This booklet should be read in conjunction with the 2016 PROFESSIONAL EXPERIENCE PROGRAM (PEP) GENERAL INFORMATION HANDBOOK

PEP Co-ordinator
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Email: FEA.PlacementsQLD@acu.edu.au
Bachelor of Education (Primary)

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td>Out of Step Students Professional Experience 2B 9 May – 3 June</td>
<td>EDFX213 Professional Experience 2B 5 Individual days: Visits each Wednesdays for 5 weeks commencing 24 August Block: 10 October – 28 October</td>
</tr>
</tbody>
</table>

Paperwork to be submitted:

**Semester 1 Students:**
- Planning Sheet
- Interim Report 27 May
- Final Report 10 June
- Attendance Sheet 10 June

**Semester 2 Students**
- Planning Sheet
- Interim Report 21 October
- Final Report 4 November
- Attendance Sheet 4 November

⚠️ It is the responsibility of the Pre-Service Teacher to submit all paperwork within 10 business days of completing their practicum placement. If this deadline is not met a FAIL GRADE will be awarded for the unit and the student will need to repeat the placement in subsequent semesters.

‘Supervised professional experience is at the heart of all our Initial Teacher Education courses and the Faculty will find appropriate placements to suit the needs of your course. Placements will usually be arranged for the scheduled placement period in the professional experience calendar, although this may not always be possible.’
EDFX213 PROFESSIONAL EXPERIENCE 2B

Unit Description
The aim of the professional experience in Semester 2 of the second year of ACU’s Bachelor of Education (Primary) program is to provide opportunities for Pre-Service Teachers to become immersed in the life of the school through participation in a combination of 5 day-a-week professional experience days and a 3 Week Block. This professional experience should assist Pre-Service Teachers in beginning to develop teaching, learning and management strategies. It should also provide opportunities for integration between education and professional studies units undertaken at the University, and the school-based professional learning experiences. The Pre-Service Teacher should develop awareness of the school-based strategies used to enhance positive and productive relationships with families and the community.

Learning Outcomes
At completion of this unit Pre-Service Teachers will be able to:

• establish links between the theoretical perspectives considered during education and professional studies units undertaken at University and professional practice in schools
• develop and implement appropriate classroom teaching and learning strategies
• critically reflect on and evaluate their classroom experiences as a means to develop and refine professional practice, including management strategies and family/community relationship building.

Overview Of 5 Single Days
The 5 day-a-week pre block PEP (Professional Experience 2B) is an integral component of the University coursework units in EDFD220 Education Studies 4: Managing Learning Environments. The pre block PEP involves five days of observation and teaching (one day each week over five weeks). It is the responsibility of the Pre-Service Teacher to make available to the Associate Teacher the teaching requirements of the individual days.

Pre-Service Teachers will be at a school from approximately 8:30 am to 3.00pm once a week on the nominated day for five weeks. Over the duration of the five days, Pre-Service Teachers will plan, teach and self evaluate a minimum of three lessons as detailed. The theory component of teaching strategies and skills to be implemented in the Pre-Block PEP will be covered in University lectures and tutorials. Pre-Service Teachers will apply the theory into practice, receive feedback, evaluate and reflect on the implementation.

Learning to teach is a developmental process and the practicum in teacher education is the context for Pre-Service Teachers to practise and learn how to teach. Therefore, to provide Pre-Service Teachers with the opportunity to integrate theory with practice, they are required to plan formal lessons to be implemented during weekly visits. Each lesson focuses on a different skill or approach that has been taught on campus. Therefore, it would be appreciated if Associate Teachers would provide their Pre-Service Teacher with lesson topics that provide opportunities for practising teaching and consolidating their new learning. This facilitates sequential development in the learning to teach process.

As Pre-Service Teachers are learning to be reflective practitioners, each of their lesson plans is self and peer evaluated as part of a collaborative process with their EDFD220 Education Studies 4 tutor.

During the Pre-Block PEP, Pre-Service Teachers are to complete a minimum of five written observations relevant to the school and classroom context, procedures, Associate Teacher’s practice or children’s learning needs.

Pre-Service Teachers are expected to conduct a lesson evaluation on each formal lesson that is taught during the Pre-Block PEP. Pre-Service Teachers are advised to evaluate the lesson from the perspective
of the children’s learning and to reflectively identify alternatives or future action that could be taken to improve and further develop the quality of teaching to support learning.

