BACHELOR OF TEACHING/BACHELOR OF ARTS (SECONDARY)

EDFX 214

2008

GUIDELINE BOOKLET FOR PRE-SERVICE TEACHERS, ASSOCIATE TEACHERS & STUDENT TEACHER CO-ORDINATORS
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**UNIT CODE**  EDFX214

**UNIT TITLE**  PROFESSIONAL EXPERIENCE SECONDARY

**CREDIT POINTS**  0

**RELATIONSHIP TO OTHER UNITS**
This is the first unit in a sequence of four units

**PREREQUISITE knowledge or skills**
EDFD220 Teaching and Managing Learning Environments

**UNIT DESCRIPTION**
The aim of this professional experience in ACU National’s teacher education program is to provide opportunities for pre-service secondary teachers to become immersed in the life of the school program through participation in a Block practicum. This professional experience should develop and extend pre-service teachers’ teaching, learning and management strategies. It should also provide opportunities for integration between education and professional studies undertaken at the University, and the school-based professional learning experiences.

**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 undertaken at University and professional practice in schools
- develop and implement appropriate classroom teaching and learning strategies
- critically reflect and evaluate their classroom experiences as a means to develop and refine professional practice.

**CONTENT**
Topics may include:
- classroom preparation
- selection and effective use of resources
- lesson design and implementation
- motivational techniques
- communication and questioning strategies
- classroom organisation and management strategies
- planning teaching and learning experiences across a range of curriculum areas
- questioning and interpersonal skills;
- assessment and evaluation approaches
TEACHING LEARNING STRATEGIES

The focus on this first professional experience is very much centred on the classroom and the issues around learning. Through observation and classroom practice this unit provides pre-service teachers with contextual based opportunities enabling them to recognize and identify varying elements related to child/adolescent learning. At the same time the pre-service teachers are introduced to aspects of teaching and classroom management.

ASSESSMENT

The pre-service teachers, university and schools collaborate in coordinating the school based experiences of the pre-service teachers as they begin to develop their appreciation and understanding of the role of teacher.

REFERENCES


NATURE OF COURSE

The Bachelor of Teaching/Bachelor of Arts (Secondary) course is normally offered as a four years (full-time) program designed to prepare pre-service teachers for Post-Primary Teaching.

The Bachelor of Teaching/Bachelor of Arts is an accredited course for obtaining employment in government and non-government schools in Victoria. Included in this booklet are copies of the Pre-service Teacher’s Requirements Checklist, the Report Form which includes a Progress Report and End-of-Round Report sections and the University Direct Lesson Plan Format.

STRUCTURE OF THE UNIT

This Unit, EDFX 214, is offered in Semester 1 of Year 2 of the Course.

It is undertaken as a block practicum.

SUPERVISED TEACHING

15 days block       June 10 – June 27

PROFESSIONAL EXPERIENCE PERSONNEL

Professional Experience Administrative Officers
- Melbourne Campus (St Patrick’s): Mr Adam Staples (03) 9953 3252
  Mrs Jennie Ball    (03) 9953 3252
- Ballarat Campus (Aquinas): Ms Gail Nowaski (03) 5336 5428

Assistant Head of School (Professional Experience)
Dr. Peter Morris       (03) 5336 5381

GENERAL INFORMATION

It is imperative that Pre-service Teachers show this booklet to their Associate Teachers and discuss its content with them. Special reference should be made to the requirements of the teaching round.

Professional Experience is essentially developmental and cumulative. As the course progresses, Pre-service Teachers should develop basic competencies in a range of teaching strategies. This may vary according to the abilities of different Pre-service Teachers and the demands of different subjects.
RISK MANAGEMENT PLAN

Refer to Appendix on page 36.

UNIVERSITY DIRECT LESSON PLAN FORMAT

A copy of this Lesson Plan Format is included in the Appendix on page 24.

Each Pre-service Teacher is required to use the University Direct Lesson Plan Format when planning lessons during the first teaching round. A variety of University Lesson Plan Formats may be used in the second teaching round.

NB. Some additions or alterations may be made in the following methods: Religious Education, Mathematics, LOTE and ESL.

TEACHING ROUND OBJECTIVES AND OUTCOMES

EDFX 214

GENERAL OBJECTIVES

By the end of Unit EDFX 214, Semester 1, Pre-service Teachers are expected to have:

1. **Developed** an understanding of the ethos of the school:
   Read mission and vision statements. Noted roles and responsibilities of key personnel; discovered school community links.

2. **Practised** observation skills:
   Identified classroom management techniques, examined teaching resources, understood roles of staff, noted programs in use, teacher-student interaction and how the timetable is organised for their subjects and how rooms are set up for teaching.

3. **Developed** sensitivity to students’ needs:
   Awareness of the importance of individual differences, special programs and family backgrounds.

4. **Planned** lessons:
   Developed an understanding of the rationale and techniques for formulating VELS standards as outcomes, identifying learning content, student readiness, sequencing activities, evaluation, timing/pacing, follow up.

5. **Begun to apply** appropriate pedagogical and content knowledge of Learning Areas appropriate to their method areas:
Lesson preparation and implementation geared to the Curriculum and Teaching Areas being studied.

6. **Fostered** interaction/communication (both verbal and non-verbal): Interpersonal relationships, openness to advice, application to tasks, confidence, support for and concern about tasks/students/staff, use of voice.

