



CHARLES STURT UNIVERSITY - BATHURST

FACULTY OF EDUCATION

Professional Experience 2 – EPT442

## 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 2 (EPT442) is typically a 25 day teaching professional experience during the second year of the Bachelor of Teaching course, Graduate Certificate in Mathematics and the Graduate Certificate in Secondary Education or a 30 day placement in the Bachelor of Education (TAS – Industry Entry) course. It is 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 teachers' preparation, and an opportunity for them to determine their **suitability for teaching as well as explore aspects of classroom teaching**.

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 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 Personal Objectives.

Both associate teacher and the preservice teacher should make themselves familiar with the ROLE EXPECTATIONS as laid out on the final pages, to ensure all aspects of the program are addressed. 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 identified needs and from the personal evaluation of previous teaching practice experiences. These are written prior to the commencement of the school-based session, or during the first week in the school, and are to be discussed with the Associate Teacher and the Professional Experience Liaison Officer. 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), Graduate Certificate in Mathematics, Graduate Certificate in Secondary Education 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 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.

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

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

Preservice teachers 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 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 five or six weeks – you should plan, teach and evaluate an 80% load for at least the final week (Bachelor of Teaching, Graduate Certificate in Mathematics and the Graduate Certificate in Secondary Education) or two weeks (Bachelor of Education TAS). This will be about 17 or 18 lessons of 50 minutes duration per week over the final weeks.
- Writing and discussing with your associate teacher a **PERSONAL REFLECTION** of Professional Experience 2.

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 further 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 to Sign: \_\_\_\_\_

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

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

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

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

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

## LEARNING & TEACHING 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 Twenty Five or 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 = Teaching whole lesson

WEEK	MONDAY Class/Time	TUESDAY Class/Time	WEDNESDAY Class/Time	THURSDAY Class/Time	FRIDAY Class/Time
One	Observation & Discussion	Observation & Discussion	Observation & Discussion Team Teach	Observation & Discussion Team Teach	Observation & Discussion Team Teach
Two					
Three					
Four					
Five					
Six (if necessary)					

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 second professional experience, preservice teachers are expected to continue developing a collection of ideas and materials that will assist in this teaching practice session and in the early years of teaching.

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.

## PERSONAL EVALUATION

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

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 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, considering several dot points for every element.

<http://www.nswteachers.nsw.edu.au/Main-Professional-Teaching-Standards.html>

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.