EDFX213 PROFESSIONAL EXPERIENCE 2B: The 5 Individual Days

<table>
<thead>
<tr>
<th>DAY 1: Classroom observations/tasks to be undertaken by Pre-Service Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1 Focus:</strong> Situational Analysis</td>
</tr>
<tr>
<td>It is essential that the Pre-Service Teacher assists the Associate Teacher and supports the students. Knowledge of the classroom context will enable active participation in the classroom and will allow the Pre-Service Teacher to make a smooth transition into the 3 Week Professional Experience Block.</td>
</tr>
<tr>
<td><strong>OBSERVATION TASK</strong> Describe the following:</td>
</tr>
<tr>
<td>• Year level</td>
</tr>
<tr>
<td>• Number of students and gender</td>
</tr>
<tr>
<td>• Individual needs</td>
</tr>
<tr>
<td>• Specialist teachers</td>
</tr>
<tr>
<td>• Outline of the unit of work being carried out: Topic, learning focus, KLA’s, activities, excursion</td>
</tr>
<tr>
<td>• Classroom functioning: any co-planning arrangements across the year level, co-teaching across the year level, shared teaching, etc.</td>
</tr>
<tr>
<td>• Classroom organisation: Include a diagram of seating, resource areas, teacher’s desk, etc</td>
</tr>
</tbody>
</table>

Observations of modelled behaviour are a valuable part of the learning process for the Pre-Service Teacher. Some part of the day should include observations of the Associate Teacher in action.

Make some informal notes on a particular lesson taught by the classroom teacher. Include the following in your comments:
• Expectations of behaviour
• Lesson beginning/Motivation
• Lesson procedure/activities
• Lesson conclusion
• Differentiation/Catering for individual needs

**TEACHING PREPARATION TASK**
Associate Teacher to discuss and plan with the Pre-Service Teacher 3 lessons to be taught on the individual days in Weeks 3, 4 and 5. Lessons planned need to align with Associate Teacher’s curriculum and practice.
### DAY 2: Classroom observations/tasks to be undertaken by Pre-Service Teacher

**Day 2 Focus:** Classroom Routines

Classroom routines are an important part of the classroom context. They help facilitate a positive classroom environment, because they maintain consistency, inform students, and save time.

**OBSERVATION TASK**

List observed routines in your classroom. Use the following headings to assist:

- **Start of the day housekeeping:** attendance, lunches, money to be collected
- **Procedural routines:** hands up, leaving the room, lining up
- **Teaching routines:** starting a lesson, expected behaviour, distribution and collection of books, materials, concluding a lesson
- **End of the day routines:** chairs, tidying away

Use your observations to assist with the following questions:

- How familiar are the students with the routines you have outlined? Include some evidence to support your response.
- How would you reinforce a routine that has been already established in your classroom?
- Identify a routine that you would like to see in your classroom.
- How would you implement it?
- Identify benefits of routines for your students.
- Are all students able to keep to classroom routines? Include any examples you have come across in your observations to support your response.

**TEACHING PREPARATION TASK**

Associate Teacher to be shown at least one complete lesson plan. This will be discussed between the Associate Teacher and the Pre-Service Teacher. Any necessary changes need to be addressed before Week 3. Signature of Associate Teacher is required on lesson plan for EDFD220 tutorial.

### DAY 3: Classroom observations/tasks to be undertaken by Pre-Service Teacher

**Day 3 Focus:** Behaviour Management

The use of behaviour management strategies is essential in classrooms if teachers are to teach effectively and efficiently.

**OBSERVATION TASK**

- Describe how the environment has been structured to support children to make positive choices.
- Describe how the teacher reinforces a culture of acceptance and expectations for positive behaviour.
- Describe behaviour management strategies that are in place in your classroom.
- Define positive reinforcement. Include an example observed.
- Define negative reinforcement. Include an example observed.
- Describe the classroom rules and expectations.
- How were they established: were they based on school policy, student decision making with teacher, teacher decision making?
- “The same rules cannot and should not always apply to every individual in the
classroom”. Please comment. Include examples to support your comment.

Make a personal comment about behaviour management strategies. Include strategies you feel are worthwhile and make a comment about strategies you would avoid because of the impact they have on the learner in the classroom context.

TEACHING TASK
Teach lesson one in a manner that aligns with your Associate Teacher’s curriculum and practice. Complete the lesson evaluations and self-reflection. Include a paragraph on expectations and behaviour management strategies used during your lesson. Associate Teacher to provide feedback and student to respond to this feedback in their self-reflection.

TEACHING PREPARATION TASK
Associate Teacher to be shown at least one complete lesson plan. This will be discussed between the Associate Teacher and the Pre-Service Teacher. Any necessary changes need to be addressed before Week 4.

DAY 4: Classroom observations/tasks to be undertaken by Pre-Service Teacher

Day 4 Focus: Social Dynamics In Group Activities
Students need to be able to feel comfortable and safe when they work together in groups to complete tasks. Establishing a warm and positive classroom environment allows students to cooperate in a friendly and productive manner.

