School of Education (Vic)
PROFESSIONAL EXPERIENCE PROGRAM

BACHELOR OF EDUCATION
(Early Childhood & Primary – Yr 3)
EDFX315 – First Supervised Teaching Placement

2012
GUIDELINE BOOKLET
FOR PRE-SERVICE TEACHERS, ASSOCIATE TEACHERS & STUDENT TEACHER CO-ORDINATORS
# TABLE OF CONTENTS

It is essential that the pre-service teacher and associate teacher read and discuss together the contents of this information booklet, to assist with an understanding of the requirements and tasks to be completed over the three week practicum.

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>UNIVERSITY CONTACTS</td>
<td></td>
</tr>
<tr>
<td>PRESERVICE TEACHERS PROFESSIONAL RESPONSIBILITIES</td>
<td>4</td>
</tr>
<tr>
<td>LEGAL LIABILITY</td>
<td>5</td>
</tr>
<tr>
<td>EMERGENCY CONTACT FORM</td>
<td></td>
</tr>
<tr>
<td>SUPERVISORY ROLES AND RESPONSIBILITIES</td>
<td></td>
</tr>
<tr>
<td>GRADING AND EVALUATION</td>
<td>6</td>
</tr>
<tr>
<td>DETERMINING A FINAL GRADE</td>
<td>7</td>
</tr>
<tr>
<td>OUTCOMES OF SUPERVISED EXPERIENCE</td>
<td>8</td>
</tr>
<tr>
<td>STRUCTURE OF THE ROUND</td>
<td></td>
</tr>
<tr>
<td>PLACEMENT EXPECTATIONS AND COMPETENCE LEVELS</td>
<td>9</td>
</tr>
<tr>
<td>BLOCK PLACEMENT SCHEDULE OF TASKS</td>
<td>10</td>
</tr>
<tr>
<td>EXPECTATION CHECKLIST</td>
<td>12</td>
</tr>
<tr>
<td>APPENDICES</td>
<td></td>
</tr>
<tr>
<td>Appendix One - Lesson Plan Forma t</td>
<td>13</td>
</tr>
<tr>
<td>Appendix Two - Program Map</td>
<td>15</td>
</tr>
<tr>
<td>Appendix Three - Risk Management Plan</td>
<td>16</td>
</tr>
<tr>
<td>Appendix Four - Insurance Statement</td>
<td>18</td>
</tr>
<tr>
<td>Appendix Five - Sample Report Form</td>
<td>19</td>
</tr>
</tbody>
</table>
Welcome to the Professional Experience Program for the Australian Catholic University Bachelor of Education (Primary) course.

This handbook is designed to meet the needs of Principals, Student Teacher Coordinators, Associate Teachers, ACU representatives and ACU pre-service teachers as they participate in their professional experience placement. The course is delivered by the Faculty of Education (VIC).

The Professional Experience Program aims to provide opportunities for pre-service teachers to apply and reflect upon a diverse range of professional practices appropriate for children in primary settings. Through participation in a developmental sequence of professional experiences throughout the course, pre-service teachers come to appreciate the complexities of the primary environments and the commitment and responsibility required of those entering the profession.

To ensure the ongoing quality of the program we welcome your feedback at any time and more formally during and at the end of the professional experience placement.

Expectations for each year level differ and, naturally, increase as pre-service teachers gain confidence and experience.

The Australian Catholic University (Victoria) extends its appreciation to all participants in the program.

**INTRODUCTION**

**PROFESSIONAL EXPERIENCE CONTACTS**

Should you have any queries, questions or concerns please contact the Placement Officer in the first instance:

**Professional Experience Placement Officer:**

**Melbourne Campus**

Sarah Travers
Ph: 9953 3251
Email: EduPEPMelbPrimary@acu.edu.au

**Ballarat Campus**

Gail Nowaski
Ph: 5336 5428
Email: Gail.Nowaski@acu.edu.au

**Professional Experience Coordinator:**

- Melbourne Campus (St Patrick’s):
  Mrs Anne-Maree Dawson
  Assistant Head of School, Academic Programs & PEP
  9953 3266

- Ballarat Campus (Aquinas):
  Ms Bronwyn Embling
  5336 5357

- Melbourne Campus (St Patrick’s)
  Mr Matthew Sexton
  PEP Advisor
  9953 3283
These pre-service teachers are undertaking a four year Early Childhood and Primary teaching course. Their program is outlined in Appendix 2 to this booklet. The unit EDFX315 is the first teaching placement in primary school classrooms provided for the Professional Experience component of the course. These pre-service teachers have previously undertaken two placements in childcare centres and kindergartens.

