeks with limited support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teach ½ load independently, with Associate teacher's supervision in classroom</li> <li>▪ Spend time in Special Education Unit if possible</li> <li>▪ Discuss the final assessment BEFORE you complete the program</li> </ul>



**SCHEDULE FOR BACHELOR OF EDUCATION (TAS – INDUSTRY ENTRY)**

<b>SUMMARY OF EXPECTATIONS OF PARTICIPANTS IN PROFESSIONAL EXPERIENCE</b>			
<b>PROGRAM PHASE</b>	<b>FOCUS</b>	<b>ROLE OF ASSOCIATE TEACHER</b>	<b>EXPECTATIONS OF PRESERVICE TEACHER (PST)</b>
<b>Week 1 Orientation</b>	Observation in own & other KLAs	<ul style="list-style-type: none"> <li>▪ Introduce preservice teacher to staff in KLA and other sections of the school</li> <li>▪ Organise for observation of classes in KLA (&amp; other KLAs if possible)</li> <li>▪ Negotiate ½ load of classes on which preservice teacher can focus attention to undertake teaching in following weeks</li> <li>▪ Prepare parts of lessons <b>with</b> the preservice teacher</li> <li>▪ Assign tasks such as resource preparation to preservice teacher</li> <li>▪ Organise for preservice teacher to shadow member of Executive</li> </ul>	<p><b>Priority for this week:</b></p> <ul style="list-style-type: none"> <li>▪ Further develop skills of observation and analysis</li> <li>▪ Articulate how individual lessons fit within broad unit framework</li> <li>▪ Familiarise yourself with school procedures and policies: welfare; evacuation; wet weather; meeting schedule; excursion policy etc</li> <li>▪ <b>Negotiate classes for ½ teaching load on which you will focus over the following 5 weeks</b></li> <li>▪ Assist associate teacher with preparation of teaching materials</li> <li>▪ Team teach with associate if appropriate</li> <li>▪ Contact university liaison officer if no contact has been made</li> </ul>
<b>Week 2 Familiarisation</b>	Prepare material <b>with</b> associate teacher's input and present teaching material independently	<ul style="list-style-type: none"> <li>▪ Make explicit for the preservice teacher the linking of curriculum/good classroom practice with teaching and learning methodology and policies – school, regional and departmental</li> <li>▪ Assist preservice teacher to plan and present at least one (50 minute equivalent) lesson per day – team teaching is appropriate</li> <li>▪ Assist preservice teacher to develop &amp; implement appropriate management strategies</li> <li>▪ Provide in-depth feedback and advice on strengths and weaknesses – observe all lessons; Provide written feedback on 1 lesson per day</li> <li>▪ Assist preservice teacher in goal setting for improvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Draft lesson plans to discuss with associate teacher</li> <li>▪ Teach complete lessons per day</li> <li>▪ Plan ALL teaching/learning experiences fully</li> <li>▪ Evaluate comprehensively</li> </ul>
<b>Week 3 &amp; 4 Consolidation</b>	Plan, present, assess and evaluate your teaching	<p><b>Complete Mid-Session report Wk 3 – fax to university</b></p> <ul style="list-style-type: none"> <li>▪ Provide oral feedback on at least two lessons per day; written feedback on at least one per day</li> <li>▪ Provide extension or remediation as appropriate</li> <li>▪ If appropriate, increase teaching load to 3 lessons per day. Err on the side of quality rather than quantity. At least ½ load by week 4</li> <li>▪ Ensure all lessons are fully planned and carefully evaluated</li> <li>▪ Assist preservice teacher negotiate a link with Support Staff – e.g. Inclusive Ed unit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss mid-session report with Associate and Supervisor</li> <li>▪ Employ appropriate pedagogical practices for the diverse nature of the school population</li> <li>▪ Assess students and evaluate lessons using appropriate indicators, to enable enhanced student learning</li> <li>▪ Negotiate with staff to work with students with special needs</li> <li>▪ Move to independent teaching and in depth planning of all lessons</li> <li>▪ Demonstrate commitment to professionalism</li> </ul>
<b>Week 5 &amp; 6 Transformation</b>	Move to independence on ½ load	<ul style="list-style-type: none"> <li>▪ <b>Complete final assessment following discussion with preservice teacher and mentor/supervisor</b></li> <li>▪ Ensure all lessons fully planned and evaluated</li> <li>▪ Preservice teacher should teach ½ load for these weeks with limited support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teach ½ load independently, with Associate teacher's supervision in classroom</li> <li>▪ Spend time in Special Education Unit if possible</li> <li>▪ Discuss the final assessment BEFORE you complete the program</li> </ul>