BACHELOR OF EDUCATION
BACHELOR OF ARTS/BACHELOR OF TEACHING,
BACHELOR OF EDUCATION (GRADUATE ENTRY)
/MASTER OF TEACHING (POST GRADUATE)

EDFX404/508
FINAL TEACHING EXPERIENCE – EXTENDED PRACTICUM

2008

GUIDELINE BOOKLET
FOR PRE-SERVICE TEACHERS,
ASSOCIATE TEACHERS &
STUDENT TEACHER CO-ORDINATORS
EDFX404: Professionalism - The Pre-service Teacher as a Staff Member - Reflection on the Practice of Teaching

This is the final phase of the pre-service teacher’s course of preparation for teaching. This phase is designed to introduce the pre-service teacher to the responsibilities of a beginning teacher and to school life within the context of a fully participating staff member.

The pre-service teacher will spend an extended period of time in schools where they will be the major contributor to planning and implementation of the full teaching program and management of their assigned grade.

STRUCTURE OF THE ROUND

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

Part A - Observation and Preparation - one week (June 16th – 20th)
- Preparation and supervised teaching - one week (June 23rd – 27th)

Part B - Supervised Teaching Component - Six weeks (August 11th – September 19th)

During this phase of teacher 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 ask that, where feasible, the associate teacher or Student Teacher Coordinator provides collegial support for the weekly reflective task.

PART A - OBSERVATION AND PREPARATION WEEKS

This is the time for the pre-service teacher to become acquainted with his/her class, pupils’ names, pupils’ behavioural differences and special needs, their scholastic achievements, etc.

It is also a valuable opportunity for the pre-service teacher to observe his/her associate teacher in action, noting methods of teaching, classroom management, organisational techniques and discipline strategies. In summary, the pre-service teacher utilises this time to observe systematically, strategies which are effective in the management and organisation of this particular grade.

During Week 2, the pre-service teacher should take this opportunity to prepare and organise in conjunction with the associate teacher relevant programs and topics for the six-week supervised experience. The Pre-service teacher is also encouraged to engage in a number of teaching activities which will help him/her to become familiar with the pupils’ individual learning needs.

This Extended Practicum experience is designed to facilitate theory into practice. Pre-service teachers will be required to implement some tasks set by University staff during Part A and/or B of this experience. These tasks are designed to enable the pre-service teacher to better understand the pupils’ background to learning. (Where applicable, the pre-service teachers have handouts outlining these tasks).

Finally it is anticipated that this time will allow the pre-service teacher to develop and establish an appropriate professional rapport with those with whom he/she will work and to have completed adequate preparation in order to commence the recommended teaching program in August-September.
GUIDE FOR OBSERVATION AND PREPARATION WEEKS

Part A – Two-week component (June 16th – 27th)
All observations should be recorded in a teaching plan folder and be available to the associate teacher and, where necessary, university personnel.

TASK 1 - Observation & Preparation

During the observation and preparation weeks allocated to this round, the pre-service teacher should observe and record information concerning the following:

TEACHING STRATEGIES:
- strategies your associate teacher considers appropriate for this class eg. group work, cooperative learning organisation, teaching approaches, questioning techniques

BEHAVIOUR MANAGEMENT:
- strategies employed
- rules and routines
- strategies to deal with pupils who exhibit behavioural problems
- reward/consequences
- motivation

TEACHING TECHNIQUES:
- introductory strategies
- closure strategies
- assigning work tasks
- feedback and corrective measures for assigned work tasks
- questioning techniques
- assessment procedures

LESSON CONTENT
- the content and the amount of content that are considered suitable by the associate teacher for this class. The pre-service teacher should demonstrate an understanding of the nature, level and quality of content in the prepared lessons to be taught throughout the supervised teaching days.

PLANNING
- the associate teacher’s work program
- the associate teacher’s timetable
- the format used by the associate teacher to collate and present information in one curriculum area.