PLACEMENT NOTIFICATION

Pre-service Teachers are notified of their placements through the Professional Experience Office by email and/or the noticeboard. The formal beginning of the placement commences once the pre-service teacher has been notified of the placement. The formal completion of the placement occurs when the Report Forms have been submitted to the Professional Experience Office.

Once a pre-service teacher has been notified of their placement contact must be made with the placement school and a pre-round visit arranged. Failure to make this contact and visit will result in cancellation of placement and a fail grade may be awarded on professional grounds. (Please note that in some circumstances for country placements the pre-round visit may not be possible however phone contact must be made).

### PRESERVICE TEACHERS PROFESSIONAL RESPONSIBILITIES

Before leaving the University all pre-service teachers have been reminded of the following matters:

1. To attend the Professional Experience Program briefing and debriefing sessions as scheduled.
2. To carry their valid Working with Children Check Card at all times whilst at the school and on excursions etc.
3. To make contact and a pre-round visit to the placement school (Remote rural areas exempt for such a visit).
4. To take part in yard duty, lunch supervision, staffroom commitments, etc.
5. To maintain at all times conduct which is, responsible and professional (including the use of technology for communication and teaching)?
6. To establish a caring and conscientious teacher image for students to model.
7. To dress professionally.
8. To assist in the care of the classroom.
9. To arrive no later than 8.30 a.m. each morning and to remain to at least 4.00 p.m. daily. (Some schools may require an earlier arrival time and/or later departure time).
10. To inform the Principal/Student Teacher Coordinator no later than 8.00 a.m. if the pre-service teacher is unable to attend school on a particular day. Failure to do this is to be reported to the University without delay, as this may constitute a Fail in the teaching round. (A Doctor's certificate should normally be provided.)
11. All absences will need to be made up. Please negotiate such arrangements with your assigned school and notify your local campus Professional Experience Office of the number of days to be made up. Pre-service teachers will be required to arrange and make up time lost because of illness or misfortune and provide signed evidence from the school that the time lost has been made up.
12. Return of Report Form
**Please note:** If the pre-service teacher is not fulfilling these responsibilities satisfactorily, the associate teacher is requested to discuss the situation with the pre-service teacher and Principal/Student Teacher Coordinator. If there is further concern on the part of the associate teacher or Principal/Student Teacher Coordinator about a pre-service teacher’s classroom management, teaching performance, attitude or professional conduct, please notify the University as soon as possible.

It is important that each pre-service teacher demonstrates and maintains a high standard of performance and commitment throughout the round.

### LEGAL LIABILITY

While it is desirable for the pre-service teacher to become fully involved in school activities, it should be noted that the pre-service teacher does not assume the legal responsibility of an employed fully qualified and registered teacher. **No pre-service teacher should be left alone in a class.** The principal and staff of the school are legally responsible for their students at all times.

### PRE-SERVICE TEACHER EMERGENCY CONTACT FORM


This document should be given to the school office and the PEP Office for the duration of the placement. This form should only be used in case of Emergency.

### SUPERVISORY ROLES AND RESPONSIBILITIES

The School of Education (Victoria) recognises and acknowledges the expertise of teachers who supervise pre-service teachers during their professional experience in schools. Supervision practices and procedures have been made to highlight the value placed on the contribution of associate teachers and, at the same time endeavour to maintain the collegial relationship between associate teachers and University staff.

### ASSOCIATE TEACHER

1. Understand and plan in advance for any specific expectations required and discuss with the pre-service teacher.
2. Prior to the lesson implementation, check the pre-service teacher’s lesson plan in his/her journal/teaching plan folder.
3. Write comments on the lesson plan housed in the journal/teaching plan folder concerning the pre-service teacher’s planning, preparation, lesson implementation, achievement of lesson outcomes, and the teacher as a facilitator of learning and classroom manager.
4. Discuss with the pre-service teacher your evaluative comments recorded in (3) above.
5. Provide written documentation for the Progress Report before the final week of the round.
6. Complete the appropriate sections of the Professional Experience Report Form at the conclusion of the round.
STUDENT TEACHER COORDINATOR

1. Ensure that the pre-service teacher is made familiar with the nature and organisation of the school, the school's rules and routines and the expectations concerning the conduct and professional responsibilities of the pre-service teacher whilst in the school.
2. In conjunction with teachers, organise observation lessons to be conducted throughout the school.
3. Assist the associate teacher with the organisation and recording of the Progress Report before the final week of the Round.
4. Facilitate the consultation process between all parties concerned with the Progress Report.
5. In conjunction with or on behalf of the Principal, observe the pre-service teacher teaching and write an evaluation in the pre-service teacher’s lesson plan.
6. Bring any perceived problems to the attention of the University Supervisor/or Professional Experience Office at the appropriate campus.
7. Complete the appropriate section of the Professional Experience Report Form at the conclusion of the Round.