OBSERVATION TASK
Observe and document responses to the following:
- Describe the “feel” of your classroom context.
- Identify the strategies that are in place to promote cooperative learning.
- How are student groups selected for various group activities?
- How are students encouraged to be participative in groups?
- How are the quiet and passive students accommodated in groups?
- How are the dominant students accommodated in groups?
- How are isolates accommodated?
- Make a personal comment on the importance of fun and enjoyment in your learning context. Include examples.

TEACHING TASK
Teach lesson two in a manner that aligns with your Associate Teacher’s curriculum and practice. Complete the lesson evaluations and self-reflection. Include a paragraph on group work and group activities that may have been used during your lesson. Associate Teacher to provide feedback and student to respond to this feedback in their self-reflection.

TEACHING PREPARATION TASK
Associate Teacher to be shown at least one complete lesson plan. This will be discussed by the Associate Teacher and the Pre-Service Teacher. Any necessary changes need to be addressed before Week 5.
<table>
<thead>
<tr>
<th>Day 5 Focus:</th>
<th>Assessment Instruments and Anticipated Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom teachers use various assessment instruments to assess and evaluate their students’ achievements and progress and to inform planning for future learning. This involves the collection of evidence of learning and learning progress. Written or oral feedback is very useful to students if it provides information about how well learning has been demonstrated and how well the criteria of the task were met. Feedback may also provide information to students about how they can improve their learning.</td>
</tr>
</tbody>
</table>

**OBSERVATION TASK**
- Observe and document assessment strategies in your classroom.
  - How is student progress monitored after a lesson?
  - How is student progress monitored after a unit of work?
  - Do the students self-assess and evaluate?
  - Do the students peers assess and evaluate?
  - Comment on verbal feedback.
  - Comment on written feedback.
  - Comment on feedback to parents.
  - Comment on the use of samples of work and portfolios.
- Collect a simple task completed by the students.
  - Mark the work and include written feedback.
  - Focus of feedback should be to acknowledge student effort and offer suggestions for improvement.
  - Include a personalized comment.

**TEACHING PREPARATION TASK**
Teach lesson three in a manner that aligns with your Associate Teacher’s curriculum and practice. The focus of this lesson is on assessment. Include in your lesson plan some reference to how you are going to assess the students.

Include a copy of your Anticipated Evidence/Criteria Sheet. Complete the lesson evaluations and self-reflection. Associate Teacher to provide feedback and student to respond to this feedback in their self reflection.
EDFX213 PROFESSIONAL EXPERIENCE 2B: The 3 Week Block

The 3 Week Block component of EDFX213 provides Pre-Service Teachers with the opportunity to consolidate their teaching and planning strategies in a primary school context, gradually moving from individual lessons to whole sessions. It is anticipated that Pre-Service Teachers will also build on their understandings of strategies to enhance relationships with families and communities.

Planning/preparation prior to the 3 Week Block

- During the five individual days and/or at a mutually agreeable time before the Block, each Pre-Service Teacher needs to discuss lesson ideas with the Associate Teacher and have their planning for at least 3 of the 7 Week 1 Teaching Tasks checked and approved. The Associate Teacher should contact the PEP Unit Coordinator if the Pre-Service Teacher’s planning is of concern.
- Pre block planning needs to be verified on the ACU Planning for the Professional Experience Program form. The form is to be signed by both the Associate Teacher and the Pre-Service Teacher. It must then be submitted via the relevant Assignment Box in the Faculty of Education.
- Lesson plans may be drawn from any of the KLAs. A sequence of lesson plans that develop some concept or subject matter and/or individual lessons may be planned.
- The Pre-Service Teacher is required to be flexible and implement lesson plans that align with the Associate Teacher’s curriculum and approaches and the needs of the students in ways that are appropriate to the context.
- Pre-Service Teachers should negotiate with school administration staff to attend, sometime during the 3 Week Block, if possible, a parent meeting or other school based event which supports community and family engagement. This experience will enable reflection on ways in which schools can foster positive and productive relationships with families and the community.

