



ATTACHMENT

Preservice Teacher's Name: _____

School: _____

Associate Teacher: _____

INTRODUCTION

Professional Experience EPT241 is a twenty day observation and introductory teaching professional experience during Session 4 of the eight session 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 professional experience placement 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 the introductory phases of classroom teaching**. The preservice teacher will be working in pairs on this placement.

The student is currently undertaking these subjects:

- EED441 Constructions of Adolescence and their Educational Implications
- EHR212 Young Peoples Health & Wellbeing: Perspectives & Pedagogies
- [] Minor Elective

The General Handbook gives the Associate Teacher and Preservice teacher a detailed coverage of the professional experience arrangements for the entire course and should be read in conjunction with this Attachment. Specific Attention should be paid to **Assessment** guidelines 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 of the program and record many of the varied activities related to this professional experience.

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

ETHICAL CONSIDERATIONS FOR PRESERVICE TEACHERS UNDERTAKING PROFESSIONAL EXPERIENCE PROGRAMS AS PART 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.*
- **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

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 placement 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 Profile for this placement as well as in the schedule of activities on the following page. These are intended to indicate the minimum stages of development expected of a preservice teacher. However, some 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 ROLE EXPECTATIONS as laid out on the following page to ensure all aspects of the program are addressed.

Personal Outcomes

These will be derived from preservice teacher's perceived needs. These are to be written prior to the professional experience session commencing and are to be discussed with the Professional Experience and/or Subject Co-ordinator. It is from these personal objectives that the teaching targets will be chosen throughout the supervision cycle.

Lesson Preparation

It is important that all lessons/learning activities be planned and discussed with the associate teacher **prior** to the commencement of lessons on the day on which the teaching will take place.

No lesson is to be taught unless the lesson plan has been approved and signed off by the associate teacher. Lesson notes are to be available at any time for perusal by supervising personnel. All lessons MUST be fully evaluated – see pp 10-11.

Summary of Teaching Activities (PAGE 8)

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.

SUMMARY OF EXPECTATIONS OF PARTICIPANTS IN PROFESSIONAL EXPERIENCE- EPT241

COURSE PHASE	TIME	FOCUS	ROLE OF TEACHING ASSOCIATE	EXPECTATIONS OF PRESERVICE TEACHER
Induction	Weekly visits 5 one day per week or 1 week block	Observation in PD/Health/PE faculty	<ul style="list-style-type: none"> ▪ Faculty Induction ▪ Provide opportunity for observation within faculty ▪ Negotiate observation of other teachers within faculty, & other faculties; ▪ Organise for preservice teacher to “Shadow” a class from Yr 7 or 8 for a whole day ▪ Select the ½ load of classes for the block component of the professional experience and decide on topics to be taught by preservice teacher. ▪ Encourage preservice teacher to actively participate in class’s 	<ul style="list-style-type: none"> ▪ Develop the skills and language of observation and reflection. ▪ Articulate how individual lessons fit within broad unit frameworks. ▪ Complete observation notes for “shadow” day. ▪ Familiarisation with school procedures and policies: discipline, playground rules, school rules, organisational issues such as: meeting schedules, planning excursions, welfare programs, evaluation. ▪ Negotiate teaching load with Associate Teacher ▪ Actively participate & encourage with learners <p>Provide a copy of timetable to subject coordinator prior to beginning block professional experience</p>
Orientation	Week 2	Small group or team teaching	<ul style="list-style-type: none"> ▪ Make explicit for the preservice teacher, the linking of curriculum/good classroom practice with teaching and learning methodology and policies – school, regional and departmental. ▪ Prepare parts of lessons with the preservice teacher pairs. ▪ Mid Session report due late this week 	<ul style="list-style-type: none"> ▪ With the assistance of the Associate Teacher make connections between curriculum perspectives - e.g. girls’ education - syllabus documents, classroom practices and school policies, and issues of social justice. ▪ Teach small groups or parts of lessons involving the whole class with your partner ▪ Plan activities with partner <p>Organise supervisor’s visit</p>
Familiarisation	Week 3	Prepare and deliver lesson material with pairs partner	<ul style="list-style-type: none"> ▪ Assist preservice teachers to prepare for “team teaching” of ½ load ▪ Ensure a gradual increase in the amount of preparation and delivery undertaken by the preservice teacher pair. 	<ul style="list-style-type: none"> ▪ Recognition of variety of teaching/learning styles (both inside and outside the faculty.). ▪ Teach whole classes – planned etc with partner ▪ Provide supportive feedback to partner
Consolidation	Week 4	Teach ½ load of classes ie about 11 or 12 lessons Independently i.e. together you teach half a load	<ul style="list-style-type: none"> ▪ Assist preservice teachers to plan, deliver and evaluate lessons with the range of classes up to 11 during the week (approximately 50 minute lessons) <p>Final report to be written & discussed with preservice teacher</p>	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of : -What they will teach :content/expected outcomes -Skills in :How to teach - pedagogy -Assessing students and evaluating lessons. ▪ Moving from team teaching to independent teaching of 11 periods per week (50 minute lessons). Joint planning and shared evaluations <p>Final report to be discussed with Associate & University Supervisor</p>

PRESCRIBED OUTCOMES (Tick box when completed)

You will have successfully completed Introduction to the Secondary Context - EPT241 when you have:

Established your **SUITABILITY FOR TEACHING** by:

- Successfully planning, teaching, assessing and evaluating a range of classes with a peer partner for a period of time (ie ½ load for at least one week).
- Conducting yourself in an ethical and professional manner with all members of staff, students and community members with whom you interact while on your school placement.
- Demonstrating high quality communication skills – verbal, written and listening.

