Faculty of Education & Social Work

Teacher Education
Professional Experience Handbook
2009

Faculty of Education & Social Work website  http://www.edsw.usyd.edu.au
Division of Professional Experience website  http://www.edsw.usyd.edu.au/prac
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1. PRE – PLACEMENT VISITS
Pre-Placement visits for all Student Teachers (Preservice Teachers) are compulsory. These need to be recorded on Reports and Cooperating Teachers can include them in pay claims. Refer to page 8.

2. ATTENDANCE
Preservice Teachers must attend 100% of allocated days in order to successfully complete each Professional Experience component. All missed days must be made up and a Negotiated Make-Up Day Form (refer Appendices) submitted to the Professional Experience Office. Refer to page 16.

A Medical certificate or other documentary evidence is required for absences longer than one day whether or not these days occur consecutively during the practicum.

3. PROFESSIONALISM
The Preservice Teacher should be aware of the professional standards, including those of dress, speech and conduct that are expected of them as a member of the teaching profession, a guest of the school and as a student of the University. Refer page 8.

4. INFORMATION FOR TERTIARY MENTORS
In the first instance Preservice Teachers are required to contact their Tertiary Mentor (University Supervisor) to establish dates and times for Liaison and/or Mentoring visits. If such contact is not made within the first week of a placement, Tertiary Mentors should contact the Professional Experience Office. Refer page 13.

5. ASSESSMENT DOCUMENTATION
Professional Experience assessment outcomes are aligned with the relevant criteria stipulated by the Professional Teaching Standards for the Graduate Teacher of the NSW Institute of Teachers. The appropriate report document for each practicum is included in the Professional Experience package sent to all schools, as well as on the Faculty Website and within the Appendices of this Handbook.
Generic Information
INTRODUCTION

Thank you for participating in the University of Sydney’s Professional Experience Program. The professional support of Cooperating Teachers as the in-school educators of our Preservice Teachers is crucial to the quality of their professional learning. Tertiary Mentors or University supervisors are able to offer another dimension to this learning and are significant in facilitating a bridge between on- and off-campus learning experiences. To all those who support our Professional Experience programs we extend our gratitude and appreciation.

As a University we aim to provide professional partners, especially our Cooperating Teachers, with support to undertake their role effectively and in a mutually beneficial way. We seek to facilitate communication between all stakeholders to ensure shared understandings and expectations of the program.

We hope that all those involved in our programs in 2009 find this Handbook both helpful and informative. Generic information relating to all students is located in the front of the Handbook. Information about requirements for specific programs is located in later the coloured sections of the Handbook.

For any queries relating to information contained in the Handbook please contact the Division of Professional Experience Office.

To access further information, including downloading reports and other documentation, please visit the Professional Experience website: http://www.edsw.usyd.edu.au/prac

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PURPOSE OF PROFESSIONAL EXPERIENCE

Professional Experience is at the core of all Preservice Teacher education courses. Productive professional learning for student teachers occurs when the University is able to work collaboratively with placement schools and their personnel to ensure quality in-school learning components for Preservice Teachers within each course.

Professional Experience is designed to both integrate with and augment University coursework as well as providing Preservice Teachers with opportunities to develop their personal teaching skills and professional understandings in school sites.

It is undoubtedly a most significant aspect of teacher education because it provides the major opportunity for Preservice Teachers to draw together the more theoretical aspects of their learning with those aspects that are more explicitly orientated towards the professional practice of the teacher.

The broad purpose of the Professional Experience component of the Faculty programs is to provide opportunities for Preservice Teachers to:

- broaden their experience, understanding and appreciation of the realities of schooling and of the nature, needs and capacities of young people;
- progressively develop effective teaching and management skills;
- enhance their capacity to construct, implement and evaluate programs of appropriate learning experiences;
- develop an understanding and an appreciation of the role of teachers within both the school and its community, and to
- develop a reflective understanding of the ways in which as Preservice Teachers they are constituting their own sense of professional teacher identity.

Development in these areas is achieved through the Preservice Teacher reflectively engaging with experiences within:

- observation visits to schools and work with other educational institutions;
- in-school single day and block teaching experiences; and
- special programs arranged for individual Preservice Teachers recommended for supplementary assistance or for specialised teaching experience.

School-based placements and learning experiences also provide opportunities for experienced professionals in schools to make authentic assessments of a Preservice Teacher’s suitability, performance and effectiveness as a beginning teacher, appropriate to be a future member of the teaching profession.
GENERAL EXPECTATIONS

All Preservice Teachers are expected to demonstrate progressive development within the Domains of Professional Knowledge, Professional Practice and Professional Commitment. As such they are expected to show emerging competence with respect to the following key Elements as articulated within the **NSW Institute of Teachers Professional Standards for the Graduate Teacher:**

- Element 1: Knowledge of subject content and how to teach that content to students
- Element 2: Knowledge of students and how they learn
- Element 3: Planning, assessing and reporting for effective learning
- Element 4: Communicating effectively with students
- Element 5: Creating and maintaining safe and challenging learning environments through the use of classroom management skills
- Element 6: Continuous improvement in professional knowledge and practice
- Element 7: Active engagement as members of the profession and the wider community.

As they progress through their programs, Preservice Teachers are expected to demonstrate on-going professional growth. However, since teaching is a complex task, University programs assume a model that provides for the progressive development of Preservice Teachers during in-school professional experience activities. Thus:

- Preservice Teachers early in their course of study need to focus more strongly on Elements 1 – 5 during their Professional Experience placements.

- Elements 6 & 7 will have more relevance for Preservice Teachers in the final Professional Experience components.

All Preservice Teachers are expected to observe and be involved in whole school activities whenever they are undertaking Professional Experience. They should also gradually assume a wide range of activities designed to introduce them to broader roles of teachers in schools and schools in the community. This latter expectation is particularly relevant for the later Professional Experience sessions within the students' degree program.

**All Preservice Teachers appointed to schools have completed Prohibited Persons Declarations and have undertaken coursework related to matters of child abuse and sexual assault within the guidelines of the NSW Child Protection legislation. Where an Australian state or jurisdiction requires it, a National Criminal Record Check will be completed by the Preservice Teacher before commencement of the particular Professional Experience placement.**

The Faculty reserves the right not to place a student in a school or other Professional Experience setting for practicum in any instance where the performance, personal or professional conduct of the student does not meet the required standard, regardless of the fact that the student may be enrolled in the practicum.
Teachers and Principals are accountable to parents and school systems to provide quality learning opportunities and outcomes for pupils and they need to be confident that any student teachers placed under supervision in their schools can support and maintain teaching programs and standards.

**ETHICAL CONSIDERATIONS FOR PRESERVICE TEACHERS WITHIN PROFESSIONAL EXPERIENCE**

Professional Experience requires Preservice Teachers to work closely with students, teachers and school communities. At all times ethical principles need to guide their practice. Such principles include in particular:

- **Respect for Persons.** Preservice Teachers must respect the rights and beliefs of individuals. For example do not make public your judgements about the physical appearance or intellectual abilities of students in your classes and apply appropriate cultural sensitivities. A guiding principle in all your interactions with other people in your Professional Experience should be respect for the dignity and well-being of others.

- **Privacy and Confidentiality.** Preservice Teachers are required to maintain confidentiality and discretion with respect to information and opinion regarding students, teachers, school business as well as parents/caregivers and relevant community members.

**PRE-PLACEMENT VISIT**

Pre-placements visits are seen as a compulsory part of each program. Such single day visits occur at placement schools prior to the practicum commencing. They aim to commence the process of establishing a professional relationship between each Preservice Teacher and their placement school and in particular their Cooperating Teacher. They provide an opportunity for the Preservice Teacher to develop an understanding of the school context and to discuss possible learning experiences and expectations for the block placement.

**Cooperating Teachers**

**PLEASENOTE: COOPERATING TEACHERS ARE ASKED TO CLAIM PAYMENT FOR PRE-PLACEMENT VISIT DAYS COMPLETED AND TO NOTE THEM ON THE REPORT FORM**

At the time of the pre-placement visit, Cooperating Teachers are asked to discuss the following with the Preservice Teachers:

1. The overall aims and purposes of the particular placement, including the completion by the Preservice Teacher of their Practicum Profile;
2. Appropriate observation and teaching experiences planned, including secondary classes to be assigned if possible
3. Timetable of lesson observations;
4. Timetable of teaching lessons;
5. Programs and units of work for assigned classes;
6. Relevant details of school organisation eg names of Principal/Deputy Principal, School Practicum Coordinator, Cooperating Teacher(s), Subject Heads. Routines, expectations and responsibilities associated with Preservice Teachers’ roles need to be clear.
7. Any staff/student teacher policy or induction documents appropriate for a Preservice Teacher.

**Preservice Teachers**
In addition to gathering information outlined above, Preservice Teachers need to clarify their personal goals for their Professional Experience and to start the process of establishing a professional relationship with their Cooperating Teacher. In order to aid this conversation, the *PRESERVICE TEACHER PRACTICUM PROFILE* in the Appendices can be detached, completed and shared with the Cooperating Teacher during the Pre-Placement visits. The aim of this document is to clarify at an early stage the ideas, needs and requirements of each participant within the Professional Experience.

Preservice Teachers need to ensure that they have the correct contact details of their allocated Tertiary Mentor. Contact needs to be made with the Tertiary Mentor to arrange Liaison and Mentoring visits as soon as Preservice Teachers have an understanding of their timetable and required teaching experiences.

**Principals or School Practicum Coordinators**
Please inform the Division of Professional Experience Office (Primary: 9351 7047; Secondary: 9036 9540) of any Preservice Teachers assigned to their school who fails to attend a Pre-Placement visit.
Professional Experience is by its very nature a cooperative enterprise whereby school staff, University personnel and Preservice Teachers (student teachers) work together to achieve its goals. Guidelines with respect to the roles and responsibilities of those involved are outlined below.

**THE SCHOOL PRINCIPAL**

When Preservice Teachers are appointed to a school they come under the administrative control of the Principal and under the direction of those members of school staff to whom the Principal delegates this responsibility. In collaboration with the University, the Principal takes executive responsibility with respect to issues of educational quality and equity within the Professional Experience placement.

There are considerable advantages for Preservice Teachers if the School Principal (either personally or by nomination of an experienced member of staff as School Practicum Coordinator) can maintain a general oversight of all those Preservice Teachers placed in a school, ensuring that they are welcomed into the school, informed and advised of school policy, and provided with opportunities for some extension of their experiences beyond the classes to which they are assigned.