AUSTRALIAN CATHOLIC UNIVERSITY

University staff will make telephone supervision contact with schools to ascertain a pre-service teacher's progress throughout the Block placement.

It should be remembered that at all times Associate Teachers, Principals and Student Teacher Coordinators and pre-service teachers may request a University supervisor to visit a school if any concerns or difficulties arise. Where a pre-service teacher has been identified as "at risk" by the school, specialist supervision will be provided for him/her by an ACU staff representative.

Associate Teachers, Principals, Student Teacher Coordinators and Pre-service teachers should contact the Professional Experience Office to discuss any concerns with regard to the teaching round. If University personnel are not aware of such problems during the round, it may be too late at the end of the round to reach an amicable solution. See Appendix 3 – Risk Management Plan.

PASS

The pre-service teacher is demonstrating competent classroom teaching and management skills in accord with their phase of teacher education.

These include:

(a) Detailed, clearly expressed, prepared and presented lesson plans utilising the University Lesson Plan Format.
(b) Organisation and implementation of a range of learning activities.
(c) Diversity of teaching approaches.
(d) Basic management skills demonstrating classroom teacher control, group/composite grade management.

Self-evaluation comments are perceptive. The pre-service teacher is aware of areas which require further refinement to enhance his/her overall teaching performance and interpersonal skills. The pre-service teacher is initiating alternative strategies as stated in his/her recommendations.

The pre-service teacher displays an excellent attitude relating to relationships with children/students and staff and to generating a caring, dedicated teacher model.
The pre-service teacher behaves in a professional manner at all times both in the execution of their teaching and learning and in their relationships with all parties involved.

The desired outcomes of the teaching round and relevant Report Form descriptions should be used in conjunction with (a), (b), (c), & (d) above.

FAIL

A Fail will be awarded to any pre-service teacher who is not performing satisfactorily in terms of professional standard lesson preparation, set teaching tasks, classroom management and responsibilities, attitude, manner and relationships.

There may prevail an attitude of poor motivation, a lack of commitment and inconsistent endeavour to upgrade his/her professional approach and to modify his/her general ineptitude. The pre-service teacher may demonstrate problems in relating effectively with students as well as working cooperatively with staff. Also, the pre-service teacher may demonstrate a lack of knowledge in content areas considered appropriate for his/her phase of teacher education. A score of 3.5 or less on the scale of 1 – 7 constitutes a FAIL (NN) grade.

When a Fail is awarded, the pre-service teacher will be required to attend a Show Cause meeting conducted by a Review Committee to evaluate circumstances leading to the Fail grade and to decide whether the pre-service teacher should continue in the course. If the pre-service teacher is to continue with the course, he/she will be required to repeat the teaching round at the next available Professional Experience time on the University calendar.

DETERMINING A GRADE REFLECTING A PRESERVICE TEACHER’S PERFORMANCE

The expectation from the perspective of the University is that school personnel recommend a grade for the pre-service teacher’s performance.

The final award of the grade will be the responsibility of the University.

Please note: The pre-service teacher is expected to maintain his/her level of competence until the round concludes. Any deterioration in the pre-service teacher's classroom teaching/management, attitude or professional conduct may jeopardise the pre-service teacher's PASS grade. If there are qualitative changes in the pre-service teacher's teaching performance and/or conduct, the PASS grade may be withdrawn and a FAIL grade substituted.

PROGRESS REVIEW:

The Associate Teacher, with assistance from the Principal or Student Teacher Coordinator, should schedule a time for a Progress Review and, after discussion with the pre-service teacher, this Review report should be signed by both the Associate Teacher and the pre-service teacher. Such Reviews will identify the strengths and areas of focus for the remainder of the pre-service teacher's placement experience and will make recommendations for the pre-service teacher's further professional practice.

The Principal or Student Teacher Coordinator is asked to ensure that a Progress Review has taken place. This information can be used as a part of the phone supervision feedback process.
**FINAL REPORT FORM:**

Pre-service teachers are responsible for the timely return of their completed Report Forms.

All pre-service teachers have been requested to collect their Report Forms from their Associate Teacher or Student Teacher Coordinator on **his/her final afternoon** at the relevant setting. The Associate Teacher is requested to ensure that the Report Forms have been completed prior to the conclusion of the professional experience placement and is ready for collection at this time.

The form is returned to the PEP Administrative Officer, in person or by registered mail, to the relevant University campus within **one week** of the completion of the professional experience placement.

The University values the input of all parties involved in the supervision process. The quality of this involvement will determine to a large degree, the nature of the competence and professionalism generated in our pre-service teachers.

---

**OUTCOMES OF SUPERVISED EXPERIENCE**

At the completion of the unit, pre-service teachers will have:

- demonstrated that they have acquired basic classroom teaching skills.
- developed professional relationships with school staff.
- identified a basic understanding of the primary school as an organisation.