7. **Comprehended and begun** to apply classroom management techniques in the context of the school's discipline and welfare policy: Classroom atmosphere, consistency with rules and routines, managing resources, giving of directions and instructions, use of positive reinforcement, recognition of individual differences.

8. **Reflected** critically on experiences:
   - Written post-lesson reflections, journal writing.

**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 undertaken at University and professional practice in schools
- develop and implement appropriate classroom teaching and learning strategies
- critically reflect and evaluate their classroom experiences as a means to develop and refine professional practice.

**ASSESSMENT**

In order to obtain a Pass in this unit of the Professional Experience Program, Pre-service Teachers need:

- to be assessed as beginning to gain competency, for this first phase of their Professional Experience, in developing lesson plans according to the ACU lesson plan format
- to be assessed as beginning to gain competency, for this first phase of their Professional Experience, to teach in each of the Methods in which they are enrolled
- to have demonstrated commitment to and participation in the various non-teaching activities of school life
- to have demonstrated an ability to communicate with teacher colleagues both professionally and socially
- to have acted in the professional manner expected of a teacher
• to have developed and maintained a designated teaching plan folder

• to have commenced and maintained a professional portfolio which must be in both digital and hardcopy formats

A recommended grade for each teaching round is given by each of the Associate Teacher/s.

It is critical that if any problems arise during a teaching round, or Associate Teacher/s are not satisfied with a Pre-service Teacher’s progress, the Student Teacher Coordinator is asked to contact the University as soon as unsatisfactory progress is apparent.

Satisfactory completion of the Professional Experience Unit will take into account reports from the school and, where applicable, from University supervisory staff. The University may recommend the withdrawal of a Pre-service Teacher from the teaching round at any stage if it is judged that there is sufficient evidence to indicate lack of aptitude or suitability for teaching.

The University may award a Fail if the Pre-service Teacher’s behaviour is deemed to be unprofessional.

Should an Associate Teacher's report indicate areas of major concern (e.g. four or more C or D grades) or should a Fail be awarded to a Pre-service Teacher who is unsuccessful in meeting the requirements of the round in one or more Method areas, the Pre-service Teacher will be required to attend a Review Committee meeting. The Pre-service Teacher can expect to add at least one semester to the length of his/her course if he/she is awarded a Fail for this unit of the Professional Experience Program.

SUPERVISION

The School of Education recognises and acknowledges the expertise of Associate Teachers who supervise Pre-service Teachers during their professional experience in schools. In recent years, 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 visit Pre-service Teachers in schools during this Professional Experience teaching practice.

It should be remembered that, at all times, Associate Teachers, Student Teacher Co-ordinators and Pre-service Teachers may request a University supervisor to visit a school if any concerns or difficulties arise.
To meet registration requirements for LOTE and ESL, alternative supervision arrangements will be made and a lesson will be observed by a specialist supervisor from the University.

Where possible, the Associate Teacher should organise and record a Progress Report and, after discussion with the Pre-service Teacher, this Report should be signed by the Associate Teacher and the Pre-service Teacher. This Report will identify the strengths and weaknesses of the Pre-Service Teacher’s teaching and will make recommendations for the Pre-service Teacher’s further teaching practice.

Where a Pre-service Teacher has been identified as "at risk", specialist supervision will be provided for him/her. If necessary, supervision may include lesson critiques by a University supervisor. The latter would certainly be the case if the Associate Teacher recommends a Fail.

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 is the responsibility of the University.
FOR THE STUDENT TEACHER CO-ORDINATOR

The Student Teacher Coordinator has a key role as the liaison person for the University and for the Pre-service Teacher whilst he/she is placed in the school. The Student Teacher Coordinator is asked to complete the following tasks.

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 expectations concerning the conduct and professional responsibilities of the Pre-service Teacher whilst in the school.

2. In conjunction with teachers, organise observation lessons.

3. Facilitate the consultation process between all parties concerned with supervision and, where possible, organise a Progress Report.

4. Bring any problems to the attention of the University supervisor and/or Professional Experience staff at the University.

5. Ensure that the Pre-service Teacher has the opportunity to discuss, prior to leaving the school, the completed teaching round with the Associate Teachers.

OBSERVATION LESSONS

The opportunity to observe a wide variety of practising teachers at work is an invaluable part of a Pre-service Teacher’s experience. Those teachers who then make themselves available to discuss aspects of the observed lesson are making a significant contribution to the worth of Professional Experience. It is hoped that many teachers will continue to offer this assistance and we thank them most sincerely for their professionalism.

FOR THE ASSOCIATE TEACHER

The Associate Teacher is requested to allocate a regular time each day for discussion with the Pre-service Teacher. These sessions may be brief, and the focus for discussion may vary, but past experience has shown that a regular opportunity for the Pre-service Teacher to clarify, check and question is most valuable.

It is critical that if any problems arise during a teaching round, or Associate Teacher/s are not satisfied with a Pre-service Teacher’s progress, Associate Teacher/s should discuss any unsatisfactory progress with the Student Teacher Coordinator. Contact should be made with the University as soon as unsatisfactory progress is detected.
The Associate Teacher should discuss lesson plans with the Pre-service Teacher prior to any lesson being presented by the Pre-service Teacher.

