School of Education (Vic)
PROFESSIONAL EXPERIENCE PROGRAM

BACHELOR OF TEACHING/BACHELOR OF ARTS
EDFX 208 (YR 2)

2007

GUIDELINE BOOKLET
FOR PRE-SERVICE TEACHERS,
ASSOCIATE TEACHERS &
STUDENT TEACHER CO-ORDINATORS
Introduction to the Practice of Teaching

These pre-service teachers are undertaking a four year Bachelor of Teaching/Bachelor of Arts course. The unit EDFX 208 is the first placement provided for the Professional Experience component of the course.

STRUCTURE OF THE ROUND

This is a ten day teaching round. The school-based component of this round is structured as:

• AN OBSERVATION EXPERIENCE November 19 – November 30

OBSERVATION EXPERIENCE

To enable pre-service teachers to achieve the outcomes of this phase of the unit, a suggested program is outlined below.

Option 1  (Mondays 1 – 5)
General Observation in as many classrooms as possible observing a variety of teachers, children and classroom interactions. (See Point 2 below)

  (Mondays 6 – 10)
Observation in an assigned class.

Option 2  (Mondays 1- 10)
Shared by all teachers in the school (Rotate classes from week to week)

Option 3  (Mondays 1 – 10)
In settings such as a museum, a zoo or other educational agency, experiences with primary school children or with both primary and secondary school children.

FOR THE STUDENT TEACHER COORDINATOR AND ASSOCIATE TEACHER

1. This is the first teaching placement experience for this pre-service teacher and is the beginning of the pre-service teacher's professional development program towards becoming a teacher in a secondary school. The structure of this round is planned to introduce the pre-service teacher to the school, classroom management and the organisation practices of a primary school or educational agency which caters for primary school children. It is important that future secondary school teachers have an understanding of their students’ early education in the primary school.

2. As many pre-service teachers will be unfamiliar with primary school administration and organisation, it is recommended that pre-service teachers be given an opportunity to move throughout the school observing the overall operation of the school. Pre-service teachers should also observe teachers working at different grade levels but especially in Years 5 & 6 and in different curricular contexts (for example, Religious Education, Art, Physical Education, Music).

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

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

EDFX 208 - OUTCOMES

At the completion of this first Observation experience, pre-service teachers will have:

- demonstrated that they are making the transition from student to teacher
- begun to transfer theoretical information discussed in lectures to the practical setting of the school
- begun the collation of practical teaching resources including relevant literature, references, educational games, kits, teaching schemes, audiovisual resources and noted the use of technology in the classroom.

These outcomes should be achieved by completing a number of specified observations over nominated observation days.

EDFX 208 – OBSERVATION EXPERIENCE

It is envisaged that these observation days will help prepare the pre-service teacher for a successful supervised experience later in the course and assist in developing the pre-service teacher’s confidence and ability to interact with children. It is anticipated that these days will allow the pre-service teacher to develop and establish an appropriate professional rapport and working relationship with staff in his/her assigned school. It is expected that pre-service teachers will have completed adequate preparations so that their general ability to teach according to their phase of teacher education will be enhanced.

Pre-service teachers should become familiar with the resources available in the school (library, art amenities, and outdoor recreation facilities), and classrooms generally.

DAYS 1 – 5

A. Complete the following tasks. Record your comments in your journal/teaching plan folder.

Task 1 Draw a plan of the physical arrangement of an outdoor area (eg. adventure playground) OR a "special" teaching area (eg. an atrium, science or art room). Add a key and supply relevant information.

Task 2 Discuss with the principal or consult the school policy documents to determine the following information:
(a) the school's educational objectives
(b) discipline policy
(c) school rules for students
Task 3  Choose a curriculum area eg. R.E., Health PE, Music.  Describe how this subject is coordinated throughout the school.  Focus on the role of the coordinator.

Task 4  Describe the ways parent helpers assist in the school operation:
(a) support for associate teacher
(b) canteen
(c) school board/council
(d) parent club
(e) specific teaching eg. craft work, home language, reading groups, perceptual motor program.

Task 5  How does the school report to the parents about each child's scholastic progress?  Request permission to obtain a report pro forma.

What significance is placed on parent/teacher interviews?

Task 6  What style/s of handwriting have been adopted throughout the school?  Copy the alphabet in each style. Obtain a sample of children's handwriting at preparatory grade, middle school and upper school levels.

Task 7  How is yard supervision of children at recess/lunch time organised at the school?  Discuss:
(a) teachers' roster
(b) teachers' duties
(c) strategy when a child is injured in the yard

Task 8  What arrangements are made to supervise children:
(a) before children commence lessons/activities at morning starting time
(b) at dismissal time (catching buses, school crossings)
(c) on wet days?