## RETURN 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 COURSES WITH FIVE-WEEK PLACEMENT

SUMMARY OF EXPECTATIONS OF PARTICIPANTS IN THE PROFESSIONAL EXPERIENCE			
COURSE PHASE	FOCUS	ROLE OF ASSOCIATE TEACHER	EXPECTATIONS OF PRESERVICE TEACHER (PST)
<b>Pre –prac preparation</b>	Getting ready	<ul style="list-style-type: none"> <li>▪ Ensure that you have determined topic areas for preservice teacher (PST) and a suitable working space in the staffroom</li> </ul>	Contact associate teacher to confirm attendance and finalise topic areas. Check timetable and meeting schedule so you are aware of commitments before, during and after school.
<b>Week 1</b>  <b>Orientation</b>	Observation in own & other KLAs and shadowing of classes	<ul style="list-style-type: none"> <li>▪ Introduce preservice teacher (PST) to staff in faculty and other sections of the school</li> <li>▪ Organise for observation of classes in faculty (&amp; other faculties if possible)</li> <li>▪ <b>Negotiate 0.8 fulltime teaching load</b> of classes (i.e. 10-12x50 minute lessons at Stage 4/5 classes plus approx. 4-6 x 50 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.</li> <li>▪ Prepare parts of lessons <b>with</b> the preservice teacher</li> <li>▪ Assigns tasks such as resource preparation to preservice teacher</li> <li>▪ Team teach with preservice teacher</li> </ul> <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"> <li>▪ Further develop skills of observation and analysis – including analytical observation of a class for a day (shadowing)</li> <li>▪ Articulate how individual lessons fit within broad unit framework</li> <li>▪ Familiarise yourself with school procedures and policies: attendance, welfare; behaviour management, evacuation; wet weather; meeting schedule; excursion policy etc</li> <li>▪ <b>Negotiate 0.8 fulltime teaching load of classes</b> (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</li> <li>▪ Assist Associate Teacher with preparation of teaching materials</li> <li>▪ Team teach with Associate Teacher. Observation and analysis to also continue for duration of the professional experience.</li> </ul>
<b>Week 2</b>  <b>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 PST 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 teach a minimum of a <b>0.5 teaching load</b> of classes – team teaching is appropriate. Sight, discuss and <b>sign</b> lesson plans with PST prior to implementation.</li> <li>▪ Assist PST to develop &amp; use appropriate management strategies</li> <li>▪ Observe all lessons. Provide in-depth feedback and advice on strengths and areas for development, with <b>written feedback</b> on one lesson per day</li> <li>▪ Assist PST in goal setting for improvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ For ALL lessons to be taught by you, plan the teaching/learning experiences fully. <b>Present and discuss draft lesson plans with Associate Teacher prior to teaching</b></li> <li>▪ Teach complete lessons, a minimum of <b>0.5 teaching load</b> of classes</li> <li>▪ Evaluate comprehensively.</li> </ul>
<b>Week 3 &amp; 4</b>  <b>Consolidation</b>	Plan, present, assess and evaluate your teaching	<p><b>Complete Mid-Session report by middle of week 3 – fax to university</b></p> <ul style="list-style-type: none"> <li>▪ Increase PST teaching to a minimum of a <b>0.6 teaching load</b> of classes.</li> <li>▪ Provide extension or remediation as appropriate</li> <li>▪ Assist PST to make links with AEA and other support staff as appropriate</li> <li>▪ Ensure all PST's lessons are fully planned and carefully evaluated. Sight and discuss lesson plans with PST prior to implementation.</li> <li>▪ Observe all lessons. Where appropriate provide oral feedback on lessons and written feedback on one lesson per day.</li> </ul>	<p><b>Discuss mid-session report with associate teacher</b></p> <ul style="list-style-type: none"> <li>• Increase teaching to a <b>minimum of 0.6 teaching load</b> of classes.</li> <li>• Meet with AEA and other specialist support staff.</li> </ul> <p>In your teaching you should demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Variety of teaching/learning styles (both in and outside the faculty)</li> <li>• Independent planning &amp; teaching, and in-depth planning of all lessons</li> <li>• Assessing students and evaluating lessons using appropriate indicators, to enable enhanced student learning</li> <li>• Appropriate pedagogical practices for the diverse nature of the school population</li> <li>• Demonstrate commitment to professionalism</li> </ul>
<b>Week 5</b> <b>Transformation &amp; autonomy</b>	Plan, present, assess and evaluate your teaching	<p><b>Complete final assessment following discussion with preservice teacher and mentor/supervisor</b></p> <ul style="list-style-type: none"> <li>▪ Support preservice teacher to successfully teach <b>0.8 (maximum) teaching load</b> 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).</li> <li>▪ Observe all lessons. Where appropriate provide oral feedback on lessons and written feedback on at least one lesson per day.</li> <li>▪ Ensure all lessons are fully planned and evaluated. Negotiate use of a daily planner/day book in lieu of lesson plans if appropriate.</li> </ul>	<p><b>Discuss final assessment with associate teacher BEFORE you complete the program.</b></p> <ul style="list-style-type: none"> <li>▪ Successfully plan, teach, assess &amp; evaluate <b>0.8 (maximum) teaching load</b> of classes for final week</li> <li>▪ Further explore opportunities to work with Indigenous staff, students with special needs and community members.</li> <li>▪ Use daily planner/day book pro-forma if appropriate</li> </ul>



## SCHEDULE FOR COURSES WITH SIX-WEEK PLACEMENT

### SUMMARY OF EXPECTATIONS OF PARTICIPANTS IN THE PROFESSIONAL EXPERIENCE

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