**Principals are reminded that for legal reasons Preservice Teachers should not be given sole responsibility for supervising activities involving risk to students (e.g. playground duty) and are consequently asked to ensure that school staff are aware that in such circumstances the legal responsibility always remains with the teacher. For similar reasons, Preservice Teachers should not be asked to substitute for teachers who are absent, other than in the secondary context where they take the classes of their own Cooperating Teacher under direct supervision of another member of staff.**

**THE SCHOOL PRACTICUM COORDINATOR**

The role of school Professional Experience coordination may be assumed by the Principal but commonly this is a task delegated to an experienced member of staff, as School Practicum Coordinator, particularly in larger schools.

Responsibilities of a School Practicum Coordinator prior to, during and after a period of school experience include:

- be an advocate for the strong involvement of the school in the University’s Professional Experience programs, encouraging appropriate members of staff to participate as Cooperating Teachers or Mentor Teachers;
• liaising with the University Professional Experience personnel and other University staff regarding the linking of Preservice Teachers to particular Cooperating Teachers of appropriate class/faculties within the school;

• welcoming and orientating Preservice Teachers to the school and its procedures;

• ensuring that there is appropriate support for the professional learning of each Preservice Teacher during the Professional Experience placement. The University prefers that each Preservice Teacher works with one or at most two Cooperating Teachers, who should have sufficient teaching experience and inter-personal competence to fulfil their role in supporting and guiding the in-school learning of the Preservice Teacher;

• communicating in a timely manner with either or both the University’s Tertiary Mentor and the Professional Experience Director or Manager when concerns emerge as to the competence and/or professional approach of the Preservice Teacher. The University’s ‘at risk’ procedures should be followed where appropriate;

• alerting the Professional Experience Manager (Ph: 9351 4134) should a Preservice Teacher be absent without explanation from the school, or where unusual circumstances or difficulties arise. All instances of absence should be noted and Preservice Teachers must apply for leave using the same procedures as those followed by teachers, except that their leave forms will be returned to the University, together with the attendance book, at the conclusion of the professional experience; and

• ensuring that the Professional Experience Report and claim forms for Cooperating Teacher(s) are forwarded to the Professional Experience Office within seven days of the conclusion of Professional Experience placement.

THE COOPERATING TEACHER

The Cooperating Teacher plays a crucial role in the professional development of the Preservice Teacher. They are the major in-school educator for the Preservice Teacher during their placement period. However, a coordinated approach with the University’s Tertiary Mentor will enhance the quality of the Preservice Teacher’s professional learning.

Responsibilities of the Cooperating Teacher include:

a) developing a comprehensive understanding of the University’s specific Professional Experience requirements from the Handbook in order to guide the planning of Professional Experience and learning opportunities appropriate to the developmental level of the Preservice Teacher(s). This should involve:

  • arranging a teaching timetable during the initial Pre-Placement Visit, including for secondary placements appropriate selection of classes to be assigned to the Preservice Teacher
  • determining a program of observation lessons;
• having the Preservice Teacher (under supervision) assist in playground duties and sports supervision which form part of the responsibilities of teachers in the life of the school;
• acquainting the Preservice Teacher with the roles of teachers as they work in schools and within the community

b) **liaising with the Tertiary Mentor(s)** concerning the expected learning outcomes of the specific practicum placement as well as effective ways of supporting and facilitating the Preservice Teacher’s professional learning as well as the supervisory relationship;

c) selecting a range of suitable teaching experiences and then guiding and supporting the Preservice Teacher’s teaching in all phases of their Professional Experience. For secondary placements this requires selection and allocation of suitable classes to the Preservice Teacher;

d) managing the pacing of the Preservice Teacher’s engagement in learning experiences, including building from largely observation in the first few days to assuming increasing responsibility for groups and classes across longer time periods. Whilst the University has indicated overall teaching sessions they would like Preservice Teachers to engage in (see coloured sections of Handbook) we respect the professional judgment of the Cooperating Teacher and Tertiary Mentor to design a program appropriate to the learning needs of the particular Preservice Teacher in their care;

e) ensuring that suitable **lesson plans** are written for all lessons, and are discussed with the Preservice Teacher before the lesson is presented and again afterwards, when the Preservice Teacher and the Cooperating Teacher together review the teaching which has taken place;

f) **provision of written reports on at least ten lessons/sessions observed across the placement.** Such reports aim to give formative and constructive feedback to guide the Preservice Teacher’s on-going professional learning. As such they provide more structured feedback than the on-going verbal discussion that commonly occurs;

g) consulting with the Tertiary Mentor and the School Practicum Coordinator concerning the **Preservice Teacher’s progress, grade and final report.** Students **experiencing difficulties** should be brought to the attention of the Tertiary Mentor and/or the Director of Professional Experience as soon as possible so that ‘at risk’ processes can be considered;

h) understanding that Preservice Teachers may not assume the legal responsibilities of being in loco parentis and that consequently overall supervision should always be exercised by the Cooperating Teacher;

i) completing the appropriate Professional Experience Report, following discussion with the Tertiary Mentor (where necessary). The report is then to be shared with the Preservice Teacher who also is required to sign this document, before it is forwarded to the Professional Experience Office.
THE TERTIARY MENTOR

The Tertiary Mentor has responsibility as the University’s representative for liaison with schools, Cooperating Teachers and Preservice Teachers, and can contribute significantly to the Preservice Teacher’s professional learning during the practicum placement.

The Tertiary Mentor makes between one Liaison Visit and two full Mentoring Visits depending on the practicum (see following table). A Liaison Visit generally involves speaking to the Preservice Teacher and the Cooperating Teacher(s) regarding both expectations and progress but not observing the Preservice Teacher in the classroom. A Mentoring Visit aims to more fully facilitate the learning of the Preservice Teacher during the placement.

When more than one Preservice Teacher is within a placement site the Tertiary Mentor may choose to work with the Preservice Teachers as a group (and possibly the Cooperating Teachers as a group) making the focus more facilitation of peer learning rather than individual classroom observation.

The following table indicates the approximate time allocation and form of these visits. However, the Tertiary Mentor may use their own discretion as to how this time is allocated across visits within the overall time advised.

The learning of Preservice Teachers will be supported by discussion as well as written feedback provided by Tertiary Mentors following classroom observation. Additionally, Tertiary Mentors may often discuss Preservice Teacher development and grading with the Cooperating Teacher prior to the preparation of the final report, which is written by the Cooperating Teacher.

When a Tertiary Mentor judges that the Preservice Teacher is giving indication that they are ‘at risk’ of failure they need to contact either the Administrative Manager of the Division of Professional Experience or the appropriate Director of Professional Experience. The Cooperating Teacher, the Tertiary Mentor and the Director together with the Preservice Teacher need to develop a specific program to guide the placement within an ‘at risk’ situation.

The Tertiary Mentor may or may not have a background in the curriculum area that each secondary Preservice Teacher at the school is teaching. Where students are ‘at risk’ of failure, a curriculum specialist from the University may be called in to assist in the assessment of the Preservice Teacher. Please refer to ‘at risk’ procedures on page 19.

The table below lists the number and type of visits the Tertiary Mentor will make, including the total time generally allocated across these visits within a particular professional experience placement. Within the total time allocated, the Tertiary Mentor can negotiate a balance in terms of liaison and mentoring.
## Tertiary Mentor Visits

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>SUGGESTED VISITS</th>
<th>TOTAL TIME OF VISITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEd Primary 1</td>
<td>2 Liaison</td>
<td>1 hour</td>
</tr>
<tr>
<td>BEd Primary 2</td>
<td>2 Mentoring</td>
<td>4 hours</td>
</tr>
<tr>
<td>BEd Primary 3</td>
<td>1 Liaison &amp; 1 Mentoring</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>BEd Primary 4</td>
<td>1 Liaison &amp; 1 Mentoring</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>BEd Primary 4 Internship</td>
<td>2 Liaison</td>
<td>1 hour</td>
</tr>
<tr>
<td>BEd Comb Deg Y3</td>
<td>1 Liaison &amp; 1 Mentoring</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>BEd Comb Deg Y4</td>
<td>1 Liaison &amp; 1 Mentoring</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>BEd Comb Deg Y5 TESOL</td>
<td>1 Mentoring</td>
<td>2 hours</td>
</tr>
<tr>
<td>BEd HMHE Y2</td>
<td>1 Liaison &amp; 1 Mentoring</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>BEd HMHE Y3</td>
<td>2 Mentoring</td>
<td>4 hours</td>
</tr>
<tr>
<td>BEd HMHE Y4</td>
<td>1 Liaison &amp; 1 Mentoring</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>BA/BEd &amp; BEd/BSc(Psych) Y4</td>
<td>1 Mentoring</td>
<td>2 hours</td>
</tr>
<tr>
<td>MTeach Year 1</td>
<td>2 Mentoring</td>
<td>4 hours</td>
</tr>
<tr>
<td>MTeach Year 2</td>
<td>1 Liaison &amp; 1 Mentoring</td>
<td>2.5 hours</td>
</tr>
</tbody>
</table>

NB Where students are experiencing difficulties and/or are ‘at risk’ of fail additional negotiated Mentoring visits may be necessary.
THE PRESERVICE TEACHER / STUDENT TEACHER

All Preservice Teachers should make themselves thoroughly familiar with the details of their particular Professional Experience component, including criteria for assessment, which are linked to the *Professional Teaching Standards* of the NSW Institute of Teachers. This Handbook contains copies of the Professional Experience Report format as well as Evidence Guides for the appropriate Professional Experience undertaken. These documents provide student teachers with a clear guide as to expectations for their placement. Any uncertainty needs to be clarified with the Cooperating Teacher, the relevant Tertiary Mentor or the School Practicum Coordinator. Preservice Teachers should also be familiar with any specific curriculum requirements of their own course(s).

**a) School Requirements**

Attachment to a school places the Preservice Teacher under the direction of the Principal and those teachers whom the Principal elects to supervise the Preservice Teacher. Preservice Teachers are required to conform to school policies, rules and practices in matters of dress, appropriate communication and demeanour. School procedures for using equipment and materials should be followed and Cooperating Teachers should be consulted before material is photocopied for classroom use.

Preservice Teachers are expected to be present within the school for the full teaching day including any reasonable expectations for attendance before and after school. Absence at any time from the school needs to be clearly communicated and documented in the required manner. Other commitments such as extra course work or employment must not interfere with commitment to the requirements of the practicum.