The outcomes of the unit should be achieved by completing a number of specified observations and by supervised classroom interactions over the course of the pre-service teacher’s time in the school.

---

**STRUCTURE OF THE ROUND**

The school-based component of this round has two distinct parts:

- **8 single days** in schools, **Wednesdays** (Melbourne) / **Mondays** (Ballarat) – Week commencing **March 5th 2012** and concluding **week beginning May 16th**.
  
  *Followed by:*

- **3 week block Experience** – 14 days: **June 12th** – **June 29th**
FOR THE STUDENT TEACHER COORDINATOR

1. This is the first teaching experience in primary classrooms for this pre-service teacher. The structure of this round is planned to introduce the pre-service teacher to the school, classroom management and organisation practices.

2. At this stage in their academic course, pre-service teachers have had limited input into curriculum content and development. (Outline of Course – Appendix 2).

3. During this phase of their education, pre-service teachers are encouraged to work in a collegial and collaborative manner with their peers. It is requested that the pre-service teachers be allocated one hour per week in order to meet with each other to reflect collaboratively on their observations and experiences. In the case of only one pre-service teacher being assigned to a school, we request, where feasible, that collegial support for the weekly reflective task be provided by the associate teacher or the Student Teacher Coordinator.

4. Please encourage the pre-service teacher to carry out his/her expectations and responsibilities as set out in this booklet.

FOR THE ASSOCIATE TEACHER

1. This is the first teaching round in primary classrooms experienced by this pre-service teacher. Through this experience the pre-service teacher is expected to develop and to demonstrate the rudiments of basic teaching and organisational skills in order to become more confident in teaching-learning interactions with students.

2. At this stage in their academic course, pre-service teachers have had limited input into curriculum content and development. Where pre-service teachers are requested to present lessons/activities in areas with which they are unfamiliar, assistance will need to be provided. (Outline of Course – Appendix 2)

3. Where possible, it is requested that the pre-service teachers be allocated one hour per week in order to meet with each other to reflect collaboratively on their observations and experiences. In the case of only one pre-service teacher being assigned to a school, we ask that, where feasible, the associate teacher or Student Teacher Coordinator provide collegial support for the weekly reflective task.

4. Each week the associate teacher will need to plan in advance with his/her pre-service teacher the lessons/activities to be taken so that pre-service teachers may be fully prepared each day. In this respect, pre-service teachers will need to have a clear understanding of what is expected of them.

5. It is expected that the associate teacher will evaluate each pre-service teacher's classroom interaction by recording written comments on prepared lesson plans kept in the pre-service teacher's journal/teaching plan folder. These comments and recommendations should lead to the pre-service teacher's improved planning and implementation of activities in classroom interactions.

Please note: Points 4 & 5 are particularly important in order to provide the pre-service teacher with the optimum conditions for successful teaching and learning.
For this phase of professional experience, the pre-service teacher will undertake a range of tasks as set out in their booklet, in addition to the tasks required by school staff.

Pre-service teachers are to complete the following over the duration of the placement and have a separate section for each in their Professional Experience Folder*:
*Details discussed at University preparation session

**Teaching and Learning**

Each pre-service teacher is required to plan and prepare a minimum of 20 lessons for the 3 week placement. Please allow for initial observation and getting to know the class and school days.

It is recommended that no more than two formally prepared and recorded lessons are taught each day.

The following conditions apply:

a. Subject or topic of each lesson/activity to be determined following discussion between the associate teacher and pre-service teacher.

b. Each lesson/activity to be set out in the journal/teaching plan folder using the University lesson plan format (Appendix 1).

c. Each lesson/activity to be prepared out of school time.

d. Prepared lesson/activity to be handed to the associate teacher prior to teaching the lesson/activity.

*Failure to meet conditions (c) and (d) above may result in withdrawal of permission to teach the assigned grade and one day's absence marked on the pre-service teacher's report form.*

e. The associate teacher is requested to write in the pre-service teacher's journal/teaching plan folder an evaluation of each lesson/activity.

**Organisation and Management**

To extend skills in teaching presentations and management, pre-service teachers should interact with children in a variety of teaching/learning situations.

These situations may include:

1. Supervision and correction of written work
2. Entering material on the board
3. Assisting small groups or individuals with set work
4. Offering guidance to students in the library
5. Telling stories
6. Reading stories
7. Conducting morning news sessions
8. Taking small groups for reading practice
9. Organising children's dismissal
10. Assisting with record-keeping and administrative procedures of the classroom
11. Marking attendance rolls
12. Mounting a display
13. Assist children's physical education activities
Observation of Lessons

Pre-service teachers are encouraged to observe teaching in a variety of curriculum areas and where possible in more than one class. In some cases, pre-service teachers may avail themselves of opportunities to observe fellow pre-service teachers or, in groups, observe a teacher.

