School of Education (Vic)
PROFESSIONAL EXPERIENCE PROGRAM

BACHELOR OF EDUCATION
BACHELOR OF ARTS/BACHELOR OF TEACHING
(PRIMARY – YR 2)
EDFX212 – FIRST SUPERVISED TEACHING PLACEMENT

2008

GUIDELINE BOOKLET
FOR PRE-SERVICE TEACHERS,
ASSOCIATE TEACHERS &
STUDENT TEACHER CO-ORDINATORS
EDFX 212 Supervised Teaching Practice

These pre-service teachers are undertaking a four year teaching course. Their program is outlined in Appendix 2 to this booklet. The unit EDFX212 is the first supervised teaching placement provided for the Professional Experience component of the course. These pre-service teachers have previously undertaken 10 days observation in the first year of their course.

STRUCTURE OF THE ROUND

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

Eight single days in schools, Mondays March 3, 17, April 7, 14, 21, 28, May 5 & 12.
A block Experience – 14 days: June 10 – July 27

THE STUDENT TEACHER COORDINATOR AND ASSOCIATE TEACHER

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

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

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

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

FOR THE ASSOCIATE TEACHER

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

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

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

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

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

**OUTCOMES OF SUPERVISED EXPERIENCE**

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

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

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

1. **Teaching and Learning**

Each pre-service teacher is required to plan and prepare a minimum of two lessons per teaching day. It is recommended that no more than two formally prepared and recorded lessons are taught each day. The following conditions apply:

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

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

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

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

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

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

Teaching small groups of children is recommended in the initial stages of the supervised days.

2. **Pre-service teachers taking Religious Education units.**

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

Please note: The following tasks are not applicable to pre-service teachers who are not enrolled in the Religious Education component of the course.

(a) Negotiate with the Student Teacher Coordinator to observe at least two lessons from the same unit of work. Where possible this should be a sacramental class. This task can be completed in conjunction with point 4.

(b) Record how the teacher matched the teaching program to the class profile and student context and how the teacher catered for individual differences within the lesson. Also record how the teacher assessed the knowledge gained by the children from the lesson.

(c) Meet with the Religious Education Coordinator and discuss some of the Religious Education resources used in the school.
3. **Organisation and Management**

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

(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
(m) assist with children's physical education activities.

4. **Observation of Lessons.**

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

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

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

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

5. **Reflective Practice.**

As reflection is part of professional practice, each pre-service teacher is required to record daily his/her reactions to learning experiences in his/her journal.
LEGAL LIABILITY

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

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
3. to establish a caring and conscientious teacher image for students 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 to at least 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 Fail in the teaching round. (A Doctor’s certificate should normally be provided.)
8. All absences will need to be made up. Please negotiate such arrangements with your assigned school and notify your local campus Professional Experience Office of the number of days to be made up. Pre-service teachers will be required to arrange and make up time lost because of illness or misfortune and provide signed evidence from the school that the time lost has been made up.

**Please note:** If the pre-service teacher is not fulfilling these responsibilities satisfactorily, the associate teacher is requested to discuss the situation with the pre-service teacher and Principal/Student Teacher Coordinator. If there is further concern on the part of the associate teacher or Principal/Student Teacher Coordinator about a pre-service teacher's classroom management, teaching performance, attitude or professional conduct, please notify the University as soon as possible.

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

ASSOCIATE TEACHER
1. Plan in advance the lessons which the pre-service teacher is to teach.
2. Prior to the lesson implementation, check the pre-service teacher's lesson plan in his/her journal/teaching plan folder.
3. Write comments on the lesson plan kept 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 and the expectations concerning the conduct and professional responsibilities of the pre-service teacher whilst in the school.
2. In conjunction with teachers, organise observation lessons to be conducted throughout the school.
3. Assist the associate teacher with the organisation and recording of the Progress Review.
4. Facilitate the consultation process between all parties concerned with the Progress Review.
5. In conjunction with or on behalf of the Principal, observe the pre-service teacher in a teaching situation 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 Professional Experience Office at the appropriate campus.
7. Complete the appropriate section of the Professional Experience Report Form.

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

University staff will not visit pre-service teachers for this phase unless a request is made to do so. University staff will make telephone contact with schools to ascertain a pre-service teacher's progress.

It should be remembered that at all times associate teachers, Student Teacher Coordinators and pre-service teachers may request a University supervisor to visit a school if any concerns or difficulties arise.

The associate teacher, with assistance from the Student Teacher Coordinator, should organise and record a Progress Review and, after discussion with the pre-service teacher, this Review report should be signed by the associate teacher and the pre-service teacher. These reports and such Reviews will identify the strengths and areas of focus for the remainder of the pre-service teacher’s teaching round and will make recommendations for the pre-service teacher's further teaching practice.

The Student Teacher Coordinator is asked to ensure that a Progress Review has taken place and that information concerning each pre-service teacher is available for phone discussion.