Completed your specific reflection on each of the following areas:

- knowledge of subject content and how to teach that content to their students;
- knowledge of 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

Report **CLASSROOM EXPERIENCES** by completing the *Summary of Activities* page 8.

Set up a **RESOURCE COLLECTION**

Collected evidence for the **DEMONSTRATION OF PROFESSIONAL TEACHING STANDARDS**

The following **CHECKLIST**, while not comprehensive, represents a broad range of school organisational, administrative and curriculum aspects. Pre-service teachers are expected to record awareness and understanding of each of these aspects during the course of this professional experience period.

SCHOOL ORGANISATION:

- * Signing on - Hours of attendance – Leave of Absence
- * Physical layout of school and photocopy policy
- * Noticeboard, etc. - Daily Organisation
- * First Aid
- * Timetable & Playground duty roster
- * Roles in the school
- * School Policies and Procedures booklets
- * Staffroom allocation for students
- * Absence of Associate
- * Audiovisual, photocopying etc
- * Reporting
- * Library
- * Computer Access for staff and students
- * Emergency evacuation procedures
- * Welfare procedure
- * Assisted marking of student assessment

DET, AIS or CEO (AS APPROPRIATE) AND BOARD OF STUDIES DOCUMENTATION

Select two of the policy documents and provide a brief summary (300 words each) of the importance of the policy in this school

- * Specific Department policies e.g. Aboriginal Education, Girls Education Strategy, and other curriculum perspectives
- * Code of Conduct
- * Conflict Resolution
- * Multicultural Education
- * OH & S
- * Assessment and Reporting

EXPECTED PERSONAL OUTCOMES

Please note:

1. These must be completed & discussion with your Professional Experience Subject Coordinator prior to the commencement of your professional experience.
2. You will then need to share them with your teaching partner, associate teacher & university supervisor during the session.
3. These objectives will form the basis of the targets for your teaching sessions
4. 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:		

Signed: _____

Date: _____

Associate Teacher: _____

Date: _____

Subject Coordinator: _____

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 their observations, paying particular attention to such areas as: *Preparation, Managing student learning & behaviour* and *Communication*.

SUMMARY OF ACTIVITIES *Record of Lessons observed and/or taught in the twenty-day program*

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.

WEEK	MONDAY Class/Time	TUESDAY Class/Time	WEDNESDAY Class/Time	THURSDAY Class/Time	FRIDAY Class/Time
One					
Two					
Three					
Four					

Associate Teacher's signature: _____ Date: _____

Unit/Lesson Title		Lesson duration	Stage	Year	Class/Group
Rationale		Syllabus Outcomes		Syllabus Content	
Prior Knowledge			Risk Assessment		Resources
Specific Teaching target (identified from previous teaching & related to presence in the classroom; classroom management etc)					
Learning Outcomes <i>These should be precise indicators of intended student learning</i>	Time Guide	Content/Learning Experience <i>Introduction (Engagement)</i> <i>Body (Exploration/Transformation/Presentation)</i> <i>Conclusion (Presentation/Reflection)</i>	Teaching Strategies	Class Organisation <i>Grouping & classroom environment</i>	Assessment Techniques <i>What will you use to assess their learning</i>
Transitions to next lesson					

EVALUATIONS

Lesson Evaluation			
OUTCOMES	RESOURCES/ENVIRONMENT	PRESENTATION/STRATEGIES	INTERACTION & COMMUNICATION
Were they experienced/achieved/developed? Why/Why not? How do you know?	Were they appropriate/utilised? Why/Why not? How do you know?	Were these appropriate? Why/Why not? How do you know?	Was this appropriate? Why/Why not? How do you know?
Follow-up How is this evaluation going to impact in future learning experiences for your students?			

TEACHING EVALUATION– specific teaching target for this lesson (identified on lesson plan)

Evaluation of specific teaching target
How will I adjust my teaching as a result of this lesson
Specific teaching targets <i>(should be written into next day's lesson plan)</i>

Associate Teacher's Signature..... Date.....NB. *This must be signed before lesson is taught*

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 sessions. The resource collection should be added to during each subsequent teaching session as well as from other sources. 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
- Web sites
- Books - author, title, publisher, source, price, suitability
- Samples of children's work, showing date and stage level.

PERSONAL REFLECTION – this section must be handed to the Subject Co-ordinator of EPT241

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 Subject Co-ordinator.

You have been assessed on the following Graduate Teaching Standards 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 you professional portfolio. You need to provide examples of lessons/activities that provide evidence for your assertions.

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

Element 2	Knowledge of your students and how they learn
<p><i>In what ways do you think you have you been able to demonstrate your competence in this element?</i></p>	

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 practice, or as soon as possible thereafter, the Associate Teacher should return the following teaching practice materials to the Professional Experience Office.

- Preservice Teacher's Time Sheet
- Leave of Absence form
- Mid-session report – Please return the photocopy, the original copy should have been given to the preservice teacher when completed and a copy faxed to the Professional Experience Office on Friday end week one.
- Copies of Lesson Observation/Feedback forms (originals to be given to PST)
- Final Professional Experience Assessment Report – to be returned to the university
- Claim for Payment, including a Tax File Number Declaration Form if not previously employed by CSU.

THE ASSOCIATE TEACHER SHOULD NOT SIGN THEIR TAX DECLARATION FORM UNTIL IT IS ABOUT TO BE RETURNED TO THE PROFESSIONAL EXPERIENCE OFFICE WITH ALL THE OTHER PROFESSIONAL EXPERIENCE MATERIAL

Return all professional experience paper work, signed as required, to:

**Professional Experience Office
School of Teacher Education
Charles Sturt University
Panorama Ave
BATHURST NSW 2795**