FORMAL ASSESSMENT AND EVALUATION PROCEDURES
- recording of pupil progress – checklists and profiles
- maintenance of files of pupils’ progress – report writing
- the format used by the associate teacher to evaluate a unit of work
**TASK 2. THE NON-CLASSROOM ASPECT OF TEACHING**

The school's Principal/Student Teacher Coordinator is best placed to organise the following task.

This task does not specifically belong to the observation and preparation weeks. Sessions can be organised when convenient throughout the round.

The Principal is asked to provide some formally organised information sessions.

Our consulting school Principals suggest that beginning teachers will need an awareness of:

- the school and the Catholic Education Office Victoria / Government agencies
- school policy and school-based curriculum
- the 'religious factor' in Catholic parish schools
- principals' expectations of first year graduate teachers
- professionalism
- the school’s Handbook
- other matters considered relevant

Other staff members may be able to educate pre-service teachers formally and informally about:

- specialist staff and their roles
- subject and level coordination
- computer technology and programs within the school
- parental involvement
- parent-teacher meetings
- styles of report writing
- any other matters relevant to classroom, school and community
PART B – Six week teaching component (August 11th – September 19th)

This is the final practicum experience in the pre-service teacher's course of preparation for beginning teaching. This phase provides the pre-service teacher with an opportunity to take prolonged responsibility for the progress of a grade and to incorporate sensitivities and skills into developing a personal teaching style.

The pre-service teacher should assume the major responsibility for planning and teaching during these weeks. The associate teacher is asked to work with the pre-service teacher taking on more of a mentoring role. The mentor role entails promoting the professional and personal development of the pre-service teacher.

SPECIFIC OBJECTIVES

1. To assume independence in preparing and planning curriculum programs and sequenced units of work.
2. To refine classroom organisation, management and teaching practices.
3. To develop a deeper sense of professional responsibility and commitment.
4. To utilise self-evaluation techniques as a means of refining practice.
5. To utilise effective assessment and reporting strategies.
6. To prepare pre-service teachers for successful induction into full time teaching.

To achieve these objectives, the pre-service teacher is required to complete the following tasks:
   (a) teaching single/consecutive lessons
   (b) planning and teaching half day sessions
   (c) planning and teaching full day sessions
   (d) planning and teaching curriculum sequences/units of work
   (e) four weeks of full control (this may include team teaching with the associate teacher or shared program organisation where the pre-service teacher is the major contributor to the planning and implementation of the program.)

Please Note: NO SPECIFIC NUMBER OF TASKS FOR ITEMS (a), (b) AND (c) ABOVE HAVE BEEN SET. As this is the pre-service teacher's final teaching round, each pre-service teacher is expected to maximise every opportunity to gain as much experience as possible in the areas outlined.

Details of these tasks are outlined on the following pages.

Please adapt these requirements in accordance with the associate teacher's organisation of curriculum programs and classroom activities.

Task 1 Prepare, write in a teaching plan folder and teach a number of single and/or consecutively taught lessons during the first week of this supervised component.

The following conditions apply in relation to lesson preparation:

i. Subject or topic of each lesson to be determined following discussion between the associate teacher and pre-service teacher.
ii. Each lesson is to be set out in appropriate detail. **Self-evaluation comments must be completed.** (The pre-service teacher is not obliged to use the University lesson plan format but sufficient detail must be provided to satisfy the associate teacher’s expectations. Modified lesson plan attached.).

iii. Because you will be immersed in school activities you will need to do your lesson preparation outside of school time.

iv. Prepared lesson/session outlines/details are to be handed to the associate teacher prior to teaching. Failure to comply with conditions iii & iv may result in withdrawal of permission to teach.

v. The associate teacher is requested to write in the pre-service teacher’s teaching plan folder an evaluation of the lessons/sessions.

In the case of two lessons being taught consecutively the pre-service teacher is expected to write the two lesson outlines or highlight, on a work program, the steps for the lesson transition.