The Associate Teacher will help orient the Pre-service Teacher by engaging in the following:

- welcoming the Pre-service Teacher as a junior colleague and a future member of the teaching profession;
- participating as much as possible in the planning, implementation and evaluation of a Pre-service Teacher’s school-based program;
- encouraging initiative, independence and accountability in the Pre-service Teacher;
- checking thoroughly all Pre-service Teacher’s lesson preparation;
- noting constructive criticism before/during lessons on the Pre-service Teacher’s lesson plan;
- providing written comments at the conclusion of each lesson observed. These comments should help the Pre-service Teacher identify strengths and areas requiring further development. A memory jogger for such evaluations is appended;
- demonstrating and describing teaching techniques to the Pre-service Teacher;
- advising the Assistant Head of School (Professional Experience) or the Professional Experience Coordinator and the school’s Student-Teacher Coordinator (as soon as possible) if the Pre-service Teacher is not teaching at a satisfactory level;
- where possible, providing written comments on the University Report Form for a Progress Report with University personnel (if applicable) and the Pre-service Teacher;
- completing the University Report Form at the end of the teaching round.

A copy of the appropriate Report Form for this round is supplied with this booklet. The ratings are for the purpose of making a general judgment on a Pre-service Teacher’s progress and to draw attention to significant strengths and areas for further attention.
EXPECTATIONS AND REQUIREMENTS OF THE PRE-SERVICE TEACHERS

PREPARATION

Normally, the Pre-service Teacher makes contact by e-mail and/or phone and arranges to visit the school prior to commencement of the actual teaching round. However, this may not be possible in cases of late placements. This contact should provide the Pre-service Teacher with information about the programs being followed in the classes to which he/she has been allocated, thus permitting the gathering of relevant resources and information from the University.

All material related to the teaching round (e.g. timetable, lesson plans, lesson observation records) should be kept in a specially designated teaching plan folder. This is to be made available to Associate Teachers and University supervisors at all times. This means that Pre-service Teachers must take their teaching plan folder to their school each day. A professional portfolio should also be commenced and maintained. This should be in both digital and hardcopy formats.

Each lesson plan must be developed according to the University Direct Lesson Plan Format (additions and alterations may be made in some method areas such as Religious Education, Mathematics, LOTE and ESL.

Each lesson plan must include explicit consideration of:

- level and incoming knowledge/experience of students
- place and purpose of this session in a series
- outcomes of lesson
- content of lesson
- step by step method including;
  - teaching strategies and key questions
  - student activities
  - student & teacher resource material
  - board/overhead summary
  - copies of duplicated materials
- timing of each step of the lesson

Each lesson plan must be planned, prepared and written in detail and in a professional manner prior to the lesson being taught. The lesson plan should be presented to the Associate Teacher well in advance of the lesson being taught. Pre-service Teachers risk failure by not observing professional standards in their lesson plan documentation.

At the end of each lesson, the Pre-service Teacher will evaluate students' learning and write an evaluation of the overall lesson effectiveness including methods to be adopted for future lessons.
BEYOND THE LESSON

Professional Experience should involve more than classroom teaching. It is important that Pre-service Teachers become as actively involved as possible in every facet of life within the school community. This may include involvement in activities such as:

- leading classroom prayer, where appropriate;
- checking attendance;
- observing parent/teacher nights and other school community interactions;
- participating in excursions, work experience programs, school productions, interest groups;
- mixing freely and professionally with school staff at morning tea, lunch time;
- accompanying the Associate Teacher for yard duty;
- attending the various schools’ meetings of staff, where appropriate.

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 teacher. The school is legally responsible for its students at all times.

CAMPS

Normally, pre-service teachers should not participate in school camps unless they are taking the Physical Education method.

THE PROFESSIONAL EXPERIENCE REPORT FORM

It is the Pre-service Teacher’s responsibility to:

1. sign the Progress Report when applicable
2. collect the completed Report Forms and
3. return these Forms (sealed in the envelope provided) to the relevant Professional Experience Office no later than 2 weeks after the completion of the teaching round.

CLASSROOM TEACHING

It is expected that Pre-service Teachers will observe and teach lessons during each teaching round. The first two days should be devoted only to observation in the classes where they will be teaching.

The lessons taught will be in the curriculum and teaching methods chosen by the Pre-service Teacher at the commencement of their course. Each method is of equal status and approximately equal teaching time should be allocated to each. In some cases this may not be possible. Also, the occasion may arise where one method only can be taught.
The lessons to be observed may include subjects other than a Pre-service Teacher’s elected methods. In fact, Pre-service Teachers should be encouraged to observe classes from outside their chosen subject areas and from a full range of year levels.

The following is a suggested program for the teaching round. As Pre-service teachers progress through the round, an increasing amount of time is spent teaching with a corresponding decrease in the amount of time spent observing.

During the block teaching practice, the Pre-Service Teachers should undertake one third of a school’s normal teaching allotment spread equally across method areas.
PROFESSIONAL RESPONSIBILITIES

ATTENDANCE AND DRESS

Pre-service Teachers are expected to be in the school at all times when the members of staff are required to be there. In all cases, this should mean arriving at the school no later than 8.15 am or fifteen minutes before commencement of the day’s classes (whichever is earlier) and not leaving until staff generally leave (not before 4.15 pm).

Pre-service Teachers who are unable to attend school because of illness must notify the Student-Teacher Coordinator or their Associate Teacher no later than 8:00 am on that day. It is important that Pre-service Teachers realise that their absence from classes which they were going to take will definitely inconvenience their Associate Teacher and all steps must be taken to minimise any inconvenience. It is the Pre-service Teacher’s responsibility to notify the relevant Professional Experience Office of any absences. Medical certificates or other evidence relevant to absences during teaching rounds must be forwarded to the Campus Professional Experience Office. All absences will need 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.