Where a pre-service teacher has been identified as "at risk" by the school, specialist supervision will be provided for him/her. If requested by the school, supervision may include lesson critiques by a University supervisor.
GRADING & EVALUATION

GRADE SCALE

PASS

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

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

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

The pre-service teacher displays an excellent attitude relating to relationships with children and staff and to generating a caring, dedicated teacher model.

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

FAIL

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

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

When a Fail is awarded, the pre-service teacher will be required to attend a 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.

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 grade. If there are qualitative changes in the pre-service teacher's teaching performance and/or conduct, the PASS grade may be withdrawn and a FAIL grade substituted.
Pre-service teachers should contact the University Supervisor and/or Professional Experience Office to discuss any concerns with regard to the teaching round. If University personnel are not aware of such problems during the round, it may be too late at the end of the round to reach an amicable solution. See Appendix 4 - Risk Management Plan.

**RETURN OF THE PROFESSIONAL EXPERIENCE REPORT FORM**

As with assignments, pre-service teachers are responsible for the timely return of their completed Report Forms. All **pre-service teachers** have been requested to collect their Report 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 & Community Engagement)**

Dr. Peter Morris 5336 5381

**Assistant Head of School (Academic Programs)**

Coordinator of Professional Experience  
Anne-Maree Dawson 9953 3266

**APPENDIX 1** - University Lesson Plan format

**APPENDIX 2** - Table outlining Structure of Bachelor of Education

**APPENDIX 3** - Risk Management Plan

**APPENDIX 4** - Insurance Statement

**APPENDIX 5** - Copy of Report Form
CHECKLIST

Supervised Experience – EDFX212

1 Minimum of twenty lessons/activities planned and taught:

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

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

2 Religious Education Tasks:

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

3 Classroom interactions (page 10, (3)):

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

Example:

<table>
<thead>
<tr>
<th>Number</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>telling stories</td>
</tr>
<tr>
<td>4</td>
<td>organising children's dismissal</td>
</tr>
</tbody>
</table>

4 Observation of Lessons:

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

5 Report Form:

<table>
<thead>
<tr>
<th>Completed</th>
<th>Signed</th>
</tr>
</thead>
</table>
APPENDIX 1

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

**LESSON PLAN FORMAT**

Lesson Topic/Focus: .................................................. Date: ____________________________

VELS Domain(s): .................................................. Grade(s)/

Grade(s)/

Year Level(s): ____________________________

VELS Dimension(s) or Religious

Education Guideline: Duration

of

Lesson: ____________________________

Learning Outcome(s)/Standard(s):

State the lesson outcomes (guided by VELS) or other appropriate concepts, understanding, skills or attitudes pupils should learn through this lesson.

Assessment:

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

Teaching Focus:

A. the pre-service teacher's teaching skill for observation by supervisor - FOCUSSED SUPERVISION METHOD;

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.
   ____ mins

B. Development
   Explore/elaborate/restructure/develop the concepts, skills understandings or attitudes.
   Summarise approaches or activities you will use.
   List some questions/instructions.
   ____ mins

C. Consolidation and Practice
   Assign work tasks, which apply the concepts, skills, understanding and/or attitudes.
   ____ mins

D. Closure
   Summarise the key issues in the lesson. List the strategies employed to determine what the students' have learnt.
   ____ mins

Post Lesson Review and Evaluation:

Student Achievement

To what extent were outcomes achieved? How was this demonstrated by the students?