Overview of Suggested Teaching Tasks/Lessons during the 3 Week Block

<table>
<thead>
<tr>
<th>SCHEDULE</th>
<th>TASKS/ LESSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Classroom observation and active participation in the classroom context. Continue to discuss planning for Week 1 Teaching Tasks</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Implement 1 lesson plan. (Detailed full lesson planning)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Implement 2 lesson plans (Detailed full lesson planning)</td>
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<tr>
<td>Thursday</td>
<td>Implement 2 lesson plans (Detailed full lesson planning)</td>
</tr>
<tr>
<td>Friday</td>
<td>Continuous teaching of one block session (morning, between morning tea and lunch, afternoon) or equivalent. (Sequential detailed plan with teaching notes for activities and transitions and two full detailed lesson plans).</td>
</tr>
<tr>
<td><strong>WEEK 2</strong></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Continuous teaching of one session (morning, between morning tea and lunch, afternoon) or equivalent (Two full detailed lesson plans)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Continuous teaching of one session (morning, between morning tea and lunch, afternoon) or equivalent (Two full detailed lesson plans)</td>
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<tr>
<td>Wednesday - Thursday</td>
<td>Continuous teaching of one session (morning, between morning tea and lunch, afternoon) or equivalent (Two full detailed lesson plans)</td>
</tr>
<tr>
<td>Friday</td>
<td>Continuous teaching of two sessions (morning, between morning tea and lunch, afternoon) or equivalent (Sequential detailed plan with detailed teaching notes for activities and transitions and two full detailed lesson plans for any two lessons in either session sequence)</td>
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<tr>
<td></td>
<td>Carry out an assessment task in one KLA or equivalent.</td>
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</tbody>
</table>
WEEK 3

**Monday - Wednesday**
Continuous teaching of two sessions (morning, between morning tea and lunch, afternoon) or equivalent (Sequential detailed plan with detailed teaching notes for activities and transitions and two full detailed lesson plans for two lessons in either session sequence)

Associate Teacher discusses the Final Report with the Pre-Service Teacher. Signed Final Report with school stamp is to be submitted to ACU by the Pre-Service Teacher, as per instructions from the University.

**Thursday - Friday**
Teaching full day (Sequential detailed plan with detailed teaching notes for activities and transitions and two full detailed lesson plans for any two lessons from any part of the day)

**Debriefing**
The debriefing will take the form of an online forum. Postings may be made from the first week of placement. You are to post two contributions to the forum commenting and reflecting on your experience in a professional way. This is not a forum to voice concerns, they are to be shared with your coordinator in a private manner.

REPORT FORMS

The Associate Teacher is to complete the EDFX213 Professional Experience Interim (10 Day) at the end of week one of the three week block, ‘Out of step’ students at the end of week 2 and Final report at the end of the placement. Reports are available from the following website: [www.acu.edu.au/PEPQLD](http://www.acu.edu.au/PEPQLD)

A sample of the relevant report form is available on following pages.

⚠️ It is the responsibility of the Pre-Service Teacher to submit all paperwork within 10 business days of completing their practicum placement. If this deadline is not met a FAIL GRADE will be awarded for the unit and the student will need to repeat the placement in subsequent semesters.
# EDFX213 Professional Experience Program Interim/Final Report

**Pre-service Teacher Name:**

**School:**

**Associate Teacher:**

**Year:**

This interim/final report should be completed by the Associate Teacher and discussed with the Pre-Service Teacher at the MIDWAY POINT and on COMPLETION of the Professional Experience.

## Teacher as Professional

<table>
<thead>
<tr>
<th>Responsibility for Personal Development</th>
<th>Evident □</th>
<th>Emerging □</th>
<th>Not Evident □</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Reflects on self-practice</td>
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<tr>
<td>▪ Identifies individual challenges</td>
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<tr>
<td>▪ Establishes goals</td>
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<tr>
<td>▪ Implements change</td>
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<tr>
<td>▪ Responds pro-actively to advice</td>
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</tbody>
</table>

Comments:

## Professional Attitudes and Practices

<table>
<thead>
<tr>
<th>Professional Relationships within the School Community</th>
<th>Evident □</th>
<th>Emerging □</th>
<th>Not Evident □</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Functions as a team member</td>
<td></td>
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<tr>
<td>▪ Establishes positive working relationships</td>
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<tr>
<td>▪ Communicates appropriately with others</td>
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</tbody>
</table>

Comments:

## Teacher as Planner

<table>
<thead>
<tr>
<th>Planning</th>
<th>Evident □</th>
<th>Emerging □</th>
<th>Not Evident □</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Content knowledge</td>
<td></td>
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<tr>
<td>▪ Planning</td>
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<td></td>
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<tr>
<td>▪ Organisation and preparedness</td>
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<tr>
<td>▪ Motivation</td>
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<tr>
<td>▪ Inclusive and flexible</td>
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</tbody>
</table>

Comments:

## Using Knowledge

<table>
<thead>
<tr>
<th>Using Knowledge</th>
<th>Evident □</th>
<th>Emerging □</th>
<th>Not Evident □</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Application of learning theories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Application of knowledge of relevant curriculum</td>
<td></td>
<td></td>
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<tr>
<td>▪ Use of information technology and resources</td>
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<td></td>
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<tr>
<td>▪ Decision making</td>
<td></td>
<td></td>
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<tr>
<td>▪ Problem solving</td>
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</tbody>
</table>

