BACHELOR OF EDUCATION
BACHELOR OF ARTS/BACHELOR OF TEACHING
(PRIMARY – YR 3)
EDFX309 - THIRD TEACHING PLACEMENT

2007

GUIDELINE BOOKLET
FOR PRE-SERVICE TEACHERS,
ASSOCIATE TEACHERS &
STUDENT TEACHER CO-ORDINATORS
Pre-service teachers entering this phase are in their third year of a four year teaching course. Their program is outlined in tables 1 & 2 appended to this booklet. EDFX309 is the third of four placements provided for the Professional Experience component of the course and is the penultimate round before the pre-service teacher’s final Extended Practicum (8 weeks) conducted in the following year.

**STRUCTURE OF THE ROUND**

**Round Dates:** Monday November 12th – Friday December 7th (4 weeks supervised teaching)

Days 1 and 2 are set aside for familiarisation and observation. Pre-service teachers will begin their supervised experience on Day 3.

During this phase of their teacher 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 ask, where feasible, that collegial support for the weekly reflective task be provided by the associate teacher or the Student Teacher Coordinator.

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.

It is expected that the associate teacher will evaluate each pre-service teacher’s classroom interaction by recording written comments in the pre-service teacher’s journal. These comments and recommendations should lead to the pre-service teacher’s improved planning and implementation of activities in classroom interactions.

**OBSERVATION DAYS**

This is the time for the pre-service teacher to become acquainted with his/her class, children’s names, children’s behavioural differences and special needs, their scholastic achievements, etc.

It is also a valuable opportunity for the pre-service teacher to observe his/her associate teacher in action, noting methods of teaching, classroom management, organisational techniques and discipline strategies. In summary, the pre-service teacher utilises this time to observe, systematically, strategies which are effective in the management and organisation of this particular grade.

It is hoped that this observation time will allow the pre-service teacher to develop and establish an appropriate professional rapport with those with whom he/she will work and, at this phase of his/her teacher education, to have completed adequate preparation for his/her forthcoming supervised teaching days.

It is anticipated that by the first day of the supervised teaching days the pre-service teacher will be prepared to teach the recommended teaching program.
GUIDE FOR OBSERVATION DAYS

All observations should be recorded in the pre-service teacher's journal/teaching plan folder and be available for perusal by the associate teacher and the University supervisor.

TASK A

During the observation days allocated to this round, the pre-service teacher should observe and record information concerning the following:

TEACHING STRATEGIES:

- strategies your associate teacher considers appropriate for this class eg. group work, cooperative learning organisation, teaching approaches, questioning techniques

DISCIPLINE:

- strategies employed
- rules and routines
- strategies to deal with children with behavioural problems
- reward/consequences
- motivation

TEACHING TECHNIQUES:

- introductory strategies
- closure strategies
- assigning work tasks
- feedback and corrective measures for assigned work tasks
- evaluation procedures

LESSON CONTENT

- the content and the amount of content that are considered suitable by the associate teacher for this class. (The pre-service teacher should reflect an understanding of the nature, level and quality of content in the prepared lessons to be taught throughout the supervised teaching days.)

PLANNING

- the associate teacher's work program
- the associate teacher's timetable
- the format used by the associate teacher to collate and present information on one curriculum area.
TASK B

OBSERVATIONS/DEMONSTRATION LESSONS

Pre-service teachers are required to observe a minimum of five teaching/learning interactions. It is important that the pre-service teacher focuses on what the associate teacher is doing and what the children are doing, not solely on the subject matter of the lesson.

Not all of these sessions need to involve the associate teacher. There may be opportunities to observe other teachers, at different levels of the school, teaching lessons which focus on a variety of curriculum topics.

Before and after each observation/demonstration session, pre-service teachers should interact with the associate teacher as much as possible, discuss various issues which may arise or did arise throughout the lesson and discuss the planning of the lessons and clarify perceptions about the lesson.