**Task 2**

Using the associate teacher’s work program format, plan, organise and write in the teaching plan folder brief details of lessons and teach these during half day sessions.

The following features should be included in each daily plan and incorporated into the work program format:

* Time, VELS Domains/Dimensions, Topic
* Standards/Learning Outcomes
* Resources
* Activities
* Assessment criteria

Self-evaluation comments MUST be recorded at the conclusion of each day.

The instructions set out above (items i, iii and v) apply to preparation of half-day sessions.

**Task 3**

With the assistance of the associate teacher plan and teach three sequences/units of work. These sequences/units may be taught at any time throughout the supervised days of the teaching round. The following conditions apply:

i. The sequence/unit may be chosen from any curriculum program.

ii. Sequences/units must incorporate five/six lessons or alternatively a minimum of three hours for Preparatory grade to a minimum of five hours for Years 5/6. If desired, additional lessons may be taught.

iii. The associate teacher's unit format may be used or one modelled in curriculum areas taught throughout the pre-service teacher's University course.

**Note:** Whatever unit format is followed, it should incorporate the following information: pupils’ background to learning, standards/learning outcomes, learning experiences/activities, assessment strategies and criteria, resources, time allocation, evaluation.
iv. Pre-service teachers are required to demonstrate a variety of lesson strategies in the planned sequence, for example, exposition, narration, application, revision and if necessary, remediation/extension for some pupils.

v. Pre-service teachers should endeavour to arouse and sustain pupils’ interest and application through a variety of motivational resources and strategies.

vi. Set out the sequence/unit plans in the pre-service teacher's teaching plan folder.

vii. Self-evaluation comments must be recorded.

viii. The associate teacher is requested to write in the pre-service teacher's teaching plan folder an evaluation of the pre-service teacher's planning, organisation and implementation of the sequences/units of work.

Task 4

In co-operation with associate teachers and/or other teachers of the same year level, pre-service teachers will plan collaboratively and team-teach the third sequence/unit. The sequence/unit may be taught at any time throughout the supervised days of the teaching round. This task aims:

i. to provide an opportunity for pre-service teachers to work in a collegial manner providing experience in collaborative planning.

ii. to provide pre-service teachers with experiences similar to that of a team teaching classroom situation where teachers share planning and teaching, recognising and developing each other's areas of expertise.  
     Ideally, pre-service teachers should be given time to co-teach with the associate teacher so that actual collegial and collaborative work is realised.

The following conditions apply:

i. Negotiate a topic with associate teacher/teachers, where applicable, that is suitable.

ii. The sequence incorporates five/six lessons or alternatively a minimum of three hours for Preparatory grade to a minimum of five hours for Years 5/6.

iii. Using the associate teacher's format, plan in a collaborative manner all learning outcomes and accompanying activities suitable for the various classes involved.

Note: If the associate teacher's unit format is followed, it should incorporate the following information: pupil's background to learning, standards/learning outcomes, learning experiences/activities, assessment strategies and criteria, resources, time allocation, evaluation.

iv. Pre-service teachers are required to demonstrate a variety of lesson strategies in the planned sequence, for example, exposition, narration, application, revision and if necessary, remediation/extension for some pupils.

v. Pre-service teachers should endeavour to arouse and sustain pupils' interest and application through a variety of motivational resources and strategies.
vi. The sequence/unit plan should be set out in each pre-service teacher's teaching plan folder.

vii. Collaborative and reflective evaluations must be recorded.

* viii. Associate teachers are asked to contribute to (vii) by commenting on the pre-service teacher's planning and implementation of the sequence/unit. Associate teachers are encouraged to join in all lessons and activities planned in order to further develop the concept of collegial interaction.

Task 5

With the assistance of the associate teacher plan, prepare, teach and take responsibility for four weeks planning and teaching.

Each full day session is to be set out in the teaching plan folder using the associate teacher's work program format.