Comments:

## Monitoring and Assessing Learning

<table>
<thead>
<tr>
<th>Monitoring and Assessing Learning</th>
<th>Evident □</th>
<th>Emerging □</th>
<th>Not Evident □</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Student progress</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>▪ Assessment strategies / instruments</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>▪ Feedback</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>▪ Records of progress</td>
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</tr>
</tbody>
</table>

Comments:
<table>
<thead>
<tr>
<th>Teacher in Action</th>
<th>Evident ☐</th>
<th>Emerging ☐</th>
<th>Not Evident ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Confidence</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Enthusiasm and manner</td>
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<tr>
<td>• Written communication</td>
<td></td>
<td></td>
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<tr>
<td>• Verbal communication</td>
<td></td>
<td></td>
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<tr>
<td><strong>Instructional Skills</strong></td>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Follows established routines and procedures</td>
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<td></td>
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<tr>
<td>• Motivates and engages learners</td>
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<tr>
<td>• Uses a range of teaching strategies</td>
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<td>• Questions, explanations and promotes discussions</td>
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<tr>
<td>• Extends student learning</td>
<td></td>
<td></td>
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<tr>
<td><strong>Managing Students and Learning Contexts</strong></td>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Establishes a positive learning context</td>
<td></td>
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<tr>
<td>• Transitions between lessons</td>
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<td></td>
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<tr>
<td>• Manages time and resources</td>
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<tr>
<td>• Responds to inappropriate student behaviour</td>
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<tr>
<td><strong>Summary Comments:</strong></td>
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</tbody>
</table>

Number of PEP days completed:  ___ Days

Professional Experience Interim Result:  At Risk ☐  Satisfactory ☐

Professional Experience Final Result:  Pass ☐  Fail ☐

<table>
<thead>
<tr>
<th>Associate Teacher:</th>
<th>Date: Click here to enter a date.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Date: Click here to enter a date.</td>
</tr>
<tr>
<td>Pre-Service Teacher:</td>
<td>Date: Click here to enter a date.</td>
</tr>
</tbody>
</table>

Please place School Stamp here:  

This report has been endorsed by:  

Australian Catholic University  
Faculty of Education & Arts Qld
Program Map - Bachelor of Education (Primary) – Brisbane
(excerpt from Course Enrolment Guide)

Students enrolling in units which do not follow the sequence recommended in their Program Map cannot be guaranteed a clash free timetable or completion within 4 years. Please note that unit titles in red are the short version of the unit title.

**This Program Map is suitable for Bachelor of Education (Primary) students enrolled prior to 2013.**

Note: All units are delivered in on campus mode unless otherwise indicated.

### Year 1: Learning and self as learner

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>EDFD127 Contexts for Learning and Development (Contexts for Learn’g &amp; Dev)</th>
<th>EDLA108 Children’s Literature for Literacy (Children’s Lit for Literacy)</th>
<th>EDST107 Science and Technology for Early Childhood and Primary Teachers 1 (Sci&amp;Tech for EC&amp;Pri Teach 1)</th>
<th>Select one elective: THBS100 Introduction to the Bible (Catholic accreditation) OR THL111 Introduction to Christian Theology (Anglican accreditation) OR BBS1003L Exploring the Bible (Lutheran accreditation) (Unit available Semester 1 &amp; Winter Term) OR PHIL100 Introduction to Philosophical Enquiry (Non-RE strand students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>EDFD133 Understanding Learning (Linked to EDFX110)</td>
<td>EDLA107 Linguistics for Literacy</td>
<td>EDMA103 Exploring Mathematics 1</td>
<td>Select one elective: THCT100 What Christians Believe (Catholic accreditation) OR THL315 Anglican Foundations (Anglican accreditation) OR BCT1002L The Christian Faith (Lutheran accreditation) (Unit available Semester 2 &amp; Summer Term B) OR PHIL104 Introduction to Ethics (Non-RE strand students)</td>
</tr>
</tbody>
</table>