No Pre-service Teacher has permission from the University to engage in private pursuits away from school during school hours.

Pre-service Teachers should dress according to the professional standards set by the school staff.

Pre-service Teachers should attend meetings where applicable and comply with the general school organisation, policies and procedures.

BEHAVIOUR

Pre-service Teachers should ensure that their attitudes and behaviours are consistent with the ideals of the school and the University they represent. Pre-service Teachers need to realise that unacceptable attitudes and behaviours will constitute grounds for a Fail.

BY THE END OF THE ROUND

It is important for all Pre-service Teachers to complete all tasks required of them by the final day of a teaching round.

NB: Pre-service Teachers must ensure that all borrowed books, teaching aids and other materials are returned and that all personal belongings are collected.
FOR THE UNIVERSITY SUPERVISOR

SUPERVISION

1. Consult with the Student Teacher Co-ordinator and Associate Teacher regarding the Pre-service Teacher’s progress.

2. Check that the Pre-service Teacher is fulfilling the University requirements for this unit and is up to date with his/her journal and professional portfolio.

3. Ensure that the Pre-service Teacher is made aware of the contents of the Progress Report.

4. The Professional Experience Office should be notified if any students are “at risk” so that follow up consultation will take place with the school prior to the end of the round.

PAYMENT FOR SUPERVISION OF PRE-SERVICE TEACHERS’ PRACTICE TEACHING

Australian Catholic University pays for the supervision of Pre-service Teachers’ practice teaching in accordance with the relevant award and/or agreement. The rate at which payment is made is the rate included in the current award. Payment is made only for supervised teaching practice, which requires the completion of written evaluation and reports (i.e. in the Pre-service Teacher’s lesson plans and, where applicable, the Progress Report and End of Round Report Forms).

The claim form for payment for supervision will be sent to your school. Please forward this claim form within 4 weeks of the completion of the teaching round to facilitate prompt payment. Payment can only be made on the return of the claim form.

RETURN OF THE PROFESSIONAL EXPERIENCE REPORT FORM

Report Forms should be placed in the envelope provided, and the sealed envelope handed to the Pre-service Teacher at the completion of the teaching round. The Pre-service Teacher must return the Report Form to the PEP Office no later than two weeks after the completion of the teaching round.

ELECTRONIC COPIES OF FORMS/BOOKLETS

For ease of use, electronic copies of Professional Experience Report Forms and this Guideline Booklet can be found by following the links on our website http://my.acu.edu.au/staff/organisation/faculties/education/school_of_education_vic/professional_experience.
## APPENDICES

### LESSON CRITIQUE/EVALUATION MEMORY JOGGER

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<td>Script - size, style</td>
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<tr>
<td>Approachability</td>
<td>Layout</td>
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<td>Projects professional demeanour</td>
<td>Aids ready</td>
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### Personal Presentation

At ease, confident

- Professional
- Appearance, stance

### Voice and Language

Voice `easy on the ear'

- Variation in voice
- Clarity of speech
- Projection
- Speed
- Level of language

### Lesson Planning and Preparation

Uses University Direct Lesson Plan Format

- Outcomes
- Detail in plan
- Materials ready
- Provision for individuals who
  - know it already
  - miss the point taught
  - finish early
- Provision for assessment of learning

### Teaching the Lesson

Introduction, opening

- Motivation
- Presentation of new material
- Regular recapitulation
- Application work
- Lesson closure
- Checking of work
- Use of correct spelling and grammar
- Knowledge of lesson content
- Questioning
- Giving directions
- Explaining
- Gaining attention, cooperation
- Maintaining cooperation
- Awareness of student reactions
- Adaptability in light of reactions
- Positive management techniques
- Variety of teaching methods
- Students active in their learning
- Recognise individual learning responses
# Pre-Service Teacher’s Requirements Checklist

**(To assist Associate Teachers, Pre-service Teachers, Student Teacher Co-ordinators and University supervisors)**

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| 1. Pre-service Teacher uses the University Lesson Plan Format when planning lessons. (See attached)  
**NB. Some additions or alterations may be made in such methods as Religious Education, Mathematics, LOTE and ESL.** |     |    |
| 2. Pre-service Teacher plans, prepares and writes each lesson in detail prior to a lesson being taught. |     |    |
| 3. Pre-service Teacher provides the Associate Teacher with a copy of the plan for each lesson being taught well in advance of the scheduled lesson time. |     |    |
| 4. Pre-service Teacher maintains a teaching plan folder, which contains all material related to the teaching round (i.e. timetable, lesson plans, lesson observations, records, reflections). The folder is available at all times. |     |    |
| 5. Pre-service Teacher arrives at the school no later than 8:15am or 15 minutes before commencement of the day's classes (whichever is earlier). |     |    |
| 6. Pre-service Teacher does not leave the school until staff generally leave (not before 4:15pm). |     |    |
| 7. Pre-service Teacher dresses according to the dress standards of the school. |     |    |
| 8. Pre-service Teacher checks attendance rolls. |     |    |
| 9. Pre-service Teacher mixes freely and professionally with school staff at morning tea and lunch times when not on yard duty with an Associate Teacher. |     |    |
| 10. Pre-service Teacher accompanies an Associate Teacher for yard duty. |     |    |
| 11. Pre-service Teacher attends various meetings of staff (when and where appropriate). |     |    |
| 12. Pre-service Teacher observes parent-teacher nights and other school community interactions (when and where appropriate). |     |    |
| 13. Pre-service Teacher’s attitude and behaviour are consistent with the ideals of the school and the University. |     |    |
| 14. Pre-service Teacher returns all borrowed books, teaching aids and other material. |     |    |
OUTCOMES – FIRST TEACHING ROUND
At the completion of this unit, Pre-service Teachers will be able to:

- establish links between the theoretical perspectives considered during education and professional studies undertaken at University and professional practice in schools
- develop and implement appropriate classroom teaching and learning strategies
- critically reflect and evaluate their classroom experiences as a means to develop and refine professional practice.

