BACHELOR OF EDUCATION
(PRIMARY – Yr 2)
EDFX213 – SECOND SUPERVISED TEACHING PLACEMENT

2007

GUIDELINE BOOKLET
FOR PRE-SERVICE TEACHERS,
ASSOCIATE TEACHERS &
STUDENT TEACHER CO-ORDINATORS
EDFX213 - Organisation & Skill Development

Pre-service teachers entering this phase are in their second year of a four year teaching course. Their program is outlined in tables 1 & 2 appended to this booklet. EDFX213 - is the third of five placements provided for the Professional Experience component of the course. The first placement in Year 1 was a ten day observation experience, the second placement in Semester 1 of Year 2 was the first supervised teaching experience for these students.

Please note, although this placement is the students’ third placement, it is only their second supervised teaching experience.

STRUCTURE OF THE ROUND

Round Dates: Monday November 12th – Friday November 30th (3 weeks supervised teaching)

The first two days in schools are designated observation days followed by 13 days block experience which are supervised teaching days.

FOR THE ASSOCIATE TEACHER

This is the second supervised teaching round experienced by this pre-service teacher. In this phase the pre-service teacher is expected to develop and to demonstrate the rudiments of basic teaching and organisational skills in order to become confident in teaching-learning interactions with pupils.

At this stage in their academic course, pre-service teachers have not completed studies in all curriculum areas. 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)

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 require, where feasible, that collegial support for the weekly reflective task be provided by the associate teacher or the Student Teacher Coordinator.

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

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

Please ensure that the pre-service teacher is carrying out his/her expectations and responsibilities set out on pages 4 to 6.
OBJECTIVES OF THIS PHASE

GENERAL OBJECTIVES

1. To transfer theoretical information discussed in lectures to the practical setting of the school.
2. To acquire basic classroom teaching skills.
3. To observe specific features of classroom teaching/learning interactions.
4. To gain information concerning organisational aspects of the primary school.

SPECIFIC OBJECTIVES

The key objective of this round is the development of professional competence in the following basic areas of teaching:

- Planning & Preparation:
  i. identify the knowledge, skills and concepts being developed in the lessons;
  ii. specify lesson objectives in terms of meaningful educational outcomes;
  iii. identify an appropriate educational medium to achieve the lesson outcomes;
  iv. identify the appropriate steps in particular learning experiences and to sequence those steps;
  v. devise a variety of teaching approaches, with particular emphasis on the use of resources.
  vi. professional presentation of lesson plans

- Lesson Presentation
  i. incorporate appropriate levels of explanation and instruction;
  ii. utilise both higher and lower order questions;
  iii. utilise a variety of aids and resources.

- Sensitivity to children's learning:
  i. listen to, and build on, children's responses;
  ii. indicate awareness of individual and group reactions.

- Discipline
  Organise and manage the classroom generally, including children, materials and routines to create an effective learning environment.

- Follow-up Activities
  i. monitor children's work and provide feedback;
  ii. identify the benefits of any resources used, particularly in relation to the concept being learned.

- Relationship with children
  Develop an appropriate relationship with children both as a class group and as individuals.
Teacher Attitudes
The pre-service teacher should strive to develop:
   i. a positive manner
   ii. appropriate speech
   iii. confidence
   iv. the values of fairness and mutual respect

SUPERVISED TEACHING REQUIREMENTS

To achieve the objectives of this phase the pre-service teacher is required to complete the following tasks:

WEEKS 1 & 2

From day 3 of the first week of the block experience the pre-service teacher is required to teach a minimum of two written lessons per day.

The following structure is recommended:

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

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

   i. Subject or topic of each lesson to be determined following discussion between the associate teacher and pre-service teacher.
   ii. Each lesson to be set out according to the University Lesson Plan Format (Appendix 1). Lesson evaluation comments must be included.
   iii. Lesson preparation to be completed outside of school time.
   iv. Prepared lesson to be handed to the associate teacher prior to teaching the lesson.

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

v. The associate teacher is requested to write in the pre-service teacher's lesson plan folder an evaluation of the lesson.

LESSON TRANSITION

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

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

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

LESSON TRANSITION: Step 1…. Step 2 (etc)
WEEK 3

1. Prepare, plan and write three half-day programs and 2 days full control. It is suggested the pre-service teacher follow the associate teacher's work program format. Complete self-evaluations.

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

Self-evaluation comments MUST be recorded after each session.

