MASTER OF TEACHING  
(PRIMARY – Yr 1) 
EDFX506 - FIRST TEACHING PLACEMENT 

2008 

GUIDELINE BOOKLET 
FOR PRE-SERVICE TEACHERS,  
ASSOCIATE TEACHERS &  
STUDENT TEACHER CO-ORDINATORS
MASTER OF TEACHING PRIMARY COURSE

The Master of Teaching pre-service teachers are undertaking a two year intensive teaching course. They already have an initial tertiary degree.

Their major study is in education and covers child development, learning and education and society. Units in the professional studies component of the course focus on the development of the understandings, attitudes and skills in learning and teaching. There are also specific units which cover all the major curriculum areas of the primary school. The units in the teaching studies component address the issues and skills associated with teaching, learning, classroom management and classroom communication. For the practicum component of the course, three teaching rounds are completed over 2 years.

EDFX506 – Round 1: Organisation & Skill Development

STRUCTURE OF THE ROUND

The school-based component has two distinct parts:

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

The Mondays in schools are designated observation days followed by a three weeks block experience which are supervised teaching days.
FOR THE ASSOCIATE TEACHER

This is the first teaching round experienced by this pre-service teacher. During the three weeks block of supervised teaching, 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 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)

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 pre-service teacher’s classroom interaction by recording written comments on the pre-service teacher’s lesson plan. 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 - 6.

OBJECTIVES OF THIS FIRST TEACHING EXPERIENCE

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.

These objectives should be achieved by completing a number of observations over the nominated observation days and by supervised classroom interactions over the duration of the round.
SUPERVISED PRACTICE

A. Teaching and Learning

Each pre-service teacher is required to plan and prepare a minimum of fifteen lessons. (Appendix 1 provides an example of the University Lesson Plan format). It is recommended that no more than two formally prepared and recorded lessons are taught each day of the supervised experience. The following conditions apply:

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

2. Each lesson/activity to be set out in the teaching plan folder using the University Lesson Plan format.

3. Each lesson/activity to be prepared out of school time.

4. Prepared lesson/activity to be handed to the associate teacher prior to teaching the lesson/activity. Failure to meet conditions 3 and 4 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.

5. The associate teacher is requested to write on the pre-service teacher's lesson plan an evaluation of each lesson/activity.

B. Organisation and Management

To develop skills in teaching presentations and management, pre-service teachers should be given opportunities to interact with children in a variety of teaching/learning situations. These situations may include:
- supervision and correction of written work
- entering material on the chalkboard/whiteboard
- 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
- organising children's dismissal
- assisting with record-keeping procedures of the classroom
- marking attendance rolls
- mounting a display
- assisting with children's physical education activities
C. 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 participate in one formal observation of a lesson each day. The following conditions apply:

1. 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).

2. Opportunity should be provided before and after the observation lesson to consult with the teacher.

D. Reflective Practice

As reflection is part of professional practice, each pre-service teacher is required to reflect daily on his/her learning experiences and to record these reflections in his/her journal housed in the 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 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
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, 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. Organise 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.
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 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 in 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, where possible, the Progress Report with University personnel.
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.
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

1. Consult with the pre-service teacher coordinator and associate teacher regarding the pre-service teacher's progress.
2. Check that the pre-service teacher is fulfilling the University requirements for this phase of teacher education.
3. Write comments concerning the professional standard of the lesson plans, their content and organisation as presented in the pre-service teacher's teaching plan folder.
4. The University Supervisor may observe when necessary the pre-service teacher in a classroom interaction and write a report about the pre-service teacher on the University critique forms.
5. Ensure that the pre-service teacher is made aware of the agreed provisional record of achievement for the Progress Report.
6. Where possible, sign the school-based report form at the Progress Review visit.

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

GRADING SCALE

PASS

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

(a) detailed, clearly expressed, prepared and presented lesson plans 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/program 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. 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. 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. In this context, the University Supervisor consults and/or collaborates with school personnel and, where appropriate offers advice in situations affecting a pre-service teacher's professional development and progress.

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 Supervisor and/or the University Professional Experience Office (see page 10) 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 & 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 Master of Teaching Primary Course
APPENDIX 3 - Insurance Statement
APPENDIX 4 - Risk Management Plan
APPENDIX 5 - Copy of Report Form
CHECKLIST

1. Minimum of fifteen lessons/activities planned and taught:

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

2. Classroom interactions

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

3 Observation of Lessons (10 suggested):

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4 Report form:

Completed  Signed
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)/

Year Level(s): ...........................................