DAYS 6 – 10

B. Complete the following six tasks, recording your comments in your journal/teaching plan folder.

Task 1  Draw a plan of the physical arrangement of seats, storage equipment and use of space in the classroom.  Add a key and supply relevant information.

Task 2  Choose a teaching resource (spelling strategy, science reference, maths/computer aid, audio-visual item of equipment, educational game) that you have observed being used.  Complete the following:
(a) name of resource
(b) cost
(c) purchasing source
(d) contents
(e) objective
(f) method of presentation
(g) how outcomes are evaluated
(h) comment on its educational effectiveness

Task 3  Describe classroom routines for two different year levels that you have observed:
(a) distribution and collection of materials
(b) entering and leaving the classroom
(c) first period of the day, for example, morning talk.
Task 4  Make a copy of an associate teacher’s work program. Gather answers to:
(a) what is the purpose of the teacher’s work program?
(b) how was information gathered by the associate teacher to fill out the program?

Task 5  (a) List an associate teacher’s strategies when:
   i. taking disciplinary action with non-conforming children
   ii. encouraging/praising children
(b) Note the class rules and regulations for this teacher’s classroom.

Task 6  Choose one area from the following:
(a) library organisation and operation
(b) educational/pastoral management of children from a different culture
(c) reading recovery
(d) integration practices
Write a comprehensive report (minimum 250 words) about this school-based area.

C.  Where possible pre-service teachers should be given opportunities to interact with children in a variety of teaching/learning situations. These situations may include:
(a) supervision and correction of written work
(b) entering material on the board
(c) assisting small groups or individuals with set work
(d) offering guidance to students in the library
(e) telling stories
(f) reading stories
(g) conducting morning news sessions
(h) taking small groups for reading practice
(i) organising children’s dismissal
(j) assisting with record-keeping procedures of the classroom
(k) marking attendance rolls
(l) mounting a display

D.  As reflection is part of professional practice, each pre-service teacher is required to record daily his/her reactions to learning experiences in his/her journal/teaching plan folder.
GRADING & EVALUATION

As no school grade is required for this 10-day observation period, (unless serious concerns regarding a pre-service teacher’s suitability for the profession are noted), the following checklist on page 8 (Appendix 2) is to be completed and returned to the University, signed by the Student Teacher Coordinator and pre-service teacher.

The reasons for this are the nature and the purpose of this initial interaction with schools. The pre-service teacher needs to become familiar with the school’s practices and to develop an understanding of the nature and significance of the role of the teacher in primary education.

This is a time when pre-service teachers need to consider carefully their commitment to teaching. Upon return to the University in Year 3 pre-service teachers will have an opportunity to evaluate their reactions to their school involvement and to reflect on their contribution as a potential secondary school teacher.

Please note:
Where a pre-service teacher appears to have problems settling into and/or participating in school routines and where there are doubts about a pre-service teacher’s quality of interaction or capacity to fulfil University requirements prescribed for the teaching round, please contact the Professional Experience personnel at the campus. Prompt assistance to the school and pre-service teacher by a University staff member may help to clarify issues and to bring about a satisfactory resolution to the problem at hand.

PROFESSIONAL EXPERIENCE PERSONNEL

Professional Experience Administrative Officers
- Melbourne Campus (St Patrick’s)   Ms My-Dung Dieng     9953 3252

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

APPENDIX 1 - Insurance Statement
APPENDIX 2 - Report - Checklist
APPENDIX 1

Insurance Statement

Australian Catholic University
Brisbane Sydney Canberra Ballarat Melbourne

21 June 2006

To Whom It May Concern:

‘Employers those who provide industry experience for students of Australian Catholic University’

The purpose of this letter is to advise organisations who provide unpaid industry experience to students of Australian Catholic University in relation to course requirements, that the following insurance covers have been arranged by the University with Catholic Church Insurances Limited at Level 1, 45 Clarence Street, Sydney NSW 2000, Australia:

1. Public Liability Insurance (worldwide)
   Policy Number: 02.PLG. 0102913
   Period of Cover 31/10/06 to 31/10/2007

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

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

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

Rajan Wijey
Insurance Manager
Appendix 2

CHECKLIST

Pre-service Teacher Name: ___________________________ Student ID: ________________

Observation Experience

1. Mondays 1 – 5 Part A Check off tasks as completed

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Mondays 6 – 10 Part B Check off tasks as completed

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Signed: ___________________________ (Student Teacher Coordinator) Date: / / 

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

TOTAL NUMBER OF DAYS ATTENDED [ ]

The above checklist of tasks is to be completed by the pre-service teacher and handed in to Ms My-Dung Dieng in the **Professional Experience Office** on the campus within a week of the conclusion of the ten observation days.

[Property of the University]