PROGRESS REPORT – FORMATIVE EVALUATION
Please help the Pre-service Teacher gain maximum benefit from this round by reinforcing observed strengths and setting specific and realistic goals. It would be useful if this section could be completed after the first two weeks. Whilst completion of this section is not mandatory, it will be of great assistance to the Pre-service Teacher’s ongoing development.

Strengths:

Areas to be focussed on and improved during the remainder of the teaching round:

Signed: ____________________________

(Associate Teacher) Date: / / & (Pre-service Teacher) Date: / /
## END-OF-TEACHING ROUND REPORT - SUMMATIVE EVALUATION

To be completed during the last week of the teaching round

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<td>Co-operates with the school staff</td>
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<td>Is punctual; notifies absences</td>
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<tr>
<td>Has stable work habits; is conscientious</td>
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<tr>
<td>Has appropriate appearance and demeanour</td>
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<tr>
<td>Is confident; shows poise</td>
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<tr>
<td>Is animated and stimulating</td>
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<tr>
<td>Demonstrates a sympathetic understanding of students</td>
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<tr>
<td>Uses voice effectively: pleasing quality, variety of pitch, sufficient volume</td>
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<tr>
<td>Speaks correctly and in a professional manner</td>
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<tr>
<td><strong>TEACHING SKILLS:</strong></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<tr>
<td>Prepares thoroughly and intelligently.</td>
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<tr>
<td>Uses the University Direct Lesson Plan format to develop lessons.</td>
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<tr>
<td>Lesson Plans are developed logically with appropriate outcomes and are suited to students' stage of development</td>
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<tr>
<td>Gives clear unambiguous directions and instructions and provides positive reinforcement</td>
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<tr>
<td>Questions satisfactorily</td>
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<tr>
<td>Responds to students' questions and answers satisfactorily</td>
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<tr>
<td>Reinforces learning by emphasis of main points</td>
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<td>Secures active participation throughout lessons when appropriate</td>
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<tr>
<td>Presents lessons fluently and lessons are well-timed.</td>
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<tr>
<td>Provides sufficient variety of activities</td>
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<tr>
<td>Shows appropriate classroom management</td>
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<tr>
<td>Is able to discipline; asserts authority but is not aggressive</td>
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</table>
## Associate Teacher’s Overall Comments

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<tr>
<th>Comments</th>
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Any recommendations for the Pre-service Teacher in regard to ongoing development of teaching skills:
Grade For Teaching Round

Pass (PS)  The Pre-service Teacher is demonstrating those professional qualities and/or skills and the teaching skills appropriate for this phase of the in-school experience and noted in the Summative Evaluation proforma.

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 students, staff and parents and to generating a professional, dedicated teacher model.

Fail (NN)  A Fail will be recommended for any Pre-service Teacher who is not performing satisfactorily in terms of lesson preparation, set teaching tasks, classroom management and responsibilities. For example, the overall recommendation should be Fail NN for any Pre-service Teacher who is given six or more D grades on the Report Form.

The Pre-service Teacher may also display poor motivation, a lack of commitment and inconsistent endeavour to upgrade his/her professional approach to teaching. The Pre-service Teacher is unable to prepare professional quality documentation. 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.

For this stage of experience, the Pre-service Teacher’s progress is:

Satisfactory
A PASS is recommended

OR

Unsatisfactory
A FAIL is recommended

When a Fail is recommended, the Pre-service Teacher will meet with the appropriate Professional Experience personnel to evaluate circumstances leading to the recommended Fail. The Pre-service Teacher will be required to repeat the teaching round.

As this is the Pre-service Teacher’s first supervised teaching experience, how would you rate this Pre-service Teacher’s performance on a scale of 1 – 7? (Please circle)

<p>| | | | | | | |</p>
<table>
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<tr>
<td>(Low)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

No. of lessons Associate Teacher supervised

No. of days PRESENT

No. of days ABSENT (Not including public holidays)

Signed (Associate Teacher): ________________________________ Date: / / 

Please place this form in the envelope provided. Seal the envelope and give it to the Pre-service Teacher. It is the responsibility of the Pre-service Teacher to return this Form to the Professional Experience Office on the appropriate campus no later than two weeks after the completion of the teaching round.