Written observations on these five sessions should cover the following criteria. (An adaptation of the University lesson plan format will provide a suitable framework for these notes.)

1. Lesson plan:
   - introduction
   - procedure
   - assessment
   - learning outcomes/standards

2. Classroom organisation and management:
   - teacher/pupil interaction
   - control measures
   - use of space
   - grouping of pupils

3. Resources used by the teacher and pupils.

4. Communication links
   - teacher to pupils
   - pupil to teacher
   - pupil to pupil

Please note: This task does not specifically belong to the observation days. Observation lessons may be organised when convenient throughout the round.
SUPERVISED TEACHING DAYS

GENERAL OBJECTIVES

1. To synthesise teaching/learning theory and classroom practice.
2. To extend experiences into curriculum planning, implementation and evaluation.
3. To consolidate the acquisition of classroom teaching and management skills.
4. To utilise self-evaluation critiques as a means of refining the student's classroom practices.
5. To implement a variety of classroom organisational procedures.
6. To plan and implement half-day, full-day programs and one week full control.

SPECIFIC OBJECTIVES

Pre-service teachers are required to demonstrate competence in the following areas of teaching:

1. Classroom management:

   *Relationship with children:* interest, rapport, fairness.
   *Teacher attitude:* positive manner, a clear speech model, initiative in planned/unplanned classroom interactions.
   *Discipline:* grouped for instructional purposes, organised and managed children, materials and routines.
   *Planning & Preparation:* thoroughly planned, prepared and organised, attention to detail.
   *Lesson Presentation:* motivation, explanations, instructions, questions.
   *Sensitivity to children's learning:* aware of individual and group reactions.
   *Follow-up pupil activities:* monitors children's work, sequences, and activities.

2. Advanced teaching skills:

   *Children:* awareness of individual differences, remediation and extension activities
   *Planning:* familiarity with classroom course outlines and work programs, lesson sequences, purposeful activities.
   *Teaching:* sensitivity to individual differences, use of pupil time, assessment of pupil progress, pupil co-operation and interaction.

3. Reflective practice:

   The ability to reflect critically and positively on teaching performance.
SUPERVISED TEACHING REQUIREMENTS

To achieve the objectives stated on page 4, the pre-service teacher is required to complete the following tasks:

Task 1 Teach two lessons per day during the first 3 to 5 days of the supervised experience. The concept behind the implementation of this task is to provide an opportunity for the pre-service teacher to interact with the pupils, establishing rules and setting up expectations of his/her role in the classroom before initiating his/her half-day programs.

The following structure is recommended:

These lessons may be taught consecutively or as single lessons at different times during the day. In the case of two lessons being taught consecutively the pre-service teacher is expected to write out the two lesson plans as well as steps for the lesson transition.

In relation to the pre-service teacher's lesson preparation, the following conditions apply:

i. Subject or topic of each lesson to be determined following discussion between the associate teacher and pre-service teacher.
ii. Each lesson to be set out according to the University Lesson Plan Format (Appendix 1). Lesson evaluation comments must be included.
iii. Lesson preparation to be completed outside of school time.
iv. Prepared lesson to be handed to the associate teacher prior to teaching the lesson. Failure to meet conditions iii and iv 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.
v. The associate teacher is requested to write in the pre-service teacher's journal housed in the teaching plan folder, an evaluation of the lesson.

Task 2 During Week 2 and with the assistance of the associate teacher, plan, prepare and teach three half-day timetabled programs. Each half-day session is to be set out in the pre-service teacher's journal/teaching plan folder using the associate teacher's work program format.

Note: The pre-service teacher must incorporate the following features in the work program:
1. Time, Grade, Curriculum area, Topic
2. Learning Standards/Outcomes
3. Activities
4. Resources
5. Assessment Activity and Criteria

Self-evaluation comments MUST be recorded after each session.
The associate teacher is requested to write an evaluation in the pre-service teacher's journal housed in the teaching plan folder concerning the planning, organisation and implementation of each timetabled half-day program taught.

