Bachelor of Education (Primary)
Year 1

&

Bachelor of Teaching/Bachelor of Arts (Secondary)
Year 1

2008

EDFX110

GUIDELINE BOOKLET
FOR PRE-SERVICE TEACHERS,
ASSOCIATE TEACHERS &
STUDENT TEACHER CO-ORDINATORS
These pre-service teachers are undertaking a four year teaching course. Their programs are outlined in appendices 1-3 in this booklet. **The unit EDFX 110 is the first of five placements provided for the Professional Experience component of the course.**

**STRUCTURE OF THE ROUND**

This is a ten day teaching round. The school-based component of this round is structured for BEd (Primary) Year 1 pre-service teachers & BT/BA (Secondary) Year 1 pre-service teachers.

- **AN OBSERVATION EXPERIENCE**
  - 10 single days (Mondays)
  - Commencing Monday August 4th,
    August 11\textsuperscript{th}, 18\textsuperscript{th}, 25\textsuperscript{th},
    September 1st, 8\textsuperscript{th}, 15\textsuperscript{th},
    October 6\textsuperscript{th}, 13\textsuperscript{th} and 20\textsuperscript{th}

**OBSERVATION EXPERIENCE**

To enable pre-service teachers to achieve the outcomes of this phase of the unit, a suggested program is outlined below.

**Option 1** (Mondays 1 – 5)
- General Observation in as many classrooms as possible observing a variety of teachers, children and classroom interactions. (See Point 2 below)
- Observation of specialist teachers would be considered advantageous.

  (Mondays 6 – 10)
  - Observation in an assigned class.

**Option 2** (Mondays 1- 10)
- Shared by all teachers in the school (Rotate classes from week to week)

**FOR THE STUDENT TEACHER COORDINATOR AND ASSOCIATE TEACHER**

1. This is the *first teaching placement* for this pre-service teacher and is the beginning of the pre-service teacher's professional development program. The structure of this round is planned to introduce the pre-service teacher to the school, classroom management and organisation practices.

2. As many pre-service teachers will be unfamiliar with primary school administration and organisation, it is recommended that pre-service teachers be given an opportunity to move throughout the school observing the overall operation of the school. Pre-service teachers should also observe teachers working at different grade levels in the infant, middle and senior areas of the school and in different curricular contexts (for example, Religious Education, Art, Physical Education, Music).

3. At this stage in their academic course, pre-service teachers have had limited input into curriculum content and development. (Course Programs – Appendices 1, 2 & 3).
4. 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 Student Teacher Coordinator.

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

EDFX110 - OUTCOMES

At the completion of this first Observation experience, pre-service teachers will have:

- demonstrated that they are making the transition from student to teacher
- begun to transfer theoretical information discussed in lectures to the practical setting of the school
- begun the collation of practical teaching resources including relevant literature, references, educational games, kits, teaching schemes, audiovisual resources and noted the use of technology in the classroom.

These outcomes should be achieved by completing a number of specified observations over nominated observation days.

EDFX110 – OBSERVATION EXPERIENCE

It is envisaged that these observation days will help prepare the pre-service teacher for a successful supervised experience later in the course and assist in developing the pre-service teacher’s confidence and ability to interact with the children. It is anticipated that these days will allow the pre-service teacher to develop and establish an appropriate professional rapport and working relationship with staff in his/her assigned school. It is expected that pre-service teachers will have completed adequate preparations so that their general ability to teach according to their phase of teacher education will be enhanced.

Pre-service teachers should become familiar with the resources available in the school (library, art amenities, and outdoor recreation facilities), and classrooms generally.

MONDAYS 1 – 5

A. Complete the following tasks.
Record your comments in your teaching plan folder.

Task 1 Draw a plan of the physical arrangement of an outdoor area (eg. adventure playground) OR a "special" teaching area (eg. an atrium, science or art room). Add a key and supply relevant information.

Task 2 Discuss with the principal or consult the school policy documents to determine the following information:
(a) the school's educational objectives
(b) discipline policy
(c) school rules for students
Task 3  Choose a curriculum area eg. R.E., Health PE, Music. Describe how this subject is coordinated throughout the school. Focus on the role of the coordinator.

Task 4  Describe the ways parent helpers assist in the school operation:
(a) support for associate teacher
(b) canteen
(c) school board/council
(d) parent club
(e) specific teaching eg. craft work, home language, reading groups, perceptual motor program.

Task 5  How does the school report to the parents about each child's scholastic progress? Request permission to obtain a report pro forma.

What significance is placed on parent/teacher interviews?

Task 6  What style/s of handwriting have been adopted throughout the school? Copy the alphabet in each style. Obtain a sample of children's handwriting at preparatory grade, middle school and upper school levels.

Task 7  How is yard supervision of children at recess/lunch time organised at the school? Discuss:
(a) teachers' roster
(b) teachers' duties
(c) strategy when a child is injured in the yard

Task 8  What arrangements are made to supervise children:
(a) before children commence lessons/activities at morning starting time
(b) at dismissal time (catching buses, school crossings)
(c) on wet days?

MONDAYS 6 - 10

B. Complete the following six tasks, recording your comments in your journal/teaching plan folder.

Task 1  Draw a plan of the physical arrangement of seats, storage equipment and use of space in the classroom. Add a key and supply relevant information.

Task 2  Choose a teaching resource (spelling strategy, science reference, maths/computer aid, audio-visual item of equipment, educational game) that you have observed being used. Complete the following:
(a) name of resource
(b) cost
(c) purchasing source
(d) contents
(e) objective
(f) method of presentation
(g) how outcomes are evaluated
(h) comment on its educational effectiveness

Task 3  Describe classroom routines for two different classrooms that you have observed:
(a) distribution and collection of materials
(b) entering and leaving the classroom
(c) first period of the day, for example, morning talk.