[This form remains the property of the University]
SECONDARY PEP DIRECT LESSON PLAN PROFORMA 2008
(Includes an explanation of the various terms)

<table>
<thead>
<tr>
<th>TOPIC/FOCUS:</th>
<th>DATE:</th>
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</thead>
<tbody>
<tr>
<td>ASSOCIATE TEACHER:</td>
<td>YEAR LEVEL/S:</td>
</tr>
<tr>
<td>SCHOOL:</td>
<td>TIME:</td>
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<tr>
<td>NO. OF STUDENTS:</td>
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</table>

VELS: Level 5

Strand/Domain/Dimension: for example
Discipline-based learning/ Humanities: History/ Historical knowledge and understanding

OR

RELIGIOUS EDUCATION: VCE STUDY DESIGN UNIT & OUTCOME:

VELS STANDARDS FORMULATED AS A STUDENT LEARNING OUTCOME WITH INDICATOR/S

The standards are stated in terms of the student/s learning outcome/s, that is, the focus is on the cognitive, affective and/or social activity the student will be engaged in. The Student Learning Outcome is derived from either a VELS Standard or VCE Learning Outcome/s or by reference to the Religious Education Guidelines. For VCE adjust the above heading as follows: Student Learning Outcome with Indicators.

In the case of VELS the Student Learning Outcome can be written using the following procedure:

Select a Level 5 VELS Standard, for example, History: Historical knowledge and understanding

At Level 5, students analyse and describe key events in ancient and medieval societies. They use a variety of sources to describe key aspects of these societies. They describe aspects of daily life in these societies such as work, the division of labour, family, clothing, housing and education. They explain key features of community life including myths and legends, religious beliefs and practices and cultural expressions such as art and drama. They analyse the ways that ancient and medieval societies were governed, identify political features and explain the nature of the political system, the dominant groups and how they established and maintained power. They describe the roles of key individuals and evaluate their contributions and legacies.

Develop a student learning outcome for this standard for a teaching period
through the selection of a key area, for example, Ancient Societies and then
further refine this to a manageable amount of content by reference to the
standard. With respect to the standard above choose either an ancient or
medieval society including a time period and then, for example, choose
aspects of daily life for a particular class/group of people as a focus. You
could also decide to refer to a key individual who is a member of this class or
group. (In a school context a unit of work or term program would set out the
major curriculum focus and standards, for example, Ancient Rome could be
studied in Year 7, Term 3). This could become for a year 7 double period class:

STANDARDS FORMULATED AS A STUDENT LEARNING OUTCOME WITH
INDICATOR/S

*The student will describe the daily life of Patricians in Early Republican
Rome by:*

**INDICATORS**

1. naming the distinguishing characteristics of the Patrician
class,
2. identifying a key political role performed in Roman society,
3. producing a typical daily schedule of activities for a successful
patrician.

The numbered parts of the Student Learning Outcome above are called the
indicators because they provide examples of how observable and measurable
achievements by the students contribute towards achieving the learning
outcome. The Standards-based Student Learning Outcome is therefore written
as an opening statement leading to the indicators through the use of the
qualifier ‘by:’ Please follow this format when writing a Standards Formulated
as a Student Learning Outcome and Indicator/s statement for your direct
lesson plan. Do not use the words ‘At the end of this lesson...’ to start your
statement. This is redundant language in the case of a single lesson plan. All
lesson plans cover either a single or double teaching period.)

NOTE that the example above builds upon previous learning in the Unit of Work.
Students will have studied the founding of Rome and the rise of the Patrician
class in previous lessons. This is often referred to as prior learning. Use the
revised Bloom’s taxonomy to assist with selecting appropriate indicators.

CRITERIA TO GAUGE ACHIEVEMENT OF THE INDICATOR/S

Identify criteria to measure student attainment of the stated indicators, as in a
checklist or a marking sheet. Check off each numbered indicator. The focus
here is stating very clearly the required level of achievement to determine
whether a specific indicator has been achieved.

*The student will describe the daily life of Patricians in Early Republican Rome by:*

**INDICATORS**

1. naming the distinguishing characteristics of the Patrician class,
2. identifying a key political role performed in Roman society,
iii. producing a typical daily schedule of activities for a successful patrician.

CRITERIA TO GAUGE ACHIEVEMENT OF THE INDICATORS

i. Any three of the following characteristics—owed their status to birthright not wealth, believed that they were the descendants of the founders of Rome and hence had the right to be the lawmakers, they owed their power in society to their legal rights under the Constitution, were the most powerful class of citizens in Rome, were less than 10% of Rome’s population, controlled political decision—making in Rome as only patricians could serve in the Senate, considered themselves socially superior to the other class of citizens- the plebeians, many owned large landed estates outside of Rome, had the right to wear distinctive clothing, were organised in large family groupings or clans.

ii. One of the following – if elected to public office such as the Senate made the laws, looked after the less well off patrician families, as well as, their own retainers and the sons of freed slaves by advocating for them in disputes.

iii. At least three of the following—rose at daybreak, spent an hour or two in the atrium interviewing people who had come for help (freed slaves and their children), breakfast, strolled to the forum accompanied by all the friends and clients he could muster, rest of the day sitting in the Senate or pleading in the law courts for his clients, in the evening ate the main meal of the day usually with invited guests (his wife only ever dined with him if they were alone).

Check student work in guided practice and/or the formative assessment section of the lesson against the criteria for each indicator. Assessment judgements may be based on a sample of students’ work. The correction of completed tasks will also provide information as to student attainment of the indicators.

Remember when you apply the criteria above take into account that students will use their own words to express their understandings. A range of criteria is included to encompass individual learning differences.

NOTE once you have established the learning outcome, indicators and the criteria then you need to make sure that this is the organising framework which underpins your planning in the Direct Instructional Design Steps section of the lesson plan.