**Task 3**
During Week 3 and with the assistance of the associate teacher, plan, prepare and teach three full day timetabled programs. Each full day session is to be set out in the journal/teaching plan folder using the associate teacher's work program format.

Note: The pre-service teacher is to incorporate all of the features noted in Task 2 in the work program.

* **Lesson Plans are not required if students are deemed to be progressing satisfactorily, however an outline of each lesson’s main points should be available.**

**Self-evaluation comments MUST be recorded at the conclusion of each day.**

The associate teacher is requested to write an evaluation on the pre-service teacher's full-day program plan housed in the teaching plan folder concerning the planning, organisation and implementation of each timetabled full-day program taught.

**Task 4**
During Week 4 and with the assistance of the associate teacher, plan, prepare, teach and take **full control for one week**. Guidelines for Task 3 apply for the implementation of this full control week.

**Task 5**
With the assistance of the associate teacher, plan, prepare and teach a three-week sequence/minor unit of work. *This sequence/unit of work may be taught at any time throughout the supervised days of the teaching round.*

The following conditions apply:

i. The sequence may be chosen from any curriculum program.

ii. The sequence incorporates ten to twelve lessons or alternatively a minimum of six hours for preparatory grade to a minimum of ten hours for years 5/6.

iii. The associate teacher's unit format may be used or one modelled in curriculum areas taught throughout the pre-service teacher's University course.

* **Note: Whatever unit format is followed, it should incorporate the following information: pupil's background to learning, learning standards/outcomes, learning experiences/activities, assessment strategies and criteria, resources, time allocation, evaluations of pupils’ learning.**

iv. Pre-service teachers are required to demonstrate a variety of strategies in the planned unit, for example, exposition, narration, application, revision and, if necessary, remediation/extension for some pupils.
v. Pre-service teachers should endeavour to arouse and sustain pupils' interest and application through a variety of motivational resources and strategies.

vi. Set out the sequence plan in the pre-service teacher's journal/teaching plan folder.

vii. **Self-evaluation comments must be recorded.**

viii. The associate teacher is requested to write in the pre-service teacher's journal/teaching plan folder an evaluation of the pre-service teacher's planning, organisation and implementation of the sequence.

Task 6

To facilitate the Religious Education program (* where applicable) each pre-service teacher is required to complete the following activities/lessons.

i. Pre-service teachers should observe at least two Religious Education classes which are part of a sacramental preparation or teaching program.  
*Note: The observation lessons are additional to the 5 stipulated on page 2 of this booklet.*

ii. Pre-service teachers should observe and write in their journal/teaching plan folder a liturgy or prayer service.

Pre-service teachers should familiarise themselves with the Religious Education resources in the library and teacher resource centre.

iii. With the assistance of the associate teacher, plan, prepare, teach and evaluate four lessons on a negotiated topic in Religious Education. Focus on ways to assess these lessons.

*Please Note:* A number of pre-service teachers are not enrolled in the Religious Education component of the course. Therefore, another curriculum area should be negotiated in order to fulfil requirements of (i) and (iii) above. Point (ii) will be omitted.

Task 7

The pre-service teacher should demonstrate skill in organising groups and/or composite grade management. The pre-service teacher is required to show that he/she is able to organise and direct groups/grades, which are involved concurrently in diverse learning activities.

This feature of group management should be incorporated into the pre-service teacher's lesson plans/units of work/learning activities.

Task 8

As reflection is part of professional practice each pre-service teacher is required to record weekly his/her reaction to learning experiences in his/her journal/teaching plan folder. (Please note that these are separate from lesson self-evaluation.)
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 cannot assume the legal responsibility of an employed fully qualified and registered teacher. No pre-service teacher is to be left alone, in sole control of a class. The principal and staff of the school are legally responsible for their pupils at all times.