Appropriate professional behaviour is an assessable expectation of any practicum. It should be remembered that by having responsibility for young people and being in an influential position, all Preservice Teachers should:

- behave in a professional manner, including maintaining confidentiality;
- observe a professional standard of dress and speech;
- adopt teaching procedures suggested by the Cooperating Teacher, so that on-going work of the class is not disrupted. This will provide opportunities for the development of basic teaching skills, leading to possibilities for more individual experimentation;
- accept any reasonable additional duties assigned by the class teacher and attempt to carry them out in a professional manner.

**b) Lesson Planning**

Preservice Teachers must maintain a record of observation lessons.

Lesson plans are required for all lessons taught by the Preservice Teacher, and are usually in the format suggested within the associated academic units. A suggested format is also included in this Handbook. Plans should be discussed with and approved by the Cooperating Teacher before each lesson and thus you need to be prepared well before presentation of the lesson. Lesson plans would normally include:
• details of the class (year, time, date)
• syllabus reference(s) and topic for the lesson
• specific learning outcomes and indicators articulated to provide clear teaching and learning guideposts for the lesson;
• procedures (teaching strategies / pedagogies) as well as appropriate content;
• an indication of progression in lesson sequence;
• steps intended to both gain the learners’ interest and develop student learning;
• an indication of how the lesson will be concluded together with assessment of what the students will be expected to have achieved during the lesson (linking back to the specific outcomes);
• a written reflection of teaching including an indication of areas to be followed up.

c) Additional Roles
When not presenting prepared lessons a Preservice Teacher is expected to:
• assist in classroom and school activities;
• evaluate previously presented lessons;
• assist in assessment of students’ work;
• observe lessons by other teachers; and
• compile resources or engage in preliminary preparation for the following day’s activities.

Preservice Teachers will be expected to cooperate in the performance of playground duty, in the conduct and supervision of timetabled sports and in planning and running excursions. Where a school excursion is longer than one day, the consent of the relevant Director of Professional Experience should be sought if the Preservice Teacher is requested to accompany the excursion.

Preservice Teachers should consult with their Cooperating Teachers concerning:
• a program of observations of lessons;
• involvement in playground duty;
• involvement in sport supervision; and
• other extra curricular activities.

d) Attendances and Absences
Punctuality is essential. The University’s attendance book must be signed each day, including arrival and departure times. Attendance for the full school day is mandatory, including attendance at required pre-placement days. Student Teachers should note that they must observe school hours, from the arrival time set for staff to the concluding time specified by the school. Students may not arrive late, leave early or be absent unless this has been approved by the University in consultation with the school.

Preservice Teachers must attend 100% of allocated days in order to successfully complete each professional experience. All missed days must be made up. Where attendance is less than 100% a ‘Fail’ grade will apply. Preservice Teachers will be required to make up any time lost due to illness, misadventure or other unforeseen circumstances (Public Holidays do not need to be made up).
Leave Procedures

In the event of a serious reason for non attendance, the Preservice Teacher should inform by telephone as soon as possible either the day before or well before the morning session begins on the day of the absence, all of the contacts below:

- the School Practicum Coordinator/ School Principal;
- the Tertiary Mentor.

Preservice Teachers must:

- obtain a medical certificate or other documentary evidence if absent for more than one day whether or not these days occur consecutively during the professional experience;
- negotiate appropriate days to make up the absence with their Supervising Teacher and School Coordinator;
- complete and submit a “Negotiated Make-Up Day” form (Appendices) to both the Professional Experiences Office and to the school prior to the commencement of the make up day(s) and if absent for more than one day, applications for leave are to be accompanied by a Special Consideration form, including the completed Professional Practitioners Certificate form.
- Leave forms, available from the school’s administration office, are to be completed upon resumption of duty. At the conclusion of the professional experience these should be forwarded by the School Coordinator together with the final reports and the attendance report to the Professional Experience Office.

Jury Duty
Jury duty service does not entitle Preservice Teachers to an exemption from the Professional Experience requirements. They are advised that if called for jury duty, an appeal may be lodged with the Sheriff’s Office. If an exemption is not granted, the Preservice Teacher will be required to fulfil Professional Experience commitments at a later date.

Industrial Disputes during Practice Teaching
Should an industrial dispute occur during a placement which would limit significantly opportunities for the Preservice Teacher to participate in Professional Experience, or create major difficulties in reaching the school (eg. should a transport strike occur), students should contact the school and their Tertiary Mentor.

Loss of Professional Experience due to industrial action of one day or part day that occurs at a school does not need to be made up. When more than one day is affected additional time will need to be made up. If a Preservice Teacher elects to attend a stop-working meeting/industrial action they should inform their Cooperating Teacher(s). Where the class teacher(s) to whom a Preservice Teacher is attached is on strike and a Preservice Teacher attends school it is inappropriate for him/her to undertake any duties and responsibilities of absent teachers, including minimal supervision.

If the industrial action continues for more than one day, the Preservice Teacher should alert his/her Tertiary Mentor.
e) Discipline for Students
Preservice Teachers are expected to follow the discipline/welfare policy of the school. They are expressly prohibited from employing any form of corporal punishment, or any other sanction not permitted by the school's discipline policy. Early in their placement, Preservice Teachers need to carefully read and discuss the school’s discipline/welfare policy to ensure they are acquainted with the school’s protocols.

f) Accidents to Students
Accidents to students during activities conducted by a Preservice Teacher are the responsibility of the Cooperating Teacher in the first instance, and must be reported to him/her. Preservice Teachers should make themselves familiar with evacuation and any other safety procedures and the location of first aid kits and fire extinguishers as early as possible in the professional experience period.

g) Photocopying
The use of photocopying facilities has implications with respect to Copyright Laws and the costs involved to the school. Preservice Teachers should determine the photocopying procedures followed by individual schools and ensure that these are followed at all times.

h) Computer Use
Access to the schools computers and printers cannot be assumed and needs to be discussed with the Cooperating Teacher. Personal use without permission is not acceptable.

h) Schools as Alcohol and Drug Free Sites
Preservice Teachers are reminded that the possession and/or use of alcohol or other prohibited substances is illegal. Such acts will result in the immediate termination of the placement and the possibility of the Preservice Teacher being asked to show cause why his/her candidature in this degree should not be discontinued.

i) Child Protection
Preservice Teachers are strongly reminded that the legal obligations placed upon teachers regarding child protection also apply to them. Failure to observe these ethical and legal responsibilities will not only result in an unsatisfactory Professional Experience, but may also lead to legal investigation and its consequences (including University disciplinary action).

j) Being Directed to Leave a School
If a Preservice Teacher is directed for any reason to leave their assigned school they should contact their Tertiary Mentor and the Professional Experience Manager /Director immediately. It is to be expected that being directed to leave the school will result in a Fail/Unsatisfactory grade for the practicum.
The assessment of the student teacher’s Professional Experience placement is the responsibility of the Cooperating Teacher(s), where necessary in consultation with the Tertiary Mentor.

IN THE CASE OF STUDENTS ‘AT RISK’ OF FAILURE, CONSULTATION MUST ALSO INVOLVE THE RELEVANT DIRECTOR OF PROFESSIONAL EXPERIENCE OF THE FACULTY. SUCH COMMUNICATION MAY BE UNDERTAKEN BY EITHER THE TERTIARY MENTOR AND/OR THE COOPERATING TEACHER/PRINCIPAL.

As with all assessments for enrolled units of study in the faculty, the assessment is subject to the oversight of the unit of study coordinator (i.e. the Director of Professional Experience), as well as the Course Coordinator for the degree within which the Professional Experience is undertaken, and the Sub-Dean (Undergraduate and Pre-Service Studies) in the Faculty of Education and Social Work.

Although there are differing styles and emphases in each of the teacher education programs offered by the faculty, there is a common grading system for all Professional Experience units. The final grade awarded for a Professional Experience is either ‘R’ (Satisfied Requirements) or ‘F’ (Fail) and is based on the expected outcomes specified for the particular Professional Experience. These requirements are listed in the report form as particular outcomes reflecting the NSW Institute of Teachers’ Professional Standards for the Graduate Teacher combined with the University’s requirements.
PREPARING THE PROFESSIONAL EXPERIENCE REPORT

At the end of the placement, ONE final report is required from the Cooperating Teacher for each Preservice Teacher supervised. When more than one Cooperating Teacher in involved the one report needs to reflect the opinions of all teachers involved.

There are two report formats:

- PROFESSIONAL EXPERIENCE REPORT: NON GRADUATING PRESERVICE TEACHER

- PROFESSIONAL EXPERIENCE REPORT: GRADUATING PRESERVICE TEACHER

THE REPORT TO BE USED IS RELATED TO THE PRESERVICE TEACHER’S STAGE/LEVEL WITHIN THEIR COURSE

Each report has been structured according to the Elements and Aspects of the NSW Professional Teaching Standards for the Graduate Teacher.

In order to guide Cooperating Teachers in completing these reports, particularly taking account of the level of professional development expected of a Preservice Teacher for the particular practicum component, Evidence Guides I and II, to inform each of these Reports have been developed, giving further detail of reporting indicators.

The Evidence Guides give indicator statements for each of the criteria for assessment within the eight Elements of the Report. As Indicators, they should be read as suggestions for practice developed and observed, rather than as definitive. Additionally, the Evidence Guide can be used as a progressive checklist by Cooperating Teachers to give ongoing feedback to the Preservice Teacher, thus guiding the practicum.

Professional Experience Report: Non Graduating Preservice Teacher + Evidence Guide I is to be used for any practicum which is not a final one within a course

Professional Experience Report: Graduating Preservice Teacher + Evidence Guide II is to be used for any practicum which is the last one to be undertaken within a course.

THE COURSE AND YEAR GROUP APPROPRIATE TO THE PRESERVICE TEACHER NEEDS TO BE TICKED AT THE TOP OF THE REPORT

The Report completed at the end of the placement needs to be discussed with the Preservice Teacher prior to them signing this document. Often the Report is also guided by discussions with the Tertiary Mentor. The Report should be consistent with issues raised in on-going discussion between the Cooperating Teacher and the Preservice Teacher during the Professional Experience, as well as in Mentor discussions.
The two Evidence Guides and their associated Draft Reports, both Non-Graduating and Graduating Preservice Teachers, have been included in the Appendices of this Handbook.