TEACHING MATERIALS AND PREPARATION
(includes equipment)

Teacher use (Sample only)
Rome: The Republic
Rome; this chapter describes the early history of the Roman Republic. ... the Senate, composed only of patricians, became the principle power in Rome. ...

http://www.wsu.edu/~dee/ROME/REPUBLIC.HTM - Cached - Similar pages

Constitution of the Roman Republic

... Instead, the Roman Republic was more like a confederation of states under ...

that is, defined by the Roman constitution, the patricians were a small ...

www.barca.fsnet.co.uk/rome-republic-constitution.htm - 21k - Cached - Similar pages

Student use (sample only)

The Roman Empire

The rich and powerful people of ancient Rome were the patricians, ... the Senate was Rome’s governing body during the republic voted into office once a year ...

http://www.iol.ie/~coolmine/typ/romans/romans7.html - 4k - Cached - Similar pages
DIRECT INSTRUCTIONAL DESIGN STEPS
(include all of the following headings and indicate the estimated time for each step)

- **Set (opening)**
  Focus student attention/link or activate student prior learning/introduce new concepts/s, skill/s, and processes or reflect on experience. It is important to set out exactly what you intend to say and the way in which you will engage the students. Use direct speech. Check whether you have established a clear framework on which to base the rest of the lesson. That is, have you introduced the key concept or skill or process to be explored in this lesson and actively involved the students in constructing key issues, meanings, definitions etc associated with the concept or skill or process. This strategy is known as an ‘advance organiser’ Ausabel (1986).

The use of an advance organiser provides an introductory framework for the information and modelling section (to follow) where the new concept, skill or process is developed in detail. In the case of the student learning outcome outlined above introduce a particular patrician and his family, friends and retainers. Find visual images and latter in the Information and modelling lesson design step construct an explanatory narrative about this person and his daily life that engages students in exploring historical knowledge and understanding.

- **Learning Outcome (opening continued)**
  Tell the students in your own words what the target or outcomes of today’s lesson is. The purpose here is to clearly communicate to students what they should achieve before the end of the lesson. Remember DO NOT repeat what you wrote in the Student Learning Outcome with Indicators section. Instead, draw upon this to explain to students in a more conversational way what they will be learning and achieving. See the sample geography lesson in Sparks-Langer, G.M., Starko, A.J., Pasch, M., Burke, W. Moody, C.D. and Gardener, T.F. (2003). Teaching as decision making: successful practices for the secondary teacher. Boston: Pearson Merrill Prentice Hall. Chapter 7: Models for teaching: direct. Ereserve.

Purpose (opening continued)

- **Rationale/relevance/value/use to the learners.** Tell the students in conversational language why they are learning the above and how it will help them in the future.

- **Information and modelling (first chunk of information)**
  This design step includes the skills of demonstrating, explaining particular concepts, skills, processes etc. Note that students can also be a source of information and modelling and you can call upon students to explain or demonstrate. The information/modelling instructional step is organised on a sequential basis and is interspersed with questions or activities to check
student understanding. It is not recommended to engage in extended teacher talk here. This is time wise a very short activity followed by checking for understanding.

- **Checking for understanding** (ask questions and/or short activity)
  Include in your plan the short task or questions you will ask students to see if what you just explained was understood.

- **Information and modelling** (second chunk of information)

- **Checking for understanding** (ask questions and/or short activity)

- **Information and modelling** (third chunk of information)
  The final ‘Information and modelling’ step also includes instructions for activities to be undertaken in the ‘Guided practice’.

> Please note that you may repeat the ‘Information and modelling’ & ‘Checking for understanding’ steps as many times as necessary.

- **Guided practice**
  Describe the activities for students to work on independently or in groups. The teacher’s role here is to supervise student’s work and to provide feedback and correctives to individual students or groups. Make sure that the task or activities match what is required in the student learning outcome/indicators. Also make sure that students have sufficient time to successfully complete the tasks or activities.

- **Formative Assessment**
  Gather information about individual achievement of the indicators. Assessment tasks makes sure every student has achieved the learning outcome/indicators and helps you decide how to proceed with students who have easily achieved the outcome/indicators and those who require further assistance. Assessment data can also be obtained when students present a report, describe possible solutions to problems/dilemmas, present samples of work or describe work in progress, defend a position etc.

- **Closure**
  Summarise or review the learning achievements/analyse errors;/ the presentation of student’s work/preparation for future lesson/s.

**YOU MAY CHOOSE TO INCLUDE IN YOUR LESSON PLAN ONE OR MORE OF THE FOLLOWING:**

- **Adaptions/Differentiation**
  Towards the conclusion of the lesson check which students need re-teaching, extension activities or independent practice.

  **Re-teaching** is for students who need more teaching and practice. If the whole class needs to refocus then it may be useful to summarise or review the
learning achievements/analyse errors etc.

**Extension** activities are for students who need more challenge, or for students who complete the required tasks ahead of time. Extension activities ideally should focus on problem solving, further research or application of current learning and not be more of the same kind of work or activities already covered. Therefore design problem-based activities or tasks that encourage divergent, lateral, creative and speculative thinking. See the [http://www.nytimes.com](http://www.nytimes.com) Learning Network Daily Lesson Plans for examples of interesting extension activities. It is important to pre-plan these activities and identify them in this section.

**Independent Practice**
This is for students who need more practice. You may need to provide additional activities that are designed to reinforce the development of a particular skill, procedure or concept. It can be done without teacher guidance, perhaps as homework.