### Year 2: Social implications of teaching and learning

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>EDFD218 Teaching and Learning: Preparing for the Contexts of the Field (Prep for Contexts of Field) (Linked to EDFX212)</th>
<th>EDMA202 Mathematics: Learning and Teaching 1 (Maths: Learning &amp; Teaching 1)</th>
<th>EDLA204 Literacy Education 1 (Linked to EDFX212)</th>
<th>Select one elective: THCT202 Christian Symbol Ritual and Sacrament (For students seeking to teach in Catholic schools) OR THBS100 Introduction to the Bible (Anglican accreditation) OR One elective from The Faculties of Education, Theology &amp; Philosophy or Arts &amp; Sciences* &quot;Lutheran Strand students are to select an elective from the Faculty of Arts and Sciences or the</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>EDFX212 Professional Experience Primary 2A Prerequisites EDFX110, EDFD133, Co-requisite EDFD218 (Students placed in TLC school 10 days) (Must enrol into EDFD218 and EDFX212 concurrently)</td>
<td>EDFX110 Professional Experience Primary 1 (Prerequisite EDFD127, Co-requisite EDFD133) (WWCC/Police Check required – Blue Card)</td>
<td>EDFX212 Professional Experience Primary 2A Prerequisites EDFX110, EDFD133, Co-requisite EDFD218 (Students placed in TLC school 10 days) (Must enrol into EDFD218 and EDFX212 concurrently)</td>
<td>EDFX212 Professional Experience Primary 2A Prerequisites EDFX110, EDFD133, Co-requisite EDFD218 (Students placed in TLC school 10 days) (Must enrol into EDFD218 and EDFX212 concurrently)</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Faculty of Education</td>
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<tr>
<td><strong>EDFD220</strong></td>
<td>Teaching and Managing Learning Environments (Teach'g &amp; Man'g Learn'g Envir) (Linked to EDFX213)</td>
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<tr>
<td><strong>EDST204</strong></td>
<td>Science and Technology for Early Childhood and Primary Teachers 2 (Sci&amp;Tech for EC&amp;Pri Teach 2)</td>
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<tr>
<td><strong>EDAB111</strong></td>
<td>Indigenous Cultures and Peoples</td>
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<tr>
<td><strong>EDFX213</strong></td>
<td>Professional Experience Primary 2B (Prerequisites EDFX212, EDFD218, Co-requisite EDFD220 (5 individual days &amp; 3 week block in TLC schools totaling 20 days) (Students must enrol into EDFD220 and EDFX213 concurrently))</td>
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</table>

**Year 3: Making connections**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Faculty of Education</th>
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</thead>
<tbody>
<tr>
<td><strong>EDFD221</strong></td>
<td>Creating Inclusive, Safe and Supportive Schools (Creat’g Inc’ Safe &amp; Supp Schls) (Linked to EDFX207)</td>
</tr>
<tr>
<td><strong>EDMA309</strong></td>
<td>Exploring Mathematics 2</td>
</tr>
<tr>
<td><strong>EDAR308</strong></td>
<td>Creative Arts Education 1</td>
</tr>
<tr>
<td><strong>EDFX207</strong></td>
<td>Community Engagement (Co-requisite EDFD221) (10 days) (Students must enrol into EDFD221 and EDFX207 concurrently)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Faculty of Education</th>
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</thead>
<tbody>
<tr>
<td><strong>EDLA309</strong></td>
<td>Literacy Education 2</td>
</tr>
<tr>
<td><strong>EDPH306</strong></td>
<td>Personal Development Health and Physical Education 1 (Personal Dev Health &amp; Phs Ed 1)</td>
</tr>
<tr>
<td><strong>EDAR422</strong></td>
<td>Creative Arts Education 2</td>
</tr>
<tr>
<td><strong>EDRE101</strong></td>
<td>Religious Education 1 (Catholic and Anglican accreditation) (Unit available Semester 1 &amp; Summer Tem B) OR BDE3012L The Practice of Lutheran Education (Lutheran accreditation) OR One elective from The Faculties of Education, Theology &amp; Philosophy or Arts &amp; Sciences</td>
</tr>
<tr>
<td><strong>EDFX310</strong></td>
<td>Professional Experience Primary 3 (4 week block + 3 informal days)</td>
</tr>
</tbody>
</table>