Task 4
Make a copy of an associate teacher’s work program. Gather answers to:
(a) what is the purpose of the teacher’s work program?
(b) how was information gathered by the associate teacher to fill out the program?

Task 5
(a) List an associate teacher’s strategies when:
   i. taking disciplinary action with non-conforming children
   ii. encouraging/praising children
(b) Note the class rules and regulations for this teacher’s classroom.

Task 6
Choose one area from the following:
(a) library organisation and operation
(b) educational/pastoral management of children from a different culture
(c) reading recovery
(d) integration practices
Write a comprehensive report (minimum 250 words) about this school-based area.

C. Where possible pre-service teachers should be given opportunities to interact with children in a variety of teaching/learning situations. These situations may include:
(a) supervision and correction of written work
(b) entering material on the board
(c) assisting small groups or individuals with set work
(d) offering guidance to students in the library
(e) telling stories
(f) reading stories
(g) conducting morning news sessions
(h) taking small groups for reading practice
(i) organising children’s dismissal
(j) assisting with record-keeping procedures of the classroom
(k) marking attendance rolls
(l) mounting a display

D. 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 teaching plan folder.
GRADING & EVALUATION

As no school grade is required for this 10-day observation period, (unless serious concerns regarding a pre-service teacher’s suitability to the profession are noted), the following checklist on page 13 (Appendix 6) is to be completed by the pre-service teacher and returned to the University. It must be signed by the Student Teacher Coordinator and the pre-service teacher.

The reasons for this are the nature and the purpose of this initial interaction with schools. The pre-service teacher needs to become familiar with the school’s practices and to develop an understanding of the nature and significance of the role of the teacher in primary education.

This is a time when pre-service teachers need to consider carefully their commitment to teaching. Upon return to the University in Year 2, pre-service teachers will have an opportunity to evaluate their reactions to their school involvement and to reflect on their contribution as a potential teacher.

Please note:
Where a pre-service teacher appears to have problems settling into and/or participating in school routines and where there are doubts about a pre-service teacher’s quality of interaction or capacity to fulfil University requirements prescribed for the teaching round, please contact the Professional Experience personnel at the appropriate campus. Prompt assistance to the school and pre-service teacher by a University staff member may help to clarify issues and to bring about a satisfactory resolution to the problem at hand.

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 & Community Engagement) Dr. Peter Morris 5336 5381

Assistant Head of School (Academic Programs) Coordinator of Professional Experience Anne-Marie Dawson 9953 3266

APPENDIX 1 - Table outlining Structure of Bachelor of Education
APPENDIX 2 - Table outlining Structure of Bachelor of Teaching/Bachelor of Arts (Humanities)
APPENDIX 3 - Table outlining Structure of Bachelor of Teaching/Bachelor of Arts (Mathematics)
APPENDIX 4 - Insurance Statement
APPENDIX 5 - Risk Management Statement
APPENDIX 6 - Checklist
## APPENDIX 1

### PROGRAM MAP – BACHELOR OF EDUCATION (PRIMARY)

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Title</th>
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<td>1</td>
<td>EDFD127</td>
<td>Contexts for Learning &amp; Development</td>
<td>EDLA108</td>
<td>Children’s Literature for Literacy</td>
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### APPENDIX 2

**PROGRAM MAP - BT/BA [Humanities]**

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*Optional unit for accreditation to teach in Catholic schools (0 credit points)
## APPENDIX 3

### PROGRAM MAP - BT/BA [Mathematics]

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<td>*EDRE429 Foundation Studies for Teaching in Catholic Schools</td>
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*Optional unit for accreditation to teach in Catholic schools (0 credit points)
APPENDIX 4

Insurance Statement

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 31/10/07 to 31/10/2008

2. Students Work Experience Personal Accident Insurance
   Policy Number: 02.PAE. 110727
   Period of Cover 31/10/07 to 31/10/2008

3. Professional Indemnity Insurance
   Policy Number: 02.PRS. 0126023
   Period of Cover 31/10/07 to 31/10/2008

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

Rajan Wijey
Insurance Manager
APPENDIX 5

School of Education (Vic)
PROFESSIONAL EXPERIENCE PROGRAM

RISK MANAGEMENT PLAN

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
2. Associate Teachers
3. School pupils/students
4. Pre-service teachers

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.
APPENDIX 6

CHECKLIST

Pre-service Teacher Name: ___________________________ Student ID: __________________

School Name: ______________________________________ School Suburb: ____________

Observation Experience

1. Mondays 1 – 5 Part A Check off tasks as completed

   1  2  3  4  5  6  7  8

2. Mondays 6 – 10 Part B Check off tasks as completed

   1  2  3  4  5  6

3. Classroom interactions (page 5, (C))
   List the range of classroom interactions experienced and record the number of times you were engaged in each interaction.

   Example:
   
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<thead>
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<th>Number</th>
<th>Activity</th>
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<td>telling stories</td>
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<td>4</td>
<td>organising children's dismissal</td>
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4. Check off your ten visits with the school throughout Semester 2.

   Monday 4th August  ☐   Monday 11th August   ☐
   Monday 18th August  ☐   Monday 25th August  ☐
   Monday 1st September ☐   Monday 8th September ☐
   Monday 15th September ☐   Monday 6th October ☐
   Monday 13th October  ☐   Monday 20th October ☐

Signed: ___________________________ (Student Teacher Coordinator)  Date: / / / 

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

TOTAL NUMBER OF DAYS ATTENDED ☐

The following checklist of tasks is to be completed by the pre-service teacher and handed in to the Professional Experience Office on the relevant campus at the conclusion of the ten observation days. This checklist must be submitted no later than one week after the completion of the Professional Experience.

[Property of the University]