DETERMINING THE GRADES

The final report is to be graded as ‘R’ (Satisfied Requirements) or ‘F’ (Fail). In addition to information in the Evidence Guides and Reports, the following criteria give further guidance for these two assessment categories:

‘Satisfies Requirements’
1. Planning is based on clear principles and a sound grasp of relevant content and syllabuses. Preparation is organised and comprehensive and takes account of the practicalities for implementation with particular classes.
2. Appropriate teaching strategies and resources are selected with the aim of creating contexts where learning can take place. A reasonable degree of awareness and success is demonstrated with class management techniques. An adequate level of student participation is evident.
3. The Preservice Teacher demonstrates appropriate communication skills in the classroom.
4. Self-evaluation includes a capacity for recognising the advantages and limitations of the learning experiences that have been used.
5. The Preservice Teacher is able to cooperate with staff, meeting the requirements of both school and program.
6. The Preservice Teacher meets the requirements for attendance, organisation and participation.
7. The Preservice Teacher displays attitudes and behaviours which are appropriate for the teaching profession, including dress, speech, appropriate inter-personal communication, cooperation and engagement.
8. The Preservice Teacher complies with school, system and university policies and procedures, and with their legal responsibilities.

‘Fail’ (Unsatisfactory performance in one or more of the following)
1. Planning and preparation are not based on clear principles. Content is frequently inappropriate or inaccurate. Inadequate attention is given to the practicalities of implementation.
2. There is a lack of positive teacher-student interaction. Little variety is evident in the teaching strategies used. Classroom management skills are inadequate. The degree of student participation in learning is low.
3. The Preservice Teacher demonstrates poor communication skills.
4. Limited capacity is shown for self-evaluation. The Preservice Teacher does not recognise weaknesses that have been created within the learning context.
5. There is little effective integration with school staff.
6. The Preservice Teacher does not meet the requirements for attendance, organisation and participation.
7. The Preservice Teacher displays attitudes and behaviours which are inappropriate for the teaching profession, including dress, speech, appropriate inter-personal communication, cooperation and engagement.
8. The Preservice Teacher breaches school, system or university policies and procedures, or their legal responsibilities.

In all cases, the criteria as set down should be met. If all the criteria have been met minimally, the written report should indicate this. If some have been met at a higher level and some at lower level, then this should be reflected in the written report.

A ‘Satisfied Requirements’ grade is one in which there is adequate performance overall in each of the eight Elements within the Report. Whilst there may be some Aspects of a particular Element that require further development, should there be major weaknesses in one or more Elements, the Preservice Teacher will be advantaged by being graded ‘Fail’ and thus required to undertake a repeat placement (except in cases of Exclusion from the School). Therefore, students should NOT BE GRADED AS ‘SATISFIED REQUIREMENTS’ IF THEY HAVE SIGNIFICANT PROBLEMS, on the assumption that these problems may be remedied in Professional Experience components undertaken at a later stage/year within their course.

Students who receive a ‘Fail’ grade and who wish to appeal must do so in accordance with Academic Board resolutions. In the first instance, they should arrange a meeting with the Director of Professional Experience to discuss their appeal. For further information on the appeals process, refer to Resolutions of the Senate and the Academic Board (Student appeals against academic decisions) at the website http://www.usyd.edu.au/secretariat/students/AcAppeals_index.shtml

**GROUNDS FOR EXCLUSION FROM THE SCHOOL**

In some instances the Principal of the School (or designate) and/or the University may require a Preservice Teacher to leave the school and discontinue the Professional Experience. This can occur even if the Preservice Teacher has not been placed ‘at risk of failure’ under the normal provisions for the Professional Experience.

Preservice Teachers may be excluded from a School and have thus failed in the Professional Experience for any of the following reasons:
1. inability to cooperate with staff and work effectively in the school environment;
2. demonstrated attitudes and actions antithetical to the profession of teaching;
3. absence from Professional Experience placement without satisfactory explanation, approved leave or the necessary documentation;
4. serious deficiencies in their knowledge and understanding of their subject disciplines, the NSW curriculum and planning for learning;
5. serious deficiencies in their communication skills;
6. serious breaches of University regulations, procedures or code of conduct for students;
7. breaches of departmental /school /university regulations or the law;
Preservice Teachers who have been excluded from a school and thus failed in the Professional Experience placement may be precluded from pursuing opportunities for further practice teaching or entry to schools. If a Preservice Teacher demonstrates serious deficiencies or misbehaviour in one or more of the above during a school placement, the student may be liable for further action under the ‘show cause’ provisions of the University.

The Faculty reserves the right not to place a student in a school or other Professional Experience setting for practicum in any instance where the performance, personal or professional conduct of the student does not meet the required standard, regardless of the fact that the student may be enrolled in the practicum.

Teachers and Principals are accountable to parents and school systems to provide quality learning opportunities and outcomes for their students and they need to be confident that any Preservice Teachers placed in their schools can support and maintain teaching programs and standards.

**STUDENTS AT RISK OF FAILURE**

**Definition**
A Preservice Teacher ‘at risk’ is a student who is identified as not meeting the criteria of a satisfactory Professional Experience in one or more categories (see Preservice Teacher Assessment and Grades pages 19-22.

**Identification**
Identification will generally be made in the first instance by the Cooperating Teacher. This would normally occur in consultation with the Tertiary Mentor. Identification may also arise from the work of the Tertiary Mentor. Early discussion with the Director of Professional Experience is expected.

Identification should, but may not necessarily occur within the first half of the defined practicum period.

**Notification**
Once an identification is made, the Professional Experience Office must be notified by either the Cooperating Teacher or the Tertiary Mentor. The Tertiary Mentor and/or the Cooperating Teacher is required:

- to complete the "Student at Risk" form (refer Appendices);
- inform the Preservice Teacher that he/she is at risk;
- show the student the completed “Student at Risk” form and then
- submit the form to the Professional Experience Office.

If appropriate, a second Tertiary Mentor (eg Curriculum specialist), and/or a Director of Professional Experience may be called upon to attend the school. The Cooperating Teacher and Preservice Teacher should be informed if an additional visit is to be made. If an additional visit is made, the following would normally occur:
• Supervised observation is conducted by a second Tertiary Mentor / Director of Professional Experience;
• Explicit feedback and guidelines for development are documented and discussed with the Preservice Teacher, Cooperating Teacher and Tertiary Mentor;
• The Professional Experience Office is kept informed of the ‘at risk’ processes.
PAYMENT AND CLAIMING PROCEDURES

Payment Rates for supervised Professional Experience

Cooperating Teacher: $22.48 per day
Practicum Coordinator: $1.38 per day per student

PLEASE NOTE: PRE-PLACEMENT VISIT DAYS CAN ALSO BE CLAIMED FOR SUPERVISORY PAYMENT

Claiming Procedures
Cooperating Teachers and School Practicum Coordinators will be provided with a Affiliation letter, Recognition of Non-Employed Affiliation (Honorarium) form, Tax Declaration form, University claim forms and bank/credit union detail forms. Please note that all five documents MUST be returned together with a copy of the report form in order for claims to be processed smoothly. Please ensure that the names of the Preservice Teachers and the school are entered on the claim form. This facilitates the claim being met quickly by the University.

PLEASE NOTE
Unless all six documents; the claim form, tax declaration form, bank/credit union form, Signed Affiliation letter, Affiliation form, and report form are completed our remunerations department cannot process your claim.
Also note that the account number on the bank/credit union form cannot exceed nine digits. Please also be aware that unless all thirteen questions on the tax file number declaration are completed the form will not be accepted by the Australian Taxation Office and subsequently will be returned to you.

CLAIMS MUST BE SUBMITTED IN THE SAME YEAR THAT THE PRACTICUM IS UNDERTAKEN.

Professional Experience Reports should be written by the Cooperating Teacher before the last day of the placement to enable the Preservice Teacher to read and sign. One copy should be given to the student and another copy given to the School Practicum Coordinator who should post it together with pay claims to:

<table>
<thead>
<tr>
<th>PRIMARY/HMHE COORDINATOR</th>
<th>SECONDARY COORDINATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheryl Brown</td>
<td>Alex Hector</td>
</tr>
<tr>
<td>Primary/HMHE Professional Experiences</td>
<td>Secondary Professional Experiences</td>
</tr>
<tr>
<td>Level 6 Room 604</td>
<td>Level 6 Room 604</td>
</tr>
<tr>
<td>Faculty of Education and Social Work A35</td>
<td>Faculty of Education and Social Work A35</td>
</tr>
<tr>
<td>University of Sydney NSW 2006</td>
<td>University of Sydney NSW 2006</td>
</tr>
</tbody>
</table>
Bachelor of Education

(Primary)
### Focus: Professional Teaching Standards Elements 1, 2 & 4

<table>
<thead>
<tr>
<th>Pre-Practice Visit</th>
<th>Nil</th>
</tr>
</thead>
</table>
| **Practicum Dates** | Week beginning 16 March – week beginning 18 May 2009  
One day per week (Wednesday) for 8 weeks (8 days)  
K – 2 Placement, 2 students per class. |
| **Minimum Teaching Load** | 1 – 2 small groups per day, progressing to a whole class for part of a lesson. |
| **Observation of Classes** | At least one per day. |
| **Attendance** | Attendance is mandatory and students will be required to make up any time lost due to illness, misadventure or other unforseen circumstances where their attendance is less than 100% of the Professional Experience. Pages 16 & 17. |
| **Cooperating Teacher's Responsibilities** | Complete Feedback Sheet checklist (Appendices). |
| **Tertiary Mentor’s Responsibilities** | 2 Liaison Visits |
| **Lesson Planning** | Written lesson plans are to be submitted to the Cooperating Teacher for group work and literacy tasks. |
| **Portfolio** | One - to - one literacy/portfolio tasks. Details included in Cooperating Teachers’ packages. |
| **Contact Details** | Page 5. |
| **Payment & Claiming Procedures** | Please note that claims must be submitted in the same year that the practicum is undertaken. Refer to page 25. |
Focus: NSWIT Professional Teaching Standards Elements 1, 2 & 4

<table>
<thead>
<tr>
<th>EDUP1002 Language, the learner and the school</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1 – Getting to know you.</td>
<td>Teacher and class – share ‘About Me’ bio with teacher. Class seating map – record first names, begin to collect 1-2 positive facts about each child’s interests and strengths. Make general observation notes &amp; assist with class activities (expected each week)</td>
</tr>
<tr>
<td>Day 3 - Getting to know a learner</td>
<td>Learners – With teacher assistance, select a child to develop a short profile – see checklist, EDUP1002 Language, the learner and the school *Talking and listening - Teach class a simple poem, chant or rhyme for enjoyment. (T &amp; L outcome) (5-10 min) Lesson observation – English/ literacy checklist for key features – general lesson structure, communication skills Plan book choice for next visit *</td>
</tr>
<tr>
<td>Day 4 - Getting to know a learner</td>
<td>Learner – have a shared reading with your child, reading a book together for enjoyment. Record information for profile. <em>Read Aloud</em> - read a picture book to whole class for enjoyment. (10 min) Lesson observation – English/ literacy checklist for key features – teaching strategies Assist with class activities</td>
</tr>
</tbody>
</table>