**Year 4: Transition to the profession and professional identity**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Faculty of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDFD452</strong></td>
<td>Transition into the Profession</td>
</tr>
<tr>
<td><strong>EDST201</strong></td>
<td>Science and Technology Education (Science &amp; Tech Education)</td>
</tr>
<tr>
<td><strong>EDSS428</strong></td>
<td>Connecting Society and Environment: Curriculum for Learning (Connect Society &amp; Environ)</td>
</tr>
<tr>
<td><strong>EDFX413</strong></td>
<td>Professional Experience Primary 4: Extended Reflective Practice (Prof Exp Prim 4:Ext Reflec Pra) (Prerequisite EDFX310, Co-requisite EDFD452) (6 week block) 30 days</td>
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<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Faculty of Education</th>
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<tbody>
<tr>
<td><strong>EDFD457</strong></td>
<td>Action Research as a Reflective Practice (Action Res as Reflective Prac) AND EDFD458 Catering for Diversity in the Classroom (Cater for Diversity in Classrm) OR EDFX415 Professional Experience Primary 4: Internship 1 (30 days), (20cp)</td>
</tr>
<tr>
<td><strong>EDAR422</strong></td>
<td>Creative Arts Education 2</td>
</tr>
<tr>
<td><strong>EDRE102</strong></td>
<td>Religious Education 2 (Catholic and Anglican accreditation) (Unit available Semester 2 &amp; Winter Term) OR One elective from The Faculties of Education, Theology &amp; Philosophy or Arts &amp; Sciences</td>
</tr>
<tr>
<td><strong>EDFX415</strong></td>
<td>Professional Experience Primary 4: Internship 1 (Prof Exp Prim 4:Internship 1) (Prerequisite EDFX310, Co-requisite EDFD457) (30 days). (20 cp) (Students who take this unit do not study EDFD457 and EDFD458)</td>
</tr>
</tbody>
</table>
**REGISTER OF ATTENDANCE**

**Student Name:** ___________________________________________  **PEP Unit:** EDFX213

**School Name:** ___________________________________________

---

### Weekly Visits

<table>
<thead>
<tr>
<th>Day/s of visit</th>
<th>Whole day</th>
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<th>Whole day</th>
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Please indicate dates attended

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### Block Professional Experience

<table>
<thead>
<tr>
<th>Commencing</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Days in Lieu</th>
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<tbody>
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<td>Friday</td>
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</table>

Please indicate if Pre-Service Teacher is absent for part of day.

---

Signed: ____________________________

Pre-Service Teacher

___________________________

Associate Teacher

___________________________

Principal

Please attach (staple) a doctor’s certificate to this page for any full day’s absence.

---

Please place School Stamp here:
LESSON PLAN PROFORMA

Lesson Plan format for Individual Lessons during the Block Practicum

<table>
<thead>
<tr>
<th>KLA:</th>
<th>LESSON</th>
<th>DATE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>YEAR LEVEL:</th>
<th>DURATION OF LESSON:</th>
</tr>
</thead>
</table>

OUTCOMES/ESSENTIAL LEARNINGS:

LESSON OBJECTIVES:
At the end of this lesson students will have the opportunity to demonstrate their ability to:

1. 
2. 
3. 

RESOURCES:

STUDENTS’ PRIOR KNOWLEDGE:

LESSON PROCEDURE:
Motivation/ Lesson Introduction:

Lesson Content and Processes:

Lesson Conclusion:
<table>
<thead>
<tr>
<th>Delete entire row</th>
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</thead>
</table>

**DIFFERENTIATION (LESSON MODIFICATION TO ACCOMMODATE INDIVIDUAL STUDENTS):**

<table>
<thead>
<tr>
<th>ASSESSMENT OF STUDENT LEARNING:</th>
</tr>
</thead>
</table>

**EVALUATION – LEARNING OBJECTIVES:**

1.  
2.  
3.  

**EVALUATION – SELF AS TEACHER:**

**ASSOCIATE TEACHER’S COMMENTS:**
PRE-SERVICE TEACHER PLANNING PROFORMA
Unit: EDFX213
Pre-Service Teacher Name: ..................................................
Pre-Service Teacher’s ID Number: .................................

PLANNING FOR THE PEP (PRIMARY)
You are to meet with your Associate Teacher before the Professional Experience Program in order to:

(i) establish a positive working relationship
(ii) discuss the teacher’s curriculum and practice
(iii) negotiate a mutually satisfactory program that aligns with the teacher’s planning and practice and meets the needs of the students.

(Failure to prepare for the Professional Experience Program as specified may be reason to terminate the Pre-Service Teacher’s placement.)

PLANNING SESSION (Please record the specifics of your dialogue.)
Date: ________________ Time spent at the school: ______________________________

Pre-Service Teacher’s signature: ___________________ Date: ________________

APPROVAL OF PLANNING
Date: ________________ Time spent at the school: ______________________________

Pre-Service Teacher’s signature: ___________________ Date: ________________

I have met with the Pre-Service Teacher to discuss his/her PEP requirements. I confirm that I am satisfied with the standard of preparation by the Pre-Service Teacher.