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

2. To facilitate the Religious Education program, pre-service teachers enrolled in Religious Education units are required to complete the following tasks over the 3-week period.

Please note: Not all pre-service teachers are enrolled in the Religious Education component of the course. Section 2 therefore would not be applicable to these pre-service teachers.

Task 1. Negotiate with the Student Teacher Coordinator to observe at least two lessons from different grade levels. Where possible, these lessons should be part of a sacramental preparation or teaching program.

Task 2. Discuss with the associate teacher or appropriate personnel (ie. Religious Education Coordinator) the type of Sacramental Program being used in the school and/or Parish. Write a reflective paragraph in your journal/teaching plan folder describing the program, highlighting one or two of the program's strengths. (200 words)
Consult with the Religious Education Co-ordinator and discuss the development of sacramental education from Prep to Grade 6.

3. Interaction with Children

For each week under the associate teacher's supervision, extend skills in teaching presentation/management.

Eg: - supervising and correcting written work
- entering material on board
- assisting small groups or individuals with set work
- offering guidance to pupils in the library
- telling stories
- reading stories
- conducting morning news sessions
- taking small groups for reading practice
- marking the attendance roll and becoming familiar with its operation.
4. **Observation of Lessons**

Pre-service teachers are encouraged to observe 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 program.

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

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

5. **Organisation and Management**

The following classroom/teaching attributes should be demonstrated in all tasks previously listed:

i. Control - teacher demonstrating effective discipline strategies and implementing positive reinforcement

ii. Pupil organisation - organising and teaching groups/composite/multi-age grades

iii. Questioning - probe, follow-up, distribution of questions

iv. Sequencing of lesson steps - effective implementation of introduction, presentation, assessment, conclusion (provision for early finishers), evaluation, transition

v. Lesson pacing - awareness of pupil motivation/interest, time to move to the next stage of the lesson

vi. Use of resources - appropriateness and application of diverse resource material

vii. Self evaluation follow up - incorporating positive recommendations stated in self evaluation reports into ongoing teaching interactions.

viii. Professional presentation of lesson plans

6. **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/teaching plan folder.
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. **Pre-service teachers must not be left alone in a class.** The principal and staff of the school are legally responsible for their pupils at all times.

PROFESSIONAL RESPONSIBILITIES

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

1. to take part in yard duty, lunch supervision, staffroom commitments, etc.
2. to maintain at all times conduct, which is responsible and professional (including the use of technology for communication and teaching)
3. to establish a caring and conscientious teacher image for pupils to model
4. to dress professionally
5. to assist in the care of the classroom
6. to arrive no later than 8.30 a.m. each morning and to remain at least until 4.00 p.m. daily. (Some schools may require an earlier arrival time or later departure time.)
7. to inform the Principal/Student Teacher Coordinator no later than 8.00 a.m. if the pre-service teacher is unable to attend school on a particular day. Failure to do this is to be reported to the University without delay, as this may constitute a record of non-achievement for the round. (A Doctor's Certificate should normally be provided).
8. **all absences will need to be made up.** Please negotiate such arrangements with the assigned school and notify the local campus Professional Experience Office of the number of days to be made up. Pre-service teachers will be required to arrange and make up time lost because of illness or misfortune and provide signed evidence from the school that the time lost has been made up.

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

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

ASSOCIATE TEACHER

1. Plan in advance the lessons 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 housed in the teaching plan folder concerning the pre-service teacher's planning, preparation, lesson implementation, achievement of lesson objectives, and the teacher as a facilitator of learning and classroom manager.
4. Discuss with the pre-service teacher your evaluative comments recorded in (3) above.
5. Provide written documentation for the Progress Report.
6. Complete the appropriate sections of the Professional Experience Report Form.

STUDENT TEACHER COORDINATOR

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

UNIVERSITY SUPERVISOR

The School of Education 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 telephone 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.

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

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**GRADING & EVALUATION**

**GRADING SCALE**

**PASS**

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

(a) detailed, clearly expressed, prepared and presented lesson plans utilising the University lesson plan format or daily program incorporating the planning features in tasks pages 4 & 5.

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

(c) diversity of teaching approaches

(d) management skills demonstrating classroom teacher control, group/composite grade management.

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

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

The objectives of the teaching round and relevant report form descriptors should be used in conjunction with (a), (b), (c) & (d) above.

**FAIL**

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

There may prevail an attitude of poor motivation, a lack of commitment and inconsistent endeavour to upgrade his/her professional approach and to modify his/her general ineptitude. This pre-service teacher may demonstrate problems in relating effectively with pupils as well as working co-operatively with staff. Also, the pre-service teacher may demonstrate a lack of knowledge in content areas.