The following features should be included in each daily plan and incorporated into the work program format:

* Time, VELS Domain/Dimensions, Topic
* Standards/Learning Outcomes
* Resources
* Activities
* Assessment criteria

Self-evaluation comments MUST be recorded at the conclusion of each day.

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

Task 6

This task is for pre-service teachers enrolled in the Religious Education component of the course. Some pre-service teachers are not enrolled in this component of the course. Task 6, therefore, would not be applicable to these students.

In association with the associate teacher, it is expected that pre-service teachers at this stage of teacher education would be capable of taking full responsibility for all the planning, implementation and evaluation of the Religious Education program of their assigned class.

Pre-service teachers are required to develop, teach and evaluate at least one unit/sequence of work. Pre-service teachers are expected, where possible, to lead a liturgy or prayer service and to familiarise themselves with the school's Religious Education resources.
PROFESSIONAL RESPONSIBILITIES

Before leaving the Campus 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 8:30am each morning and to remain at least until 4:00 pm 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 during any phase of the Extended Practicum will need to be made up. Please negotiate such arrangements with the assigned school and notify the local campus Professional Experience Office of the number of days to be made up. Pre-service teachers will be required to arrange and make up time lost because of illness or misfortune and provide signed evidence from the school that the time lost has been made up.

Note: If the pre-service teacher is not fulfilling these responsibilities satisfactorily, please discuss this 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 Professional Experience Office 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.

LEGAL LIABILITY

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

ASSOCIATE TEACHER

As the nature of this Round encourages the pre-service teacher’s induction to full-time teaching, the associate teacher is asked to:

1. Provide information to enable advance planning of lessons/programs/units of work.
2. Check the pre-service teacher's planning in his/her teaching plan folder prior to implementation.
3. Write comments in the teaching plan folder concerning the pre-service teacher's planning, preparation, lesson implementation, achievement of lesson/unit standards/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. Work in a collaborative mentor relationship with the pre-service teacher during the supervised component of the Round.
6. **Identify any perceived problems and bring to the attention of the Principal/Student Teacher Coordinator, where possible, prior to the 4 weeks of full control.**
7. Provide written documentation for discussion at the Progress Review.
8. Contact the Student Teacher Coordinator should there be any change to pre-service teacher performance during the later stages of the Round.
9. 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 the teachers, organise observation lessons to be conducted throughout the school during the early weeks of the Round.
3. Assist the associate teacher with the organisation and recording of the Progress Review.
4. Facilitate the consultation process between all parties concerned with the Progress Review.
5. In conjunction with or on behalf of the Principal, observe the pre-service teacher in a teaching situation and write an evaluation in the pre-service teacher's teaching plan folder.
6. **Bring any perceived problems to the attention of the University Professional Experience Office at the appropriate campus, where possible, prior to the 4 weeks of full control.**
7. Contact the Professional Experience Office should there be any change to pre-service teacher performance during the later stages of the Round.
8. Complete the appropriate section of the Professional Experience Report Form.

SUPERVISION

The Trescowthick School of Education recognises and acknowledges the expertise of teachers who supervise pre-service teachers during their professional experience in schools. Changes to supervision have been made to highlight the value placed on the contribution of associate teachers and, at the same time, to maintain the collegial relationship between associate teachers and University staff.
University staff will not visit pre-service teachers for this phase unless a request is made to do so. University staff will make telephone contact with schools to ascertain a pre-service teacher's Round progress.

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

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

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

Where a pre-service teacher has been identified as "at risk" by the school, specialist supervision will be provided for him/her. If requested by the school, supervision may include lesson critiques by a University supervisor. The latter would normally be the case if the associate teacher recommends a fail grade.

**GRADING & EVALUATION**

**GRADING SCALE**

**PASS**

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

(a) detailed, clearly expressed, prepared and presented lessons and units of work  
(b) organisation and implementation of a range of learning activities  
(c) diversity of teaching approaches  
(d) management skills demonstrating classroom teacher control, group/composite/multiage grade management.  
(e) ability to plan, organise and teach for a sustained period of time.