PROFESSIONAL RESPONSIBILITIES

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

1. to take part in yard duty, lunch supervision, staffroom commitments, etc.
2. to maintain, at all times, conduct which is responsible and professional (including the use of technology for communication and teaching)
3. to establish a caring and conscientious teacher image for pupils to model
4. to dress professionally
5. to assist in the care of the classroom
6. to arrive no later than 8.30 a.m. each morning and to remain at least until 4.00 p.m. daily. (Some schools may require an earlier arrival time or later departure time.)
7. 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 record of non achievement for the round. (A Doctor's Certificate should normally be provided).
8. all absences will need to be made up. Please negotiate such arrangements with the assigned school and notify the 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.

Note: If the pre-service teacher is not fulfilling these responsibilities satisfactorily, please discuss 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.
SUPERVISION TASKS

ASSOCIATE TEACHER
1. Organise in advance the lessons the pre-service teacher is to teach.
2. Prior to the lesson implementation or day’s teaching, check the pre-service teacher's lesson plan/daily program in his/her journal/teaching plan folder.
3. Write comments on the lesson plan/daily program 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 Review.
6. Complete the appropriate sections of the Professional Experience Report Form.

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, 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 Review.
4. Facilitate the consultation process between all parties concerned with supervision and organise the Progress Review with University personnel.
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 journal/teaching plan folder.
6. Bring any perceived problems to the attention of the University Supervisor at the appropriate campus.
7. Complete the appropriate section of the Professional Experience Report Form.

UNIVERSITY SUPERVISOR
1. Consult with the Student Teacher Coordinator and associate teacher regarding the pre-service teacher's progress.
2. Check that the pre-service teacher is fulfilling the University requirements for this phase of teacher education.
3. Write comments concerning the professional standard of the lesson plans/daily program, their presentation, content and organisation as presented in the pre-service teacher's journal/teaching plan folder.
4. The university supervisor may observe when necessary the pre-service teacher teaching and write a report about the pre-service teacher on the University critique forms.
5. Ensure that the pre-service teacher is made aware of the agreed provisional grade given at the Progress Review.
6. Sign the school-based report form at the Progress Review visit.

Please note: Perceived problems should be brought to the notice of the Professional Experience Office on the respective Campus. Continued consultation may be required.
GRADING & EVALUATION

GRADING SCALE

PASS

The pre-service teacher is demonstrating competent classroom teaching and management skills in accord with this phase of training. These include:

(a) detailed, clearly expressed, prepared and presented lesson plans or daily program incorporating the planning features in tasks pages 6 & 7.

(b) organisation and implementation of a range of learning activities

(c) diversity of teaching approaches

(d) 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 and staff and to generating a caring, dedicated teacher model.

The objectives of the teaching round and relevant report form descriptors 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/program preparation, set teaching tasks, classroom management and responsibilities.

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. This pre-service teacher may demonstrate problems in relating effectively with pupils as well as working co-operatively with staff. Also, the pre-service teacher may demonstrate a lack of knowledge in content areas.

When a Fail is awarded, the pre-service teacher will be required to attend a meeting conducted by a Review Committee to evaluate circumstances leading to the Fail grade. The pre-service teacher will be required to repeat the teaching round at the next available Professional Experience time on the University calendar.
DETERMINING A GRADE REFLECTING A PRE-SERVICE 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. In this context, the University Supervisor consults and/or collaborates with school personnel and, where appropriate offers advice in situations affecting a pre-service teacher's professional development and progress.

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

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 award. If there are qualitative changes in the pre-service teacher's teaching performance and/or conduct, the award of PASS may be withdrawn and a FAIL rating substituted.

Pre-service teachers should contact the University Supervisor and/or the University Professional Experience Office (see page 13) to discuss any concerns regarding the teaching round. If University personnel are not aware of such problems during the teaching round, it may be too late at the end of the round to reach an amicable solution.