**EASTER and SCHOOL HOLIDAYS**

| Day 5 - Getting to know a small group | Small Group- Work with teacher to choose small group to assess and plan literacy activity for following week (include focus learner if possible). Complete group assessment profile and activity lesson plan. Lesson observation – English/Literacy checklist for key features – view same type of activity you will teach following week. *Assist with class activities |
| Day 6 - Teaching a small group. | Small Group- Teach planned lesson/activity with small group Plan following week’s lesson with teacher – book choice, activity idea Lesson observation – English/Literacy checklist for key features – literacy in other KLA *Assist with class activities |
| Day 7 – Teaching the whole class | *Whole Class* Read aloud picture book & simple literacy activity to follow up. Lesson observation – English/Literacy checklist for key features – literacy in other KLA School - find key information about school – map, population, numbers, socio-economic information. *Assist with class activities |
| Day 8 - Farewell. | Complete any missed activities or tasks. Optional - teach a final English / literacy lesson if desired. *Assist with class activities |
Focus: NSWIT Professional Teaching Standards Elements 4 & 5

<table>
<thead>
<tr>
<th>Pre-Practice Visit</th>
<th>To be negotiated with Cooperating Teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Dates</td>
<td>26 October – 13 November 2009</td>
</tr>
<tr>
<td>Minimum Teaching Load</td>
<td>At least 2 lessons per day, initially with small groups, building to teaching a session to the whole class.</td>
</tr>
<tr>
<td>Observation of Classes</td>
<td>At least one per day.</td>
</tr>
<tr>
<td>Attendance</td>
<td>Attendance is mandatory and students will be required to make up any time lost due to illness, misadventure or other unforseen circumstances where their attendance is less than 100% of the professional experience. Pages 16 &amp; 17</td>
</tr>
<tr>
<td>Cooperating Teacher's Responsibilities</td>
<td>Complete Report. Complete written feedback on as many lessons as possible.</td>
</tr>
<tr>
<td>Tertiary Mentor’s Responsibilities</td>
<td>1 Liaison &amp; 1 Mentoring Visit</td>
</tr>
<tr>
<td>Lesson Planning</td>
<td>Lesson and unit planning are compulsory. Written lesson plans must be submitted to the cooperating teacher for approval prior to the lesson. Written evidence of self-reflection for each lesson is required with reference to the Elements and Aspects of the NSWIT Professional Teaching Standards.</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Yes</td>
</tr>
<tr>
<td>Contact</td>
<td>Page 5.</td>
</tr>
<tr>
<td>Payment &amp; Claiming Procedures</td>
<td>Please note that claims must be submitted in the same year that the practicum is undertaken. Refer to page 25.</td>
</tr>
</tbody>
</table>
Focus: NSWIT Professional Teaching Standards Elements 4 & 5

<table>
<thead>
<tr>
<th>Unit: EDUP 2027 Beginning Professional Experiences</th>
<th>A lesson plan (1000 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One group presentation (750 words)</td>
</tr>
<tr>
<td></td>
<td>A reflection on the Professional Experience (2500 words)</td>
</tr>
</tbody>
</table>
Focus: NSWIT Professional Teaching Standards Elements 2 & 3

<table>
<thead>
<tr>
<th>Pre-Practice Visit</th>
<th>To be negotiated with Cooperating Teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Dates</td>
<td>19 October – 13 November 2009&lt;br&gt;20 day block</td>
</tr>
<tr>
<td>Minimum Teaching Load</td>
<td>3 lessons per day including whole sessions, taking whole days by the end of week 3.</td>
</tr>
<tr>
<td>Observation of Classes</td>
<td>At least one per day.</td>
</tr>
<tr>
<td>Attendance</td>
<td>Attendance is mandatory and students will be required to make up any time lost due to illness, misadventure or other unforseen circumstances where their attendance is less than 100% of the professional experience. Pages 16 &amp; 17.</td>
</tr>
<tr>
<td>Cooperating Teacher's Responsibilities</td>
<td>Complete Report.&lt;br&gt;Complete written feedback on as many lessons as possible.</td>
</tr>
<tr>
<td>Tertiary Mentor’s Responsibilities</td>
<td>1 Liaison &amp; 1 Mentoring Visit</td>
</tr>
<tr>
<td>Lesson Planning</td>
<td>Lesson and unit planning are compulsory.&lt;br&gt;Written lesson plans must be submitted to the cooperating teacher for approval prior to the lesson.&lt;br&gt;Written evidence of self-reflection for each lesson is required.</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Yes</td>
</tr>
<tr>
<td>Contact Details</td>
<td>Page 5.</td>
</tr>
<tr>
<td>Payment &amp; Claiming Procedures</td>
<td>Please note that claims must be submitted in the same year that the practicum is undertaken. Refer to page 25.</td>
</tr>
</tbody>
</table>
BACHELOR of EDUCATION (Primary) – YEAR THREE
ASSESSMENT TASK

Focus: NSWIT Professional Teaching Standards Elements 2 & 3

<p>| Unit: EDUP 3007 Professional Experiences 2 (Primary) | There are a range of linked assessment tasks in this unit of study. These include: a critical reflection about learning during in-school experience |</p>
<table>
<thead>
<tr>
<th>Pre-Practice Visit</th>
<th>To be negotiated with Cooperating Teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Dates</td>
<td>1 June - 26 June 2009</td>
</tr>
<tr>
<td></td>
<td>20 day block</td>
</tr>
<tr>
<td>Minimum Teaching Load</td>
<td>Whole sessions and days progressing to the whole of the final week.</td>
</tr>
<tr>
<td>Observation of Classes</td>
<td>At least one per day when not teaching whole days.</td>
</tr>
<tr>
<td>Attendance</td>
<td>Attendance is mandatory (except for Public Holiday 12 June) and students will be required to make up any time lost due to illness, misadventure or other unforeseen circumstances where their attendance is less than 100% of the professional experience. Pages 16 &amp; 17.</td>
</tr>
<tr>
<td>Cooperating Teacher's Responsibilities</td>
<td>Complete Report. Complete written feedback on as many lessons as possible.</td>
</tr>
<tr>
<td>Tertiary Mentor’s Responsibilities</td>
<td>1 Liaison &amp; 1 Mentoring Visit</td>
</tr>
<tr>
<td>Lesson Planning</td>
<td>Lesson and unit planning are compulsory. Written lesson plans must be submitted to the cooperating teacher for approval prior to the lesson. Written evidence of self-reflection for each lesson is required.</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Continue established portfolio.</td>
</tr>
<tr>
<td>Contact Details</td>
<td>Page 5</td>
</tr>
<tr>
<td>Payment &amp; Claiming Procedures</td>
<td>Please note that claims must be submitted in the same year that the practicum is undertaken. Refer to page 25.</td>
</tr>
</tbody>
</table>
## BACHELOR of EDUCATION (Primary) – YEAR FOUR

**Focus:** Professional Teaching Standards Elements 1, 2 & 4

<table>
<thead>
<tr>
<th>EDUP 4079 Professional Experiences 3 (Primary)</th>
<th>This unit of study incorporates the year's final professional experience before the internship and continues students' development as reflective practitioners building on Professional Experiences 1 and 2. Students will synthesise their professional learning to create their graduate teacher portfolio.</th>
</tr>
</thead>
</table>


### Pre-Practice Visit
To be negotiated with Mentor Teacher.

### Internship Dates
19 October – 27 November 2009
- **30 day Internship**

### Minimum Teaching Load
0.5 - 0.6 of a full teaching load.

### Observation of Classes
At least one per day when not teaching whole days.

### Attendance
Attendance is mandatory and students will be required to make up any time lost due to illness, misadventure or other unforeseen circumstances where their attendance is less than 100% of the professional experience. Pages 16 & 17.

### Mentor Teacher's Responsibilities
- Guide professional learning program of Intern in co-teaching relationship.
- Complete Internship Report Form (Refer to Internship Handbook).

### Tertiary Mentor’s Responsibilities
2 Liaison visits.

### Lesson Planning
Lesson and unit planning are compulsory.
- Written lesson plans (by negotiation in Day Book format) must be submitted to the Mentor Teacher for approval prior to the lesson.
- Written evidence of self-reflection for each lesson is required.

### Portfolio
Continue established portfolio.

### Contact Details
Page 5.

### Payment & Claiming Procedures
A choice of two full days of professional development courses accredited with the NSW Institute of Teachers and delivered through the Faculty’s Division of Professional Learning Program will be made available to Mentor Teachers as payment for their professional mentoring work within the Internship. Alternatively, a Mentor Teacher may apply to be paid at 0.2 of the Award rate for the duration of the Internship placement period.
BACHELOR of EDUCATION (Primary) – YEAR FOUR INTERNSHIP
ASSESSMENT TASK

Focus: NSWIT Professional Teaching Standards Elements 1-7

<table>
<thead>
<tr>
<th>Unit: EDUP 4017 Professional Experiences 4 (Primary)</th>
<th>In preparation for this internship, students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prepare an action learning task that will build upon the professional learning undertaken in EDUP4079 in Semester 1.</td>
</tr>
<tr>
<td></td>
<td>This action learning task will be framed by the graduate teacher standards of the NSW Institute of Teachers</td>
</tr>
</tbody>
</table>
PRACTICUM REQUIREMENTS

LESSON OBSERVATION

The requirement to observe experienced colleagues at work is an important and integral part of the Professional Experience and your development as a teacher. **With the permission of your Cooperating Teacher** you should create a carefully observed record of at least one lesson per day to build over time into a resource of lesson and management ideas and techniques that you can use and adapt for your own lessons. The observations should be a combination of relatively informal notes about classroom procedures and thoughtful reflection to form the basis of discussions about what you observed in the lesson.

- Note the lesson structure, classroom organisation and resources used.
- How did the teacher move the class from the previous activity or to the next?
- How was the lesson concluded?
- What management issues arose and how were they dealt with?
- Did the teacher have to adapt content or method during the lesson?
- What aspects of your own teaching might benefit from the modelling done by your Cooperating Teacher?

A thoughtful student will soon develop a list of things to look for and think about.

This disciplined observation, recording and reflection on your Cooperating Teacher's lessons, along with your evaluations of your own work will add significantly to the value of the Professional Experience, and demonstrate your commitment to your own professional development.