**ASSOCIATE TEACHER’S COMMENTS**

It is essential that your supervising teacher is given a copy of your lesson plan before you begin the class. Your supervising teacher will utilise this section of the lesson plan to provide feedback and correctives.

**PRE-SERVICE TEACHER’S POST LESSON REFLECTION**

Effective teaching requires reflection on practice and the development of new action plans to improve effectiveness. This section provides you with an opportunity to reflect on your practice. It is very useful here to draw upon written comments and suggestions made by your supervising teacher as well as your own observations. The following headings provide a structure for you to provide a response.

**Student Learning**

Was the stated Standards Formulated as a *Student Learning Outcome with Indicator/s* achieved by all students or only some students?

**Effectiveness of the learning and teaching strategies**

For example, review your questioning skills in ‘checking for understanding’ or your explaining skills in ‘information and modelling’, or your organizing and communicating skills, for example, giving instructions, encouraging student participation, etc.
Reflection on what you have learned and changes for future lessons.

Identify a key learning/insight that you have gained about effective learning and teaching and those changes you will make when planning and implementing your next Direct Lesson Plan.

REFERENCES

Direct Lesson Plan

Recommended Reading


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<tr>
<th>ASSOCIATE TEACHER:</th>
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<th>LESSON DURATION:</th>
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**VELS: (Strand/Domain/ Dimension)**

**VELS STANDARD/S FORMULATED AS A STUDENT LEARNING OUTCOME WITH INDICATOR/S** (The learning outcome and indicator is for teacher use and helps focus attention on the student’s learning.)

The student will ...

by:

1. 

2. 

**CRITERIA TO GAUGE ACHIEVEMENT OF THE INDICATOR/S**

1. 

2. 

**TEACHING MATERIALS AND PREPARATION**

Teacher use:
**Student use:**

**DIRECT INSTRUCTIONAL DESIGN STEPS** (Include all of the following headings and indicate the estimated time for each step.)

<table>
<thead>
<tr>
<th>TIME</th>
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<tbody>
<tr>
<td><strong>Set</strong> (The lesson begins with this activity.)</td>
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<tr>
<td><strong>Learning Outcome</strong> (This is a learning outcome told to the students in conversational language.)</td>
</tr>
<tr>
<td><strong>Purpose</strong> (The purpose explains why students are learning this and how they will use it in the future.)</td>
</tr>
<tr>
<td><strong>Information and modelling</strong> (First chunk of information.)</td>
</tr>
<tr>
<td><strong>Checking for understanding</strong> (Ask question/s and/or short activity.)</td>
</tr>
<tr>
<td><strong>Information and modelling</strong> (Second chunk of information.)</td>
</tr>
<tr>
<td>Checking for understanding (Ask question/s and/or short activity.)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Information and modelling (Third chunk of information.)</td>
</tr>
<tr>
<td>Guided practice (The teacher plans activities that appeal to multiple intelligences and learning styles. If not all are needed, the extra ones can be used for reteaching or review.)</td>
</tr>
<tr>
<td>Formative Assessment (Assessment makes sure every student has achieved the learning outcome.)</td>
</tr>
<tr>
<td>Closure (Options include: summarising or reflecting on the learning achievements/analysing errors; the presentation of selected student's work/preparation for future lesson/s etc.)</td>
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### OPTIONAL

**Adaptations/Differentiation**
At this point the teacher checks each student’s progress and decides who needs reteaching, extension, and or independent practice.

**Re-teaching** (Reteaching is for students who need more teaching and practice.)

**Extension** (Extension is for students who need more challenge.)

**Independent Practice** (This is for students who need more practice. It can be done without teacher guidance, perhaps as homework.)

### PRE-SERVICE TEACHER’S POST LESSON REFLECTION

**Student learning** (Was the stated Standard Formulated as a Student Learning Outcome with Indicator/s achieved by all students or only some students?)
<table>
<thead>
<tr>
<th>Effectiveness of the learning and teaching strategies (For example, review your questioning skills in ‘checking for understanding’ or your explaining skills in ‘information and modelling’, or your organising and communicating skills, for example, giving instructions, encouraging student participation etc.)</th>
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<tbody>
<tr>
<td>Reflection on what you have learned and changes for future lessons. (Identify a key learning/insight that you have gained about effective learning and teaching and those changes you will make when planning and implementing your next Direct Lesson Plan.)</td>
</tr>
<tr>
<td>ASSOCIATE TEACHER’S COMMENTS</td>
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</table>
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.
Emergency Contact Form

Pre-service teachers are requested to complete this form and leave it with the School’s Secretary in a confidentially marked sealed envelope on the first day of Teaching Rounds.

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

Pre-service Teacher’s Name: _______________________________

Contact Person(s) Name: _______________________________

Contact Phone Number(s): _______________________________

In case of emergency, I ________________________________ give the school where I am (pre-service teacher)
placed for the teaching round, permission to seek medical assistance or call an ambulance as deemed necessary.

Signature: ____________________________________________

Medicare Number: ____________________________________

Ambulance Subscription: _______________________________

Please list any Allergies: ________________________________

Important Medical Information: _________________________
(E.g. Asthmatic, Diabetic etc.)

Are you presently on Medication. _________________________
Please list with dosage: ________________________________

Blood Group: _______________________________________

The above information is confidential and this form will be collected by the student teacher at the conclusion of the Round.
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