RETURN OF THE PROFESSIONAL EXPERIENCE REPORT FORM

As with assignments, students are responsible for the timely return of their completed Report Forms. All pre-service teachers have been requested to collect their Report Form from their associate teacher or Student Teacher Coordinator on *his/her final afternoon at school* and return it to their respective University campus *immediately*.

**Schools are requested to ensure that the Report Forms have been completed prior to the conclusion of the round and are ready for collection by the pre-service teacher on the final afternoon.**

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.

**Thank you for your co-operation.**
PROFESSIONAL EXPERIENCE PERSONNEL

Professional Experience Administrative Officers
- Melbourne Campus, St Patrick’s  Liz Rimes  9953 3251
- Ballarat Campus, Aquinas  Gail Nowaski  5336 5428

Assistant Head of School (Professional Experience)
Dr. Peter Morris  5336 5381

Coordinator of Professional Experience
Anne-Maree Dawson  9953 3266

APPENDIX 1 - University Lesson Plan format
APPENDIX 2 - Table outlining Structure of Bachelor of Education, Bachelor of Arts/Bachelor of Teaching Primary Courses
APPENDIX 3 - Insurance Statement
# Checklist

Sample organisation:

<table>
<thead>
<tr>
<th>Week 1 2 Observation Days</th>
<th>Week 1 &amp; 2 Supervised Teaching Days</th>
<th>Week 2 Supervised Teaching Days</th>
<th>Week 3 Supervised Teaching Days</th>
<th>Week 4 Supervised Teaching Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tasks - pages 2 and 3</td>
<td>• approx. 8-10 lessons</td>
<td>• 3 half day programs</td>
<td>• 3 full day teaching programs</td>
<td>• Full control</td>
</tr>
<tr>
<td>• Preparation for teaching,</td>
<td>• Organisation of Religious Education tasks or substitute</td>
<td>• Implementation of Religious Education tasks</td>
<td>• Continuation of Religious Education task</td>
<td>• Completion of Religious Education tasks</td>
</tr>
<tr>
<td>• Organise 5 observation lessons over the 4-week period.</td>
<td>• Implementation of 3 week sequence/unit of work</td>
<td>• Continuation of 3 week sequence/unit of work</td>
<td></td>
<td>• Continuation and Assessment of 3 week sequence/unit of work</td>
</tr>
</tbody>
</table>

1. Written observation information on:
   - Classroom procedures (page 2) [ ]
   - Five teaching/learning interactions [ ]

2. Supervised teaching days:
   - Number of Lessons [ ]
   - Number of Half Day Sessions [ ]
   - Number of Full Day Sessions [ ]
   - Each lesson to incorporate self evaluation comments [ ]
   - Full Week Control [ ]

3. Religious Education Task [ ] [ ] [ ]

4. Report Form:
   - Completed [ ]
   - Signed [ ]
APPENDIX 1

LESSON PLAN FORMAT

<table>
<thead>
<tr>
<th>Lesson Topic/Focus:</th>
<th>Date:</th>
</tr>
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<tbody>
<tr>
<td>VELS Domain(s):</td>
<td>Grade(s)/Year Level(s):</td>
</tr>
<tr>
<td>VELS Dimension(s) or Religious Education Guideline:</td>
<td>Duration of Lesson:</td>
</tr>
</tbody>
</table>

Learning Standard(s)/Outcome(s):

State the lesson outcomes 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:

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

or

B. teaching skills that the pre-service teacher would like to personally develop.

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.

B. Development

Explore/elaborate/restructure/develop the concepts, skills understandings or attitudes.
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.

D. Closure

Summarise the key issues in the lesson. List the strategies employed to determine what the pupils' have learnt.

Post Lesson Review and Evaluation:

Pupil Achievement

To what extent were outcomes/standards achieved? How did the pupils demonstrate this?