LESSON PLANS

Lesson plans should be completed and kept, together with aids, materials and any comment sheets for Cooperating Teachers and Tertiary Mentors in a folder. This may be a spiral bound foolscap book or a loose leaf folder. (If a loose leaf folder is used all pages should be available – not just lesson plans for a particular day.)

1. Lesson plans should be shown to teachers at the beginning of each day (or the day before) for checking and advice
2. Lesson plans should be written to reflect and record planning for EACH lesson presented except where, as arranged by the Cooperating Teacher, no specific preparation has been required.
3. All lesson plans are important material for the Tertiary Mentor and BEd staff members as well as for the teacher and student.
4. Students should reflect on each lesson taught.

SAMPLE DAYBOOK PLAN – FOURTH YEAR STUDENTS

Fourth Year students are encouraged to move to a daybook format when the Tertiary Mentor and Cooperating/Mentor Teacher feel this is appropriate. Please note this suggestion is not mandatory – you may find an alternative method of planning more practical, depending very much on the kind of learning experiences you are planning and the classroom context.
## SAMPLE DAYBOOK PLAN

<table>
<thead>
<tr>
<th>Anticipated Outcomes/Indicators</th>
<th>Learning Experiences</th>
<th>Resources</th>
</tr>
</thead>
</table>

**NB:** Evaluation to be noted on a separate page.

PTO
 SAMPLE DAYBOOK PLAN

**KLA: Visual Arts**

<table>
<thead>
<tr>
<th><strong>Outcomes and Indicators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>VA Stage 3: Students will make artworks</td>
</tr>
<tr>
<td>• <em>investigates subject matter in an attempt to represent likenesses of thing in the world</em></td>
</tr>
<tr>
<td>• <em>copies pictures using appropriate proportions</em></td>
</tr>
<tr>
<td>• <em>investigates the effects of using complementary colours</em></td>
</tr>
<tr>
<td>• <em>investigates how to make different shades of the one colour i.e. monochromatic colour scheme</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Resources:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Layout sheets (A3), finished work samples, blue, orange, yellow, purple, green and red paint, rectangle sheet x 55.</td>
</tr>
<tr>
<td>• Paintbrushes, pencils, white paint, photocopied $50 notes, black markers, sticky tape, clear plastic sheets, newspaper, VAPD.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teaching/Learning Process:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring</td>
</tr>
<tr>
<td>• Review info on Pop Art and Andy Warhol</td>
</tr>
<tr>
<td>• Students decide on layout, choice of complementary colours and direction, and who will use which colours</td>
</tr>
<tr>
<td>Developing</td>
</tr>
<tr>
<td>• Students paint rectangles using complementary colours and shades</td>
</tr>
<tr>
<td>• Students draw $50 notes, using proportion lines</td>
</tr>
<tr>
<td>• Early finishers: Begin to trace their $50 note onto the clear plastic</td>
</tr>
<tr>
<td>Reflecting</td>
</tr>
<tr>
<td>• Students discuss progress/similarities to Warhol’s artwork</td>
</tr>
</tbody>
</table>
**NSW FOUNDATION STYLE HANDWRITING REQUIREMENTS FOR BEd PRIMARY STUDENTS**

**English K-6 Syllabus (p.77)**

*Handwriting* and *Using computers* are two skills described in Writing Outcome .12 (pp42 & 43) of the English K-6 syllabus. In developing a handwriting program teachers should note that:

- *Learning to form letters correctly is an essential component of literacy development.*
- *It links closely with learning about letters, letter sequences and words.*
- *Students should be taught the NSW Foundation Style (see Appendix A, p 101), which has one basic set of letter shapes that are the same for young students using manuscript handwriting (unjoined letters) and for older students using cursive handwriting (joined letters).*

**EXPECTATIONS FOR EACH YEAR**

**PRIMARY EDUCATION YEAR 1 - PROFESSIONAL EXPERIENCE**

This first experience in schools comprises a series of eight days on a K-2 class, one day per week over eight weeks during Semester 1. Preservice Teachers will be placed in pairs on a K-2 class. The intention is to allow a relationship to develop over time between the Preservice Teachers, the Cooperating Teacher and the children.

During this time Preservice Teachers will be studying Introduction to Teaching and Learning: Literacy. This placement provides students with opportunities to work with small groups of children concentrating on language. Students will also work one to one with a child developing literacy skills.

The in-school experience also provides observation opportunities for the Preservice Teachers. Tertiary Mentors will be liaising with the Preservice Teachers and with the school.

Grading for the first Professional Experience will be SATISFIED REQUIREMENTS “R” or FAIL “F”.

**PRIMARY EDUCATION YEAR 2 - PROFESSIONAL EXPERIENCE 1**

This Professional Experience is part of a University-based unit of study called Professional Experiences 1. The practicum component is a 15 day block in Semester 2. This placement will build upon the experiences of both the Year 1 practicum and those from the Professional Experiences 1 unit of study.

It is expected that each Preservice Teacher will take responsibility for the planning and teaching of at least two lessons each day (with a mixture of both whole classes and small groups) after a short orientation of one or two days. Preservice Teachers should be assisted
to link lessons sequentially. This Professional Experience should also be a time where Preservice Teachers are introduced to reflective practices.

**PRIMARY EDUCATION YEAR 3 - PROFESSIONAL EXPERIENCE 2**

Third year Students undertake one 20 day block Professional Experience in Semester 2. Any curriculum assignments should be negotiated with the Cooperating Teacher at the pre-practice visit.

It is expected that each Preservice Teacher will take responsibility for the planning and implementation of at least three lessons each day with the whole class. Third year students are expected to plan and present a series of 4-6 related learning experiences appropriate for the children's needs and interests. Students should move to taking whole sessions (eg. morning recess to lunch) by week three of the practicum. They are required to evaluate both their own experiences and the children's responses to the learning experiences presented. Once again critical reflection is a course expectation.

**BEd YEAR 4 - PROFESSIONAL EXPERIENCE 3 & 4 (INTERNSHIP)**

Fourth year BEd (primary) students undertake one 20 day block in Semester 1 and return to the same class for a 30 day Internship in Semester 2 (19 October – 27 November 2009). The Internship incorporates a co-teaching model between the Intern and the Mentor Teacher in keeping with the higher level of independent responsibility assumed appropriate for the Intern in their final semester before graduation.

With respect to the conditions for the Internship, the University of Sydney has negotiated an agreement with the NSW DET, the Sydney CEO and the NSW Teachers’ Federation and Independent Teachers Association which enables final year Preservice Teachers to teach without the in-class supervision of the Mentor Teacher. This releases the Mentor Teacher for Professional Development opportunities, either those offered by the University or others approved by the Principal. An Internship Handbook will be sent to the school. The features of the internship are summarised below:

**Features of the Internship**

1. Final year Primary BEd students will have completed a total of sixty three days of supervised professional experience and all course units by the beginning of the School Term 4. They will have already received a grade for their supervised 4th year professional experience in June. In October these students will return to their June placement as Interns and will be able to teach without the constant in-class supervision of their Mentor Teacher.

2. The Tertiary Mentor will make 1 Liaison visit to the Preservice Teacher that would normally be followed up through phone or email. A Final Report (proforma included in the Internship Handbook) will be written to summarise the Intern’s internship.

3. Although still available to mentor the Preservice Teachers as Interns with programming etc, Mentor Teachers will have a reduced teaching load. This will allow them the opportunity to attend Professional Development seminars offered by the University as an option for professional payment.
Bachelor of Education

(Secondary Combined Degree Program)
FOREWORD

In years 3 and 4 of the Secondary Combined Degree program Preservice Teachers engage in Professional Experience block placements as an integral part of their Degree. The school-based programs are a cooperative effort between the University and the schools to which Preservice Teachers have been allocated. Professional Experience is designed to augment University coursework and to provide Preservice Teachers with opportunities to develop their personal teaching skills and professional understandings.

Professional Experience is undoubtedly a most significant aspect of teacher education in providing a major opportunity for Preservice Teachers to develop and demonstrate teaching competence and to formulate productive links between theory and professional practice. School observation and guided teaching experiences are major components of Professional Experience in all teacher education programs.

THIRD YEAR SECONDARY COMBINED DEGREE PROGRAM (BEd/BA; BSc; BSc (Maths); BEc)

These Preservice Teachers are enrolled in the five year Combined Degree Programs and are simultaneously completing two Bachelor degrees: one in the Faculty of Education and one in the Faculty of Arts, Economics or Science. Up to third year most study time has been spent in the other Faculties. Thus, it is important for Cooperating Teachers and Tertiary Mentors to recognise that it is in the third year of the Combined Degree that Preservice Teachers have their first opportunity to specifically study teaching and curriculum.

Professional Experience itself is a crucial component of the Preservice Teachers’ program. It is during this time in schools that they begin to develop the professional knowledge, skills, and attitudes of a teacher. With the Cooperating Teacher acting as a “critical friend” and mentor, students progressively develop expertise and their own teaching style, and learn to productively reflect upon their practice. During their placement Preservice Teachers are expected to plan, implement and evaluate units of work in their curriculum areas. They are also expected to enter as fully as possible into the life of the school and its community, working with their teachers in a wide range of roles (eg roll marking, playground duty, sport supervision, register completion, assessment, marking books, meetings, parent-teacher nights and carnivals etc).

These third year Combined Degree students have completed courses in Craft Knowledge and Professional Practices, and they are currently undertaking courses in the teaching of two Curriculum Areas, such as English and History, or in a double curriculum area such as Mathematics, HSIE, Science or Languages.

The Craft Knowledge and Professional Practices field is devoted to the development of reflective practitioners able to articulate the thinking which underpins teaching. Students have been introduced to the planning and decision-making processes of classroom teachers;
they have studied curriculum design and its implementation, and have begun reflecting upon specific teaching practices involved in classroom management. They have been introduced to relevant theories and research in these areas and encouraged to explore their own values and beliefs as they take their first steps into the teaching profession. As part of the course these students participated in a web-based discussion room for six weeks, engaging with “critical friends” in reflection and discussion of their wide reading in the field.

Preservice Teachers undertaking a 3rd Year Professional Experience need to be guided and assessed against Elements and Aspects of the Professional Experience Report: Non Graduate Preservice Teacher and its associated Evidence Guide.

**4th YEAR PRACTICUM, SECONDARY COMBINED DEGREE PROGRAM: BEd / BA; BEc; BSc**

This Professional Experience is embedded in the course Craft Knowledge and Professional Practice 2.

To satisfy the requirements of this Professional Experience unit, Preservice Teachers are required to attend school *all day every day* of the 25 days.