Lesson plans for the first week of Professional Experience Yes/No

Associate Teacher’s signature: ___________________ Date: ________________

Associate Teachers are encouraged to contact the relevant PEP Coordinator if the Pre-Service Teacher’s planning and preparation is not satisfactory.
This form is to be placed in Assignment Box outside the Faculty of Education office by the due date. It may also be faxed to the PEP office (07 3623 7247)
WEEKLY REVIEW OF TEACHING

Associate Teachers are kindly requested to review the Pre-Service Teacher’s teaching on a weekly basis. Constructive and specific comments on the Pre-Service Teacher’s teaching and progress are essential to the Pre-Service Teacher’s confidence and development. These weekly reviews will assist Associate Teachers in their compilation of the final report at the conclusion of the Professional Experience.

PRE-SERVICE TEACHER NAME: _________________________________ DATE: ______________
SCHOOL: ____________________________________________________ YEAR LEVEL _______

____________________________________________________________________________________
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AREAS FOR DEVELOPING: (Please identify specific areas to enable Pre-Service Teachers to understand exactly what is required and address areas for improvement)

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Associate Teacher Signature: ________________________________
PRE-SERVICE TEACHER’S WEEKLY PLANNING/REFLECTIVE REPORT

Comment briefly on an area of your teaching where you would appreciate some guidance

_____________________________________________________________________________________
_____________________________________________________________________________________
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Comment briefly on two teaching experiences you engaged in during the week, highlighting the successes and any concerns from a teacher perspective.

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During the week you would have encountered some aspects of classroom behaviour/management and some aspects of assessment of students’ achievement. Comment briefly on each aspect.

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AT RISK FORM

Pre-service Teacher: ___________________  Unit Code:  EDFX ___________________
Semester: ______________________________  Date: ____________________________
School: ________________________________________________________________
Associate Teacher/Coordinator: _____________________________________________

Pre-service teacher progress:  At Risk  □
(Please provide details below and notify the ACU PEP Administrative Officer immediately)

Concerns: ____________________________________________________________________________
_____________________________________________________________________________________
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Strategies for Improvement: _____________________________________________________________
_____________________________________________________________________________________
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_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

ACU Visitor: ________________________________  Date: ______________
Associate Teacher: ________________________________  Date: ______________
Pre-service teacher: ______________________________  Date: ______________

Please return a copy of this report to the ACU PEP Administrative Officer

Australian Catholic University Limited
1100 Nudgee Road, Banyo Qld 4014 PO Box 456, Virginia Qld 4014
Telephone 07 3623 7100 Facsimile 07 3623 7247 ABN 15 050 192 660
CRICOS Registration: 0004G, 00112C, 00873F, 00885B
FIELD EXPERIENCE EMERGENCY CONTACT FORM

Pre-Service Teacher’s Name: ...................................................................................................

Pre-Service Teachers are requested to complete this form, place it in a sealed envelope marked with (Insert Name), ACU Pre-Service Teacher, Emergency Contact Details, ‘Confidential’ then, on the first day of the professional experience, leave it with the School/Centre administration for the duration of the practicum. Pre-Service Teachers can collect the form on the last day of the practicum.

In case of an emergency, the School will contact the designated person(s).

<table>
<thead>
<tr>
<th>Contact Person(s):</th>
<th>Name:</th>
<th>Relationship: E.g. Mother</th>
<th>Phone Number(s):</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

In case of an emergency, I, .................................................................give the School where I am placed for professional experience, permission to seek medical assistance or call an ambulance if deemed necessary.

Pre-Service Teacher’s Signature: ............................................. Date: ..................................

Medicare Number: ...............................................................................................................

Ambulance Subscription: ........................................................................................................

Name of Doctor: ....................................................................................................................

Doctor Phone No: ..................................................................................................................

Please list any allergies or important medical information (e.g. asthma, diabetes)
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Privacy Statement
Australian Catholic University is committed to ensuring the privacy of all information it collects. Personal information supplied in this application form will only be used for administrative and educational purposes of the institution. Personal information collected by the University will only be disclosed to third parties with the written consent of the person concerned, unless otherwise prescribed by law. For further information, please see the University’s Statement on Privacy, which is available at http://www.acu.edu.au/451562
29 October 2015

To Whom It May Concern:

'Organisations' those who provide unpaid industry experience or volunteer community engagement experience for students of Australian Catholic University

The purpose of this letter is to advise organisations that provide unpaid industry experience or a volunteer community engagement experience to students of Australian Catholic University in relation to course requirements, that the following insurance covers have been arranged by the University:

1. General & Product Liability
   Policy Number: ACU 16 GPL
   Period of Cover: 01/11/2015 to 31/10/2016

2. Professional Liability
   Policy Number: ACU 16 PL
   Period of Cover: 01/11/2015 to 31/10/2016

3. Students Work Experience Personal Accident
   Policy Number: 02.PAE.110727
   Period of Cover: 01/11/2015 to 31/1/2016

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

Rajan Wijey
Financial Accountant