The most common opportunity will involve formal observations of the associate teacher carrying out the normal programs.

Pre-service teachers should formally observe one lesson each day, completing the following:

- Pre-service teachers are required to take notes of lessons observed and discuss them with the associate teacher who is asked to sign the notes (The University Lesson Plan Format provides a suitable framework for these notes).
- Opportunity should be provided before and after the observation lesson to consult with the teacher.

Reflective Practice

As reflection is part of professional practice, each pre-service teacher is required to record daily his/her reactions to learning experiences in his/her journal based on the information provided in their University preparation lectures and tutorials.

Pre-service teachers taking Religious Education units

To facilitate the Religious Education program each pre-service teacher is required to complete the following tasks.

Please note: The following tasks are not applicable to pre-service teachers who are not enrolled in the Religious Education component of the course. However, those pre-service teachers can complete this task in another discipline area.

- Negotiate with the Student Teacher Coordinator to observe at least two lessons from the same unit of work. Where possible this should be a sacramental class. This task can be completed in conjunction with point 3.
- Record how the teacher matched the teaching program to the class profile and student context and how the teacher catered for individual differences within the lesson. Also record how the teacher assessed the knowledge gained by the children from the lesson.
- Meet with the Religious Education Coordinator and discuss some of the Religious Education resources used in the school.
EXPECTATION CHECKLIST

Minimum of twenty lessons/activities planned and taught:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Self-evaluation: strengths, areas to be focussed on; one recommendation for each lesson/activity taught.

Organisation and Management - Classroom interactions:

List the range of classroom interactions experienced and record the number of times you were engaged in each interaction.

Example:

<table>
<thead>
<tr>
<th>Number of Interactions</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Telling stories</td>
</tr>
<tr>
<td>4</td>
<td>Organising children’s dismissal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supervision and correction of written work</td>
</tr>
<tr>
<td></td>
<td>Entering material on the board</td>
</tr>
<tr>
<td></td>
<td>Assisting small groups or individuals with set work</td>
</tr>
<tr>
<td></td>
<td>Offering guidance to students in the library</td>
</tr>
<tr>
<td></td>
<td>Telling stories</td>
</tr>
<tr>
<td></td>
<td>Reading stories</td>
</tr>
<tr>
<td></td>
<td>Conducting morning news sessions</td>
</tr>
<tr>
<td></td>
<td>Taking small groups for reading practice</td>
</tr>
<tr>
<td></td>
<td>Organising children’s dismissal</td>
</tr>
<tr>
<td></td>
<td>Assisting with record-keeping and administrative procedures of the classroom</td>
</tr>
<tr>
<td></td>
<td>Marking attendance rolls</td>
</tr>
<tr>
<td></td>
<td>Mounting a display</td>
</tr>
<tr>
<td></td>
<td>Assist with children’s physical education activities.</td>
</tr>
</tbody>
</table>

Observation of Lessons:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Report Form:  [ ] Completed  [ ] Signed
## APPENDIX 1

### LESSON PLAN FORMAT

The following is a sample of the Lesson Plan format used by the University.

<table>
<thead>
<tr>
<th>Lesson Topic/Focus:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>VELS Domain(s):</th>
<th>Grade(s)/Year Level(s):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>VELS Dimension(s) or Religious Education Guideline:</th>
<th>Duration of Lesson:</th>
</tr>
</thead>
</table>

**Standard(s)/Learning Outcome(s):**
State the lesson outcomes (guided by VELS) or other appropriate concepts, understanding, skills or attitudes pupils should learn through this lesson.

**Assessment:**
State methods and criteria you will use to assess pupil learning.

**Teaching Focus for Pre-service Teacher:**

A. A pre-service teacher's focus teaching skill for observation by the associate teacher.

B. Teaching skills that the pre-service teacher would like to personally develop (selected with the associate teacher).

**Background to the learning:**

A. References for Teacher background.

B. Identify pupil's current knowledge.

**Lesson Resources:**
List the resources, materials, equipment and titles of books used in the presentation of the lesson/activity. Present a summary of your board or overhead presentation or attach to the back page of your Lesson Plan a sample of your handouts where appropriate.
## Content of Lesson:

### A. Introduction

Questions, motivation strategies, etc to revise current knowledge or introduce new learning. ___ mins

### B. Development

- Explore/elaborate/restructure/develop the concepts, skills understandings or attitudes. ___ mins
- Summarise approaches or activities you will use.

### List some questions/instructions:

### C. Consolidation and Practice

Assign work tasks, which apply the concepts, skills, understanding and/or attitudes. ___ mins

### D. Closure

- Summarise the key issues in the lesson. ___ mins
- List the strategies employed to determine what the students have achieved.