Teacher Effectiveness

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

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

<table>
<thead>
<tr>
<th>Sem</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDFD127 Contexts for Learning &amp; Development</td>
<td>EDTS210 Teaching &amp; Learning Preparing for the Contexts of the Field</td>
<td>EDFD221 Creating Inclusive, Safe and Supportive Schools</td>
<td>EDFD452 Transition to the Profession</td>
</tr>
<tr>
<td></td>
<td>EDLA108 Children’s Literature for Literacy</td>
<td>EDMA202 Maths: Learning &amp; Teaching 1</td>
<td>EDMA309 Exploring Mathematics 2</td>
<td>EDST201 Science &amp; Technology Education</td>
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<td></td>
<td>EDST107 Science and Technology for Primary Teachers 1</td>
<td>EDLA204 Literacy Education 1</td>
<td>EDAR308 Creative Arts Education 1</td>
<td>EDSS428 Connecting Society Environment: curriculum for professional learning</td>
</tr>
<tr>
<td></td>
<td>*THEO113 World, Literature and the Bible OR THEO162 Introducing Scriptures</td>
<td>*THEO250 Christian Symbol, Ritual and Sacrament OR THEO164 Introducing Church Life# OR Elective.</td>
<td>EDRE101 Religious Education 1 OR Elective#</td>
<td>Catholic Studies Elective OR Elective OR LOTE##</td>
</tr>
<tr>
<td></td>
<td>LOTE##</td>
<td>EDFX212 Professional Experience 1</td>
<td>EDFX207 Community Engagement</td>
<td>EDFX310 Professional Experience 3</td>
</tr>
<tr>
<td>2</td>
<td>EDFD133 Understanding Learning</td>
<td>EDST204 Science &amp; Technology for Primary Teachers 2</td>
<td>EDFD220 Managing Learning Environments</td>
<td>EDFD457 Active Research as Reflective Practice OR LOTE##</td>
</tr>
<tr>
<td></td>
<td>EDLA107 Linguistics for Literacy</td>
<td>HIST106 Indigenous People, Past &amp; Present</td>
<td>EDLA309 Literacy Education 2</td>
<td>EDFD458 Catering for Diversity in the Classroom</td>
</tr>
<tr>
<td></td>
<td>EDMA103 Exploring Mathematics 1</td>
<td>THEO237 Foundations of Christian Ethics OR Elective OR LOTE##</td>
<td>EDPH306 Health &amp; Physical Education</td>
<td>EDAR422 Creative Arts Education 2 (#LOTE majors do not do)</td>
</tr>
<tr>
<td></td>
<td>*THEO128 God, Faith and the Search for Meaning OR THEO163 Introducing Theology#</td>
<td>EDFX213 Professional Experience 2B</td>
<td>EDMA310 Maths: Learning &amp; Teaching 2</td>
<td>EDRE102 Religious Education 2 OR Elective #</td>
</tr>
<tr>
<td></td>
<td>EDFX110 Professional Experience 1</td>
<td>THEO237 Foundations of Christian Ethics OR Elective OR LOTE##</td>
<td>Theology Elective OR Elective OR LOTE##</td>
<td>EDFX413 Professional Experience 4</td>
</tr>
</tbody>
</table>

- Refer to appendices for variations to the program.
  - Program map 1: RE accreditation for those with RE studies at Yr 11 and 12
  - Program map 2: RE accreditation for those without prior RE studies
  - Program map 3: RE accreditation and a Major/Minor in Catholics studies
  - Program map 4: Lutheran accreditation
  - Program map 5: Not seeking RE accreditation
  - Program map 6: RE and LOTE accreditation
- All students are required to complete the first two THEO units regardless of whether they wish to gain RE accreditation or not.
APPENDIX 3

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

**INTRODUCTION TO THE PRACTICE OF TEACHING**

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

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

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

### Principal's or Student Teacher Coordinator's Comment

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<th>Signed:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>(Principal/Student Teacher Coordinator)</td>
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</tbody>
</table>

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

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

**Strengths:**

- [ ]
- [ ]
- [ ]

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

- [ ]
- [ ]
- [ ]

Signed:

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

END-OF-ROUND REPORT - SUMMATIVE EVALUATION

DEVELOPMENT OF TEACHING AND ORGANISATIONAL SKILLS

**PLANNING & PREPARATION**

Eg. Development of basic lesson planning; clarity of expectations of students; preparation of lesson resources; lesson outcomes clearly linked to assessment activity; evidence of developing mastery of subject knowledge.

- [ ]
- [ ]
- [ ]

**PRESENTATION OF THE LESSON**

Eg. Use of voice and speech; introduction; explanations; use of basic questioning techniques; content presentation; recapitulation and rounding off the lessons; use of praise/reprimand; use of resources; sequencing of teaching/learning activities.

- [ ]
- [ ]
- [ ]
### Sensitivity to Children's Learning

**Eg.** Recognition of inappropriate pupil behaviour; awareness of children who are bored, not contributing; awareness of children's group behaviour; awareness to move onto another task or change lesson direction; constructive reaction to pupils' responses.

### Classroom Organisation & Management

**Eg.** Promptness in beginning lessons; distributing/collecting materials; supervision of whole class while working with individuals; clarity of directions; extension activities for early finishers; level of pupil cooperation; development of effective discipline strategies.

### Interaction Between Pre-service Teachers and Pupils

**Eg.** Mutual respect between pre-service teacher and pupils; confidence in dealing with pupils; appropriate use of humour; evidence of warmth and approachability; interaction with pupils outside the classroom.

### Development of Pre-service Teacher's Self-Image as a Teacher

**Eg.** Attitude and commitment to teaching tasks, rapport with staff members; projection of "self" dealing with pupils in and out of class; suitability of dress, appearance, behaviour; punctuality; command of language; ability to accept and respond constructively to advice; interest and involvement in general school matters and activities; level of vitality and enthusiasm.
Any recommendations for the pre-service teacher in regard to ongoing development of teaching skills:

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<th>1</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7 (High)</th>
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<tbody>
<tr>
<td>Low</td>
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Recommended Grade for this Round *

- [ ] PASS
- [ ] FAIL

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

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

Signed: ____________________________ (Associate Teacher)  Date: / /

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

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

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