Most Combined Degree Preservice Teachers continue to a 5th year and complete an additional Professional Experience component, namely the Internship. However, because it is possible for Preservice Teachers at present to choose to exit from this degree with a Bachelor of Education, for these students the 4th year Professional Experience component may be their culminating experience.

All Preservice Teachers therefore completing this 4th Year Professional Experience component need to be guided and assessed against the Elements and Aspects as outlined in the Professional Experience Final Report: Graduating Preservice Teacher and its associated Evidence Guide.

**LESSON AND UNIT PLANNING**

Programs and lesson plans, identifying outcomes, suitable procedures and content will be documented for all lessons. Planning will be based on embedding technology into teaching and learning for one of the allocated classes. Plans will include assessment strategies and will be reflectively evaluated after implementation. Preservice Teachers will be responsible for the planning, delivery and assessment of the topics that they teach. There is no single prescribed format for lesson and/or unit planning. The Cooperating Teachers may well direct Preservice Teachers to plan units/lessons in a format to conform with particular school/faculty guidelines/practices.
There must be written evidence of all planning. While plans may vary, common elements generally include:

- Identification of specific objectives and outcomes;
- Identification of key concepts/skills;
- Specification of procedures/tasks to be completed by students including resources to be used, linked to achievement of objectives/outcomes;
- Strategies to gain learners’ interest and to structure and facilitate their learning;
- Indication of progression in lesson sequence;
- Strategies for progressive and summarised assessment of students’ work and evaluation of lessons/units; and

Procedures for reflective evaluation of teaching and program planning and implementation.
**BACHELOR of EDUCATION (Combined) – YEAR THREE**

**NOTE: This is the first block practicum experience for Combined Degree Preservice Teachers**

<table>
<thead>
<tr>
<th>Compulsory Pre-Placement Visit</th>
<th>To be negotiated with Cooperating Teacher prior to the Professional Experience. See pages 8 &amp; 9.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Dates</td>
<td>26 October – 20 November 2009 (20 day block prac)</td>
</tr>
</tbody>
</table>
| Suggested Preservice Teacher learning program: experiences and responsibilities | On average across the placement: 12 lessons per week. (based on an average 40 minute lesson). **SUGGESTED PROGRAM**  
**Week 1**: Days 1-3: observation of Cooperating Teacher(s) teaching – discussion of learning outcomes, strategies etc  
Days 4&5: commencing co-teaching activities/lessons, plans for week 2 teaching in place  
**Week 2**: Progressively assuming responsibility for formal lesson plans across for example 3 class groups; by end of week involvement in approximately 3 lessons per day.  
**Week 3**: Continuing to build teaching responsibility, including diversity of approaches across 3 classes on average. Observing teaching of other teachers. Written evaluations of own and others teaching.  
**Week 4**: Full responsibility for teaching of at least 3 class groups across week including planning for sequential teaching sessions, comprehensive lesson planning and evaluation. Evidence of involvement and awareness of whole school activities. |
| Observation of Classes         | Minimum one per day with written evaluation and reflection.                                   |
| Attendance                     | Attendance is mandatory and students will be required to make up any time lost due to illness, misadventure or other unforseen circumstances where their attendance is less than 100% of the Professional Experience. Pages 16 & 17. |
| Cooperating Teacher's Responsibilities | Plan & guide learning experiences for Preservice Teacher, including observations and progressive development of teaching competence in consultation with Tertiary Mentor. Assist reflection, evaluation through discussion. Complete written feedback on as many lessons as possible and discuss. Complete Final Report consulting with Tertiary Mentor. |
Preservice Teachers undertaking a 3rd Year Professional Experience need to be guided and assessed against Elements and Aspects of the *Professional Experience Report: Non Graduate Preservice Teacher* and its associated Evidence Guide.

<table>
<thead>
<tr>
<th>Tertiary Mentor</th>
<th>1 Liaison &amp; 1 Mentoring Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Details</td>
<td>Page 5.</td>
</tr>
<tr>
<td>Payment &amp; Claiming Procedures</td>
<td>Please note that claims must be submitted in the same year that the practicum is undertaken. Refer to page 25.</td>
</tr>
</tbody>
</table>
### Compulsory Pre-Placement Visit
To be negotiated with the Cooperating Teacher prior to the Professional Experience placement. See pages 8 & 9.

### Practicum Dates
27 April – 29 May 2009: 25 day block placement

### Suggested Preservice Teacher learning program: experiences and responsibilities
On average across the placement: 14 – 18 lessons per week (based on average 40 minute lessons)

**SUGGESTED PROGRAM**
- **Week 1:** Days 1&2: largely observation of Cooperating Teacher(s) teaching – discussion of learning outcomes, strategies, programs, class/student needs
  - Days 3-5: commencing co-teaching activities/lessons including lesson planning. Expectations for week 2 teaching clarified.
- **Week 2:** Progressively assuming responsibility for formal lesson plans across at least 3 class groups; by end of week responsibility for approximately 3 lessons per day.
- **Week 3:** Continuing to build teaching responsibility, including trialling a diversity of approaches across 3 classes on average. Observing teaching of other teachers. Comprehensive written evaluations of own and others teaching. Linkages to NSWIT Elements evident (see Evidence Guides)
- **Weeks 4 & 5:** Full responsibility for teaching of at least 3 classes across the final 2 weeks including planning for sequential teaching sessions, comprehensive lesson planning, assessment and evaluation, working towards unit development. Evidence of involvement in and awareness of whole school activities.

### Observation of Classes
Minimum: one per day – comprehensive evaluations and linkages made to NSWIT Elements

### Attendance
Attendance is mandatory and students will be required to make up any time lost due to illness, misadventure or other unforeseen circumstances where their attendance is less than 100% of the professional experience. Pages 16 & 17.

### Cooperating Teacher's Responsibilities
Plan & guide learning experiences for Preservice Teacher, including observations and progressive development of teaching competence in consultation with Tertiary Mentor. Assist reflection & evaluation through discussion. Complete written feedback on as many lessons as possible and discuss. Complete Final Report consulting with Tertiary Mentor.
<table>
<thead>
<tr>
<th><strong>Tertiary Mentor</strong></th>
<th>1 Liaison &amp; 1 Mentoring Visit for both practicum periods.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Planning</strong></td>
<td>Lesson and unit planning are compulsory. Written lesson plans must be submitted to the cooperating teacher for approval prior to the lesson. Written evidence of self-reflection for each lesson is required.</td>
</tr>
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</tr>
</tbody>
</table>
NOTE: This supervised Professional Experience component is preparation for Preservice Teachers for a TESOL Internship in semester 2.

<table>
<thead>
<tr>
<th>Pre-Placement Visit</th>
<th>To be negotiated with the Cooperating Teacher in the two weeks prior to practicum beginning. See pages 8 &amp; 9.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESOL Practicum Dates</td>
<td>23 March – 9 April 2009 (14 days, excluding Good Friday holiday)</td>
</tr>
<tr>
<td>Minimum Teaching Load</td>
<td>To be announced.</td>
</tr>
<tr>
<td>Observation of Classes</td>
<td>At least one per day.</td>
</tr>
<tr>
<td>Attendance</td>
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</tr>
<tr>
<td>Cooperating Teacher's Responsibilities</td>
<td>Plan &amp; guide learning experiences for Preservice Teacher, including observations and progressive development of teaching competence in consultation with Tertiary Mentor. Assist reflection &amp; evaluation through discussion. Complete written feedback on as many lessons as possible and discuss. Complete Final Report consulting with Tertiary Mentor.</td>
</tr>
<tr>
<td>Tertiary Mentor</td>
<td>1 Mentoring Visit for practicum period.</td>
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<tr>
<td>Lesson Planning</td>
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</tbody>
</table>
Bachelor of Education

(Secondary: Human Movement & Health Education)
FOREWORD

Professional Experience components provide opportunities for Preservice Teachers to integrate theory with practice. This experience in schools needs to be valuable for all concerned – the students, the Cooperating Teacher and the Preservice Teacher. Preservice Teachers will gain most from the Professional Experience when they become actively involved in the programmed educational activities at their practicum school. Being willing to participate in the life of the school as well as offering to assist with typical teacher activities eg. Coaching teams, planning carnivals etc will increase the value of the Practicum experience as it will more accurately reflect the real work of teachers.

GENERAL INSTRUCTIONS

• Preservice Teachers **must undertake a COMPULSORY pre-placement visit of at least one day before the first day of the Practicum.** This meeting is designed to meet the Cooperating Teacher, gather information about the structure of the school day and week, devise a timetable, discuss lesson and unit planning, gain an understanding of the class groups to be taught and identify when the Preservice Teacher will commence teaching (see specific notes related to the Year 2, Year 3 and Year 4 Practicum for more information).

• When developing a Professional Experience timetable, try to leave time between written lessons for:
  • Self reflection about the lesson just taught (to be written as a self reflection at the end of the lesson plan)
  • Discussion time with Cooperating Teacher and/or Tertiary Mentor (add written notes about these discussions at the end of each lesson plan)
  • Planning future lessons
  • Preparation of materials for future lessons
  • Observing PDHPE lessons and where possible lessons in other Key Learning Areas
  • Progressively work on the development of the portfolio.

LESSON PLANNING

1. Preparing both lesson plans and unit outlines is mandatory. They should be kept in a **Teaching Resource File**, together with teaching resources, materials, self reflections and feedback sheets from Cooperating Teacher and Tertiary Mentor. This may be a spiral bound A4 book or a loose leaf folder. (If a loose leaf folder is used all pages should be available on request by either Cooperating Teacher or Tertiary Mentor). Relevant assessment tasks from Teaching and Learning in PDHPE and Teaching and Learning in PDHPE 2 should also be included as part of the Portfolio.

2. Lesson plans and unit outlines must be shown to the Cooperating Teacher, at the beginning of each day for checking and advice.
3. Each lesson plan must be written to reflect and record planning for the lesson being taught. As a rule of thumb, each lesson plan should contain enough details for another person not involved in its planning to be able to teach from it without consulting the planner. It should include space for self reflection and a summary of discussions with the Cooperatoring Teacher and /or Tertiary Mentor.

4. All lesson plans are important material for the Tertiary Mentor and HMHE staff members as well as for the Cooperating Teacher and/or Tertiary Mentor.

5. Lesson plans must be prepared in one of the formats explained and used in Teaching and Learning in PDHPE, Determinants of Health or Teaching and Learning in PDHPE 2.