## Post Lesson Review and Evaluation:

- **Student Achievement**
  - To what extent were outcomes achieved? How was this demonstrated by the students?

## Teacher Effectiveness:

- What have you learnt from the lesson?
- What do you recommend for future lessons?
- Comment on your effectiveness in the light of the outcomes of the lesson and your self-development focus for the lesson, referring to both strengths and areas to be addressed.
# APPENDIX 2

## PROGRAM MAP – BACHELOR OF EDUCATION (PRIMARY)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDFD167 Contexts for Learning</td>
<td>EDFD166 Early Childhood</td>
</tr>
<tr>
<td></td>
<td>and Development</td>
<td>Education 2: The Ecology of</td>
</tr>
<tr>
<td></td>
<td>EDCU101 Early Childhood</td>
<td>Childhood</td>
</tr>
<tr>
<td></td>
<td>Education 1: Early Childhood</td>
<td>Education 3: Partnerships for</td>
</tr>
<tr>
<td></td>
<td>Pedagogy and Curriculum</td>
<td>Learning</td>
</tr>
<tr>
<td></td>
<td>EDPH366 Personal Development,</td>
<td>EDAR368 Creative Arts</td>
</tr>
<tr>
<td></td>
<td>Health and Physical Education</td>
<td>Education 1</td>
</tr>
<tr>
<td></td>
<td>EDLA168 Children's Literature</td>
<td>EDLA167 Linguistics for</td>
</tr>
<tr>
<td></td>
<td>for Literacy</td>
<td>Literacy</td>
</tr>
<tr>
<td></td>
<td>EDFX111 Professional Experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Childhood 1 (0-2yrs)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDCU202 Early Childhood</td>
<td>EDAC225 Family Studies and</td>
</tr>
<tr>
<td></td>
<td>Education 4: Building Curriculum</td>
<td>Disability</td>
</tr>
<tr>
<td></td>
<td>Connections and Continuities</td>
<td>EDSS468 Connecting Society and</td>
</tr>
<tr>
<td></td>
<td>EDFD261 Creating Inclusive,</td>
<td>Environment</td>
</tr>
<tr>
<td></td>
<td>Safe and Supportive Schools</td>
<td>EDMA163 Exploring Mathematics</td>
</tr>
<tr>
<td></td>
<td>EDFD267 Early Childhood</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education 2</td>
<td>EDST204 Science and Technology</td>
</tr>
<tr>
<td></td>
<td>EDST167 Science &amp; Technology 1</td>
<td>for Primary Teachers</td>
</tr>
<tr>
<td></td>
<td>for Early Childhood and Primary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDFX215 Professional Experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Childhood 2 (3-5yrs)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDFD314 Early Childhood</td>
<td>EDMA360 Mathematics: Learning</td>
</tr>
<tr>
<td></td>
<td>Studies 5: Early Childhood</td>
<td>and Teaching 2</td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td>EDST204 Science and Technology</td>
</tr>
<tr>
<td></td>
<td>EDA264 Literacy Education 1</td>
<td>for Primary Teachers 2</td>
</tr>
<tr>
<td></td>
<td>EDST167 Science &amp; Technology 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for Early Childhood and Primary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDFX267 Community Engagement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDST201 Science and Technology</td>
<td>EDAR462 Creative Arts</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>Education 2</td>
</tr>
<tr>
<td></td>
<td>EDFD462 Transition into the</td>
<td>EDRE161 Religious Education 1</td>
</tr>
<tr>
<td></td>
<td>Profession</td>
<td>OR Elective</td>
</tr>
<tr>
<td></td>
<td>EDFD458 Catering for Diversity</td>
<td>EDRE162 Religious Education 2</td>
</tr>
<tr>
<td></td>
<td>in the Classroom</td>
<td>OR Elective</td>
</tr>
<tr>
<td></td>
<td>EDFE161 Religious Education 1</td>
<td>THEO164 Introducing Church Life</td>
</tr>
<tr>
<td></td>
<td>OR Elective</td>
<td>OR Elective</td>
</tr>
<tr>
<td></td>
<td>EDFE163 Exploring Mathematics 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDFX315 Professional Experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Childhood 3A (5-8yrs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDFX316 Professional Experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Childhood 3B (5-12yrs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDFX413 Professional Experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 (5-12yrs)</td>
<td></td>
</tr>
</tbody>
</table>
This Risk Management Plan is the School of Education’s endeavour to provide guidelines for the School of Education’s partnership with the four following groups. These four groups are:

1. Student Teacher Co-ordinators
   The School of Education aims to
   - ensure that correct procedures are followed by the University when contacting the practical experience placement school. The Student Teacher Co-ordinator is normally the first point of contact for arranging placements and he/she should be provided with all necessary documentation.
   - provide assistance and support to the Student Teacher Co-ordinator when required/requested.