Teaching Effectiveness

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

Lesson/Activity Transition:

This is the activity required to terminate the first lesson/activity and to initiate the next lesson/activity. A lesson/activity transition is not to be confused with a lesson/activity conclusion.

The maximum recommended time is 3-4 minutes. Activities may include collecting used materials, tidying the room, returning materials to shelves, a song, a jingle/action rhyme, a stretching activity, reorganisation of furniture, distribution of materials for the next lesson/activity.

The following format should be used to present the lesson/activity transition:

Step 1
Step 2 (etc)
# APPENDIX 2

## Bachelor of Education & Bachelor of Arts/Bachelor of Teaching Primary Courses

### Program for Students Enrolled in the Bachelor of Arts/Bachelor of Teaching (For Melbourne students only)

<table>
<thead>
<tr>
<th>SEM</th>
<th>Year 1</th>
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<tr>
<td>1</td>
<td>Major Unit 1</td>
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<td>2</td>
<td>Major Unit 2</td>
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<tr>
<td>1</td>
<td>Major Units 3 Teaching &amp; Classroom Management 1 EDTS109</td>
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<td></td>
<td>Mathematics Education 1 EDMA101</td>
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<tr>
<td></td>
<td>English Education 1 EDLA101</td>
</tr>
<tr>
<td></td>
<td>*Introduction to Professional Practice EDFX210</td>
</tr>
<tr>
<td>2</td>
<td>Major Units 4 Child &amp; Adolescent Development EDFD215</td>
</tr>
<tr>
<td></td>
<td>*Religious Education 1 EDRE101 OR Lutheran Education 1#</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Physical Education EDPH103</td>
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<tr>
<td></td>
<td>*Introduction to Professional Practice EDFX211</td>
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<tbody>
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<td>1</td>
<td>Major Unit 5 Major Unit 6 *Christian Symbol, Ritual &amp; Sacrament PHEO250 OR The Christian Faith#</td>
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<tr>
<td></td>
<td>Learning EDFD109</td>
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<td></td>
<td>Professional Practice EDFX308</td>
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<td>2</td>
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<td>Teaching and Classroom Management 2 EDTS108</td>
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<td>Major Unit 8 *Foundation of Christian Ethics PHEO237</td>
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<td>Creative Arts Education: Visual Arts &amp; Music EDAR305</td>
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<td>Studies of Society &amp; Environment EDSS322</td>
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<td>2</td>
<td>Catholic Education &amp; Schooling EDFD204 OR Lutheran Schooling in Australia#</td>
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<td>Creative Arts Education: Visual Arts &amp; Music EDAR305</td>
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<td></td>
<td>Reflections of the Practice of Teaching EDFX404</td>
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* For students wishing to be registered to teach Religious Education in Catholic schools.
# Please contact the Course Coordinator to enrol in Lutheran Units

### Program for students enrolled in the Bachelor of Education Program

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<th>SEM</th>
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<td>Health &amp; Physical Education EDPH103</td>
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<td>Reflections of the Practice of Teaching EDFX404</td>
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* For students wishing to be registered to teach Religious Education in Catholic schools.
** Ballarat students will undertake EDAR100 in Semester 1. Year 3 and EDMU101 in Semester 2 Year 3
# Please contact the Course Coordinator to enrol in Lutheran Units
APPENDIX 3

Insurance Statement

Australian Catholic University
Brisbane Sydney Canberra Ballarat Melbourne

21 June 2006

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)
   Policy Number: 02.PLG. 0102913
   Period of Cover 31/10/06 to 31/10/2007

2. Students Work Experience Personal Accident Insurance
   Policy Number: 02.PAE. 110727
   Period of Cover 31/10/06 to 31/10/2007

3. Professional Indemnity Insurance
   Policy Number: 02.PRS. 0126023
   Period of Cover 31/10/06 to 31/10/2007

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

Rajan Wijey
Insurance Manager