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 and relationship with pupils and staff. The pre-service teacher demonstrates 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 lesson/unit preparation, set teaching tasks, classroom management, professional responsibilities and who demonstrates an inability to facilitate teaching and learning over a sustained period of time.

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 grade. The pre-service teacher will be required to repeat the teaching round at the next available Professional Experience time on the University calendar.

DETERMINING A GRADE REFLECTING A PRE-SERVICE TEACHER’S PERFORMANCE

The expectation from the perspective of the University is that school personnel recommend a grade for the pre-service teacher’s performance.

The final award of the grade is 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 Professional Experience Office 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. See Risk Management Plan Appendix 3.

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 their final afternoon at school and return it to their respective University campus immediately. Grades may not be allocated until 2008 for pre-service teachers whose report forms are not submitted by the Friday following the completion of the Extended Practicum.

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 Modified Lesson Plan format
APPENDIX 2  -  Insurance Statement
APPENDIX 3  -  Risk Management Plan
APPENDIX 4  -  Copy of Report Form
APPENDIX 1

The following modified lesson plan would be suitable for Task 1.

MODIFIED LESSON PLAN

Lesson topic/Focus: ____________________________ Date: __________________________

VELS Domain(s) Grade(s)
(KLA): ____________________________ Year Level(s): __________________________

VELS Duration of
Dimension: ____________________________ Lesson: __________________________

Standards/Learning Outcomes

(Concepts, skills or attitudes, understandings)

Content of Lesson:

Processes/strategies to promote learning
(activities, questions, assigned work tasks)

Assessment Strategies & Criteria
(Methods employed to demonstrate the children’s learning and criteria clearly stated in order to access such learning)

Lesson Evaluation:

Pupil achievement

Teacher effectiveness

Resources:

(List all teacher and pupil material used)
Provide copies of handouts/worksheets etc.)
APPENDIX 2

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 3

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
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:

PROFESSIONALISM -
THE PRE-SERVICE TEACHER AS A STAFF MEMBER

This is the final practicum experience in this pre-service teacher's course of preparation for beginning teaching. This teaching round provides the pre-service teacher with an opportunity to take prolonged responsibility for a grade and to incorporate sensitivities and skills into a developing personal teaching style.

It is important that the pre-service teacher demonstrates a high level of competence and commitment to his/her teaching tasks throughout this teaching round. If there is concern on the part of the Principal, Student Teacher Co-ordinator and/or associate teacher that there is deterioration in the pre-service teacher's classroom teaching/management, attitude or professional conduct, the relevant University Professional Experience Office should be contacted immediately.

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

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

**Associate Teacher's Section**

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

*Strengths:*

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

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As this is the Pre-service Teacher’s final teaching experience, how would you rate this Pre-service Teacher’s performance at this stage of the Extended Practicum on a scale of 1 – 7? *(Please circle)*

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<th>Scale</th>
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<td>7</td>
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Signed: ________________________________  (Pre-service Teacher) Date: / /  &  (Associate Teacher) Date: / /  

**PRE-SERVICE TEACHER'S SECTION**

*Successful aspects of the first half of this round:*

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<th>Successful Aspects Details</th>
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*My specific goals for the second half of the round are:*

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## ASSOCIATE TEACHER’S OVERALL COMMENTS

The pre-service teacher is about to become a member of the teaching profession. Please comment particularly on teaching and management skills and personal and professional attributes which you have observed throughout the pre-service teacher’s classroom/school interactions:

**Teaching/Management Skills:**

**Personal/professional skills:**

Signed: ___________________________________________ (Associate Teacher)  Date: / / 

---

3
Principal's Or Student Teacher Coordinator's Comments

Personal/Professional Skills:

Recommended Grade for this Round *

☐ PASS  ☐ FAIL

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

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]