2. Associate Teachers
   The School of Education aims to
   - ensure that Associate Teachers are provided with detailed documentation concerning their rights and responsibilities for supervising pre-service teachers at the pre-service teachers’ level of teacher education/practical experience.
   - ensure that the pre-service teacher assigned to the Associate Teacher has had the opportunity to develop interpersonal skills appropriate to the pre-service teacher’s age level and level of teacher education.
   - provide appropriate support for the Associate Teacher from the University Professional Experience Office and the University Supervisor.

3. School pupils/students
   The School of Education aims to
   - ensure that pre-service teachers have valid “Working with Children Checks” (WWCC) for Victorian schools and, when necessary, valid police checks/relevant police check documentation for teaching in schools, interstate in Australia or in schools overseas. These WWCC/police checks must be sighted and authenticated before pre-service teachers will be permitted to undertake their Professional Experience in schools. Pre-service teachers must carry their WWCC/police checks at all times when working with children.
   - ensure that pre-service teachers have had the opportunities to be well prepared with the academic knowledge and professional skills required for teaching in the inclusive classroom and relevant to their level of teacher education.
   - ensure that pre-service teachers have had the opportunities to develop interpersonal skills appropriate to their age levels and level of teacher education.
   - ensure that pre-service teachers are well briefed concerning their rights and responsibilities in dealing with school pupils/students.
   - ensure that pre-service teachers are de-briefed effectively following their professional experience teaching rounds.
- provide the pre-service teachers with time for oral and written reflection and evaluation following their teaching rounds, apart from the required reflection and evaluation during their teaching rounds.

4. Pre-service teachers
The School of Education aims to
- ensure pre-service teachers have valid “Working with Children Checks” (WWCC) for teaching in schools in Victoria and the necessary and appropriate police checks/police documentation for teaching in interstate schools in Australia and in schools overseas. These WWCC/police checks are sighted and authenticated before pre-service teachers will be permitted to undertake their Professional Experience in schools. Pre-service teachers must carry their police checks at all times when working with children.
- ensure that international pre-service teachers have obtained the relevant police check from their home country and from any other country/ies where they have been domiciled for twelve months or more for the last ten years. These police checks are sighted and authenticated before pre-service teachers will be permitted to undertake their Professional Experience in schools. Pre-service teachers must carry their WWCC/police checks at all times when working with children.
- ensure the physical, mental and social wellbeing of pre-service teachers. The University provides an emergency contact form for each pre-service teacher to include relevant, confidential details. This form may be lodged with the appropriate authorities at the site/school of practical experience and used in time of necessity.
- provide the pre-service teachers with opportunities to obtain the necessary academic and professional preparation appropriate to the pre-service teachers’ level of teacher education and practical experience.
- provide opportunities for briefing sessions which outline the rights and responsibilities of pre-service teachers appropriate to their level of teacher education and practical experience.
- provide opportunities for de-briefing for pre-service teachers following the prescribed practical experience.
- provide opportunities for both oral and written reflection, following the prescribed practical experience.
- provide University support for pre-service teachers when needed/requested, during the practical experience.
- use the Professional Experience Report Form to assist pre-service teachers with their further development.
- schedule review meetings for pre-service teachers who are deemed at risk during and following practical experience.
- ensure that appropriate insurance cover is in place for pre-service teachers when in authorised practical teaching settings.
8 September 2010

To Whom It May Concern:

‘Employers those who provide industry experience for students of Australian Catholic University’

The purpose of this letter is to advise organisations who provide unpaid industry experience to students of Australian Catholic University in relation to course requirements, that the following insurance covers have been arranged by the University with Catholic Church Insurances Limited at Level 1, 45 Clarence Street, Sydney NSW 2000, Australia:

1. Public Liability Insurance (worldwide Except for US & Canada)
   Policy Number: 02.PLG. 0102913
   Period of Cover 31/10/2010 to 31/10/2011

2. Students Work Experience Personal Accident Insurance (Worldwide)
   Policy Number: 02.PAE. 110727
   Period of Cover 31/10/2010 to 31/10/2011

3. Professional Indemnity Insurance (Australia & New Zealand)
   Policy Number: 02.PRS. 0126023
   Period of Cover 31/10/2010 to 31/10/2011

I can be contacted on (02) 9739 2945, if you require further information

Rajan Wijey
Insurance Manager
School of Education (Vic)
PROFESSIONAL EXPERIENCE PROGRAM

Bachelor of Education (Early Childhood & Primary)
REPORT FORM

EDFX315 (Teaching Round 1)

Pre-service Teacher:  
Pre-service Teacher ID:  
Campus:  

School & Suburb/Town:  

Associate Teacher:  

Grade:  
Date From: / To: / / 

The theme for this phase of the Professional Experience Program is:

INTRODUCTION TO THE PRACTICE OF TEACHING

In this phase of teacher education, each pre-service teacher is expected to develop basic teaching and organisation skills in order to become more confident in teaching-learning interactions with pupils and to develop professional relationships with school staff. Specific skill areas include:

- Lesson planning and preparation;
- Lesson presentation;
- Organisation and management of children;
- Classroom interactions with children;
- Professional relationships with school staff;
- Development of a self-image as ‘teacher’.