**DRESS CODE**

Preservice Teachers are required to be dressed in professional attire during the Practicum. Looking like you want to teach will have a positive impact on your ability to manage student behaviour. Wearing board-shorts, having your midriff exposed or wearing singlet -style tops are not examples of being professionally attired.
YEAR 1 PROFESSIONAL EXPERIENCE REQUIREMENTS

In 2009 the University of Sydney is introducing a revised Bachelor of Education: Human Movement. This program has recently been accredited by the NSW Institute of Teachers incorporating increased Professional Experience components. In order to orientate Preservice Teachers to schools and teaching the Year 1 Professional Experience program has a K-6 focus. It aims to provide orientation experiences that will be built upon in the subsequent Professional Experience components in secondary schools.

GENERAL AIMS OF YEAR 1 PROGRAM

Student teachers will be placed in pairs for this practicum placement.

At the completion of this Professional Experience placement, student teachers will be able to:

- Develop the capacity to collect relevant information from personal observation, communication with staff and students and examination of relevant school-based resources
- Observe and interact with students and start to deepen understanding of students’ behaviour, attitudes, language, movement and levels of conceptual development
- Build confidence in being part of a school environment including communicating appropriately with students and teaching staff
- Thoughtfully reflect on their own practice and the teaching practices they observe and to be able to record their observations and experiences and discuss them with supervising teachers, lecturers and peers
- Evaluate the place of PDHPE in the K-6 setting and its significance in fostering student wellbeing
- Begin to plan, organise, implement and evaluate simple teaching activities within the K-6 PDHPE and other Key Learning Areas
- Collect information on the whole school environment and the teaching and learning process including structure, organisation and functioning, policy and procedures and community involvement
- Begin to formulate strategies for effective teaching practices and develop a personal philosophy of teaching and learning

Expectations of the student teacher:

- To attend the allocated school on the five designated practicum days and practicum block during the normal staff attendance hours
- Adhere to guidelines for professional role modelling in terms of punctuality, dress and speech
- To follow correct procedures, as outlined in the Faculty of Education and Social Work policies and procedures if they are unable to attend due to a significant impediment.
• To work in pairs to discuss observations and/or activities. However it is expected that each individual student undertakes the completion of all required tasks independently
• Prepare lessons thoroughly including research of materials (with direct syllabus links)
• Demonstrate a willingness to accept and participate fully in all duties and to seek out additional experiences in the school
• A capacity to be open and thoughtful as well as a good listener and a perceptive questioner
• To complete with supervising teacher (where necessary) the observation booklet and submit it as part of the assessment requirements for EDUH1005

**Expectations of Principal and/or Cooperating Teacher(s):**

• To select an experienced teacher to mentor a pair of University of Sydney student teachers
• To provide guidance to student teachers about their role as an observer, classroom teacher and member of staff
• To provide adequate opportunities for both student teachers to teach the required hours in this practicum placement (8 hours)
• To provide adequate and equal supervision and support for both student teachers at all times
• To provide feedback and discussion around required teaching observation and classroom practice
• To provide specific individualised feedback on lesson planning and teaching styles and strategies
• To provide advice for professional development and growth
• To provide opportunities, where appropriate, for participation in the broader school environment (e.g. staff meetings, school assemblies, observing specialist programs, lunch time duties, etc.)
• To complete a brief evaluation of the student teachers’ overall professional experience in the school
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<tr>
<td><strong>Practicum Dates</strong></td>
<td>Wednesdays: 29 April to 27 May (5 separate days weekly) 1 June – June 12, 2009 (2 week block) 15 days total</td>
</tr>
<tr>
<td><strong>Suggested Preservice Teacher learning program: experiences and responsibilities</strong></td>
<td>Preservice Teachers placed in pairs with at least one allocated Cooperating Teacher. Placement has a whole school focus aimed to develop understandings of primary schools, teachers and students as learners particularly with respect to the PDHPE KLA. Preservice Teachers will participate across the school in activities associated with this KLA. Initial dispersed days will have a strong observation focus. In the block period Preservice Teachers need to have the opportunity to plan, implement and evaluate some teaching activities to groups or classes with guidance and support.</td>
</tr>
<tr>
<td><strong>Observation of Classes</strong></td>
<td>Written report of observation of classes to form part of portfolio. At least one observation per day in classes across all Key Learning Areas.</td>
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<td><strong>Attendance</strong></td>
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<td><strong>Teaching Resource File</strong></td>
<td>Compile a Teaching resource File Have it available for your Tertiary Mentor.</td>
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**YEAR 2 PROFESSIONAL EXPERIENCE REQUIREMENTS**

NOTE: 2009 Year 2 is the last cohort of University of Sydney students to complete the old award.

This professional experience is a mandatory component within the unit EDUH2010, Professional Experiences in PDHPE 1. It consists of a 25 day placement in a primary school setting. The intentions are for the Preservice Teacher to develop an understanding of the general nature of primary school teaching as well as allowing time for a relationship to develop between the Preservice Teacher, the Cooperating Teacher and the children.

The students have completed a course in Teaching Methods in Personal Development, Health and Physical Education (PDHPE I) which centres on the K-6 PDHPE syllabus. While it is expected that the Preservice Teachers will teach aspects of PDHPE, it is also appropriate for them to gain experience, initially working with small groups, in other Key Learning Areas.

The in-school experience also provides opportunities for Preservice Teachers to observe whole school practices and classroom practices across year levels. They are required to gather material for a Portfolio to enable them to formulate productive links between the theory covered in lectures and professional teaching practice in a school setting. It is expected that the Preservice Teachers assist (although their ability may be limited by their limited experience) with any of the various roles the class teacher fulfils in the school.

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**BACHELOR of EDUCATION (SEC: HMHE) – YEAR TWO**

<table>
<thead>
<tr>
<th>Compulsory Pre-Placement Visit</th>
<th>To be negotiated with Cooperating Teacher prior to practicum commencement. See pages 8, 9 &amp; 52</th>
</tr>
</thead>
</table>
| Practicum Dates              | 1 June – 3 July 2009  
24 day block (one public holiday) |
<p>| Suggested Preservice Teacher learning program: experiences and responsibilities | By day 2 or 3 of first week, students should assist Cooperating Teacher in both theory and practical lessons of PDHPE (progressing from taking a small group of the class and teaching an aspect of the lesson in parallel with the Cooperating Teacher to taking all the class for an aspect of the lesson. Students should have experienced up to 2 hours of classroom instruction during the first week. Weeks 2 – 5: at least 6 hours per week (teaching whole class groups) |</p>
<table>
<thead>
<tr>
<th><strong>Observation of Classes</strong></th>
<th>Written report of observation of classes to form part of portfolio. At least one observation per day in classes across all Key Learning Areas.</th>
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<td>1 Liaison &amp; 1 Mentoring Visit.</td>
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</table>
TEACHING LOAD

As this is the first practicum experience for HMHE students, a brief introductory period to familiarise the Preservice Teacher with school policies and procedures as well as the structure of classes and the demeanor of the students is appropriate. By day two or three of the first week the Preservice Teacher should have assisted the Cooperating Teacher with teaching some aspects of both theory and practical lessons in PDHPE.

This teaching should progress from taking a small group of the class in parallel with the Cooperating Teacher to taking the whole class for one aspect of the lesson (eg. the introduction). Working with the Cooperating Teacher on other Key Learning Areas is also appropriate.

In the first week Preservice Teachers are expected to be with their Cooperating Teacher(s) for a full teaching load, ie. 2/3 of a teaching week. The remaining time needs to be directed towards preparation for teaching responsibilities in the following weeks of your placement.

The Preservice Teacher should have experienced up to two hours of classroom instruction during the first week. During week two the Preservice Teacher is to assume more responsibility for classes and is to be teaching whole class groups. Weeks two and three should include at least six hours per week of teaching.

The opportunity for the Preservice Teacher to observe lessons taught by the Cooperating Teacher, by other teachers or by fellow Preservice Teachers is to be encouraged. It would also be beneficial if the Preservice Teacher could observe the teaching of lessons from other Key Learning Areas to increase their understanding of the diversity of the primary school curriculum and to expose them to a variety of teaching and classroom management styles.

The Professional Experiences are an opportunity for Preservice Teachers to relate theory to practice. The experience in schools must be valuable for all concerned – the children, the Cooperating Teacher and the Student. Preservice Teacher will gain most from the Professional Experience when they become actively involved in the programmed educational activities, especially when willing to assist in every possible way.
YEAR 3 PROFESSIONAL EXPERIENCE REQUIREMENTS

This professional experience is a mandatory component in the unit EDUH3007, Professional Experiences in PDHPE II. **It is the first experience the Preservice Teachers have of teaching PDHPE in secondary schools.** It is intended that this in-school experience will build on the skills developed during the Year 2 in-school experience in a primary school setting. As well as developing their own understanding of students in the junior high school and their needs, the Preservice Teachers will be expected to assist in student assessment, reflect on their own teaching, discuss their teaching with the Coordinating Teacher, plan and teach at least four units of work from the school’s PDHPE program, and participate in whole school activities.

### BACHELOR of EDUCATION (SEC: HMHE) – YEAR THREE

<table>
<thead>
<tr>
<th>Pre-Practice Visit</th>
<th>To be negotiated with Coordinating Teacher in the week prior to practicum commencement. See pages 8, 9 &amp; 52.</th>
</tr>
</thead>
</table>
| Practicum Dates   | 1 June – 3 July 2009  
24 day block (one public holiday) |
| Minimum Teaching Load | 12 – 14 lessons per week  
(based on 40 minute lessons, reduced proportionally if the school’s lessons are longer) |
| Observation of Classes | Written report of observation of classes to form part of portfolio. At least one observation per day in classes across all Key Learning Areas. |
| Attendance | Attendance is mandatory (except for Public Holiday 9 June) and students will be required to make up any time lost due to illness, misadventure or other unforeseen circumstances where their attendance is less than 100% of the professional experience. Pages 16 & 17. |
| Coordinating Teacher's Responsibilities | Complete Report.  
Complete written feedback on as many lessons as possible. |
| Tertiary Mentor | 2 Mentoring visits |
| Lesson Planning | Lesson and unit planning are compulsory.  
Word processed lesson plans must be submitted to the cooperating teacher for approval the day prior to the lesson. |

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THE INTRODUCTORY PERIOD
As this is the first practicum in a secondary school a brief introductory period to familiarise the Preservice Teacher with school policies and procedures as well as the structure of classes and the students is appropriate. By the end of the first week the Preservice Teacher should have progressed from assisting the Cooperating Teacher with teaching some aspects of both theory and practical lessons in PDHPE to teaching whole classes.