VELS Dimension(s) or Religious
Education Guideline: Duration

of

Lesson: ...........................................

Learning Outcome(s)/Standard(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 chalkboard/whiteboard 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?

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 objectives/outcomes of the lesson and your self-development focus for the lesson, referring to both strengths and areas to be addressed.
# APPENDIX 2

## Structure of Master of Teaching Primary Course

The table below shows the program for the Master of Teaching over the two years of the course, with the semesters in which units are normally offered.

<table>
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<tr>
<th>Year 1: 2007</th>
<th>Only RE Accreditation</th>
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<tbody>
<tr>
<td><strong>Sem 1</strong></td>
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<tr>
<td>EDFD529: Effective Teaching and Professional Practice</td>
<td>THEO502: Biblical Studies</td>
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<tr>
<td>EDAR504: Creative Arts Curriculum</td>
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<tr>
<td>EDLA517: Language and Literacy Education</td>
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<tr>
<td>EDMA503: Mathematics Curriculum</td>
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<td>EDFX506: Graduate Professional Experience 1</td>
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<tr>
<td><strong>Sem 2</strong></td>
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<td>EDPH500: PDHPE Curriculum</td>
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<td>EDSS503: HSIE/SOSE Curriculum</td>
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<tr>
<td>EDST512: Science and Technology Education</td>
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<td>EDFX507: Graduate Professional Experience 2</td>
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</table>

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<th>Year 2: 2008</th>
<th>Only RE Accreditation</th>
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<tr>
<td><strong>Sem 1</strong></td>
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<tr>
<td>EDFD530: Catering for Diversity in the Classroom</td>
<td>EDCU507: Curriculum and Assessment</td>
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<tr>
<td>EDCU508: Contemporary Issues in School Education</td>
<td>Program Planning for Literacy and Numeracy</td>
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<tr>
<td>EDFD531: Program Planning for Literacy and Numeracy</td>
<td>OR</td>
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<tr>
<td>EDRE515: Religious Education Curriculum</td>
<td>EDCU507: Program Planning for Literacy and Numeracy</td>
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<td><strong>Sem 2</strong></td>
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<td>EDRE516: Approved elective unit</td>
<td>EDFX508: Extended Practicum</td>
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<td>EDFX508: Action Research as Reflective Practice</td>
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<td>EDST512: Action Research as Reflective Practice</td>
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*These four units are required for students wishing to gain accreditation to teach religious education in Catholic schools. Lutheran alternatives are available to students on both Melbourne and Ballarat Campuses. Students not seeking such accreditation may substitute approved alternatives for the four units marked *. They may choose Education electives listed in this document, or other units from the School of Arts and Science. See their Course Guide for information.

#There are four course hours for EDFD125 comprising two lectures, one tutorial and one practical class. EDTS208 and EDTS209 also have four course hours.

**Ballarat students must enrol in EDAR305 in both semesters. Students will only be charged for one semester**

**Note:** The units are listed in the semesters in which they are normally offered in the course but this may be subject to change.
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: 31/10/07 to 31/10/2008

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

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

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

Rajan Wijey
Insurance Manager
APPENDIX 4

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

**ORGANISATION & SKILL DEVELOPMENT**

In this phase 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. Specific skill areas include:

- Development in basic skill areas of lesson planning, preparation and presentation
- Organisation and management of children
- Professional relationship with school staff and children
- Development of self image as a 'teacher'

*The associate teacher is requested to focus on the pre-service teacher’s acquisition of these skills in this report. The Section "Progress Report - 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 Round.*

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**PRINCIPAL'S OR STUDENT TEACHER COORDINATOR'S COMMENT**

Signed: 

(Principal/Student Teacher Coordinator)

Date: / / 

*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 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:

Strengths:

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

Signed:

(Associate Teacher) Date: / / & (University Supervisor) Date: / / 

END-OF-ROUND REPORT - SUMMATIVE EVALUATION

DEVELOPMENT OF TEACHING AND ORGANISATIONAL SKILLS

PLANNING & PREPARATION

Eg: Lessons planned in advanced with adequate details; clarity of expectations of pupils; preparation of lesson resources; lesson outcomes clearly linked to assessment activity; evidence of mastery of subject knowledge.

PRESENTATION OF THE LESSON

Eg. Use of voice and speech; introduction; explanations; questioning; content presentation; recapitulation and rounding off the lessons; use of praise/reprimand; use of resources; sequencing of teaching/learning activities.
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Any recommendations for the pre-service teacher in regard to ongoing development of teaching skills:

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. [This form remains the property of the University]