The associate teacher is requested to focus on the pre-service teacher’s acquisition of these skills in this report. The section “Progress Review - Formative Evaluation” is particularly important because it gives the pre-service teacher explicit feedback on strengths demonstrated with your class. It also provides a short list of skills for development during the latter part of the Teaching Round.

Principal’s or Student Teacher Coordinator’s Comment

Signed:  
Date: / / 

(Principal/Student Teacher Coordinator)

This report is a diagnostic instrument used to assist the pre-service teacher’s professional development. It has not been written as a reference.
PROGRESS REVIEW - FORMATIVE EVALUATION

Please help the pre-service teacher gain maximum benefit from this round by reinforcing observed strengths and setting specific and realistic goals:

Strengths:

Areas to be focussed on during the rest of the round:

How would you rate this Pre-service Teacher’s readiness for teaching on a scale of 1 – 7 at the conclusion of this Progress Review? A score of 3.5 or less on the scale of 1 – 7 constitutes a FAIL (NN) grade (Please circle)

(Low) 1  2  3  4  5  6  7 (High)

Signed:

(Associate Teacher) Date: / / & (Pre-service Teacher) Date: / /

END-OF-ROUND REPORT - SUMMATIVE EVALUATION

Development of Teaching and Organisational Skills

Planning & Preparation
E.g. Development of basic lesson planning; clarity of expectations of students; preparation of lesson resources; lesson outcomes clearly linked to assessment activity; evidence of developing mastery of subject knowledge.

Presentation Of The Lesson
E.g. Use of voice and speech; introduction; explanations; use of basic questioning techniques; content presentation; recapitulation and rounding off the lessons; use of praise/reprimand; use of resources; sequencing of teaching/learning activities.
<table>
<thead>
<tr>
<th><strong>Sensitivity To Children's Learning</strong></th>
<th>E.g. Recognition of inappropriate pupil behaviour; awareness of children who are bored, not contributing; awareness of children’s group behaviour; awareness to move onto another task or change lesson direction; constructive reaction to pupils' responses.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Organisation &amp; Management</strong></td>
<td>E.g. Promptness in beginning lessons; distributing/collection materials; supervision of whole class while working with individuals; clarity of directions; extension activities for early finishers; level of pupil cooperation; development of effective discipline strategies.</td>
</tr>
<tr>
<td><strong>Interaction Between Pre-service Teachers And Pupils</strong></td>
<td>E.g. Mutual respect between pre-service teacher and pupils; confidence in dealing with pupils; appropriate use of humour; evidence of warmth and approachability; interaction with pupils outside the classroom.</td>
</tr>
<tr>
<td><strong>Development Of Pre-service Teacher’s Self-Image As A Teacher</strong></td>
<td>E.g. Attitude and commitment to teaching tasks, rapport with staff members; projection of &quot;self&quot; dealing with pupils in and out of class; suitability of dress, appearance, behaviour; punctuality; command of language; ability to accept and respond constructively to advice; interest and involvement in general school matters and activities; level of vitality and enthusiasm.</td>
</tr>
</tbody>
</table>
Associate Teacher’s Overall Comments

Any recommendations for the pre-service teacher in regard to ongoing development of teaching skills:

Recommended Grade for this Round *

[ ] PASS [ ] FAIL

* This grade WAS/WAS NOT arrived at by consensus between the Associate Teacher and the Student Teacher Coordinator.

As this is the Pre-service Teacher’s first supervised teaching experience, how would you rate this Pre-service Teacher on a scale of 1 – 7? A score of 3.5 or less on the scale of 1 – 7 constitutes a FAIL (NN) grade. (Please circle)

1 (Low)            2 3 4 5 6        (High) 7

Signed: ___________________________ (Associate Teacher) Date: / /

Signed: ___________________________ (Pre-service Teacher) Date: / /

No. of days PRESENT: ___________ No. of days ABSENT: ___________ (Not including public holidays)

It is the responsibility of the Pre-service Teacher to return this Form to the Professional Experience Office on the appropriate campus immediately after the teaching round.

[This form remains the property of the University]