When a Fail is awarded, the pre-service teacher will be required to attend a meeting conducted by a Review Committee to evaluate circumstances leading to the Fail. 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 award. If there are qualitative changes in the pre-service teacher's teaching performance and/or conduct, the award of PASS may be withdrawn and a FAIL rating substituted.

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

RETURN OF THE PROFESSIONAL EXPERIENCE REPORT FORM

As with assignments, 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)
Dr. Peter Morris  5336 5381

Coordinator of Professional Experience
Anne-Maree Dawson  9953 3266

APPENDIX 1  -  University Lesson Plan format
APPENDIX 2  -  Table outlining Structure of Bachelor of Education
APPENDIX 3  -  Insurance Statement
CHECKLIST

1. Supervised teaching days:
   Number of Lessons
   Each lesson to incorporate self-evaluation comments:
   strengths; areas to be focussed on; one recommendation for each lesson/activity taught.
   Number of half-day sessions

2. Religious Education Tasks:

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

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

4. Number of Observation Lessons

5. Report form:
   Completed   Signed
# APPENDIX 1

## LESSON PLAN FORMAT

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

### Learning Standard(s)/Outcome(s):

State the lesson outcomes or other appropriate concepts, understanding, skills or attitudes pupils should learn through this lesson.

### Assessment:

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

### Teaching Focus:

A. the pre-service teacher's teaching skill for observation by supervisor;  
   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
   ____ mins
   Questions, motivation strategies, etc to revise current knowledge or introduce new learning.

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

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

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

Post Lesson Review and Evaluation:

Pupil Achievement
   To what extent were objectives/outcomes achieved? How did the pupils demonstrate this?

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

Lesson/Activity Transition:

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

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

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

   Step 1
   Step 2 (etc)
## Appendix 2

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
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<td>Year 1</td>
<td>EDFD127</td>
<td>Contexts for Learning &amp; Development</td>
<td>EDST107</td>
<td>Science and Technology for Primary Teachers 1</td>
<td>*THEO113 World, Literature and the Bible OR THEO162 Introducing Scriptures</td>
<td>LOTE##</td>
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<td>Understanding Learning</td>
<td>EDLA107</td>
<td>Children’s Literature for Literacy</td>
<td>EDMA103</td>
<td>Exploring Mathematics 1</td>
<td>EDST107</td>
<td>Science and Technology for Primary Teachers 1</td>
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<td></td>
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<td></td>
<td>EDST201</td>
<td>Connecting Society Environment: curriculum for professional learning</td>
<td>*THEO128 God, Faith and the Search for Meaning OR THEO163 Introducing Theology</td>
<td>EDFX110 Professional Experience 1</td>
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<td>EDFD220</td>
<td>Managing Learning Environments</td>
<td>EDST204</td>
<td>Science &amp; Technology for Primary Teachers 2</td>
<td>EDAB111 Indigenous Cultures &amp; People</td>
<td>EDST107</td>
<td>Science and Technology for Primary Teachers 1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>EDST201</td>
<td>Connecting Society Environment: curriculum for professional learning</td>
<td>*THEO250 Christian Symbol, Ritual and Sacrament OR THEO164 Introducing Church life OR Elective</td>
<td>EDFX212 Professional Experience 2A</td>
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<td>EDFD452</td>
<td>Transition to the Profession</td>
<td>EDST201</td>
<td>Science &amp; Technology Education</td>
<td>*THEO128 God, Faith and the Search for Meaning OR THEO163 Introducing Theology</td>
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<td>EDFD457</td>
<td>Active Research as Reflective Practice OR LOTE##</td>
<td>EDST201</td>
<td>Science &amp; Technology Education</td>
<td>EDST428</td>
<td>Connecting Society Environment: curriculum for professional learning</td>
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<td>Science &amp; Technology Education</td>
<td>*THEO113 World, Literature and the Bible OR THEO162 Introducing Scriptures</td>
<td>EDST107</td>
<td>Science and Technology for Primary Teachers 1</td>
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<td>EDST201</td>
<td>Science &amp; Technology Education</td>
<td>EDST428</td>
<td>Connecting Society Environment: curriculum for professional learning</td>
<td>EDFX213 Professional Experience 4</td>
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APPENDIX 3

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 31/10/06 to 31/10/2007

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

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

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

Rajan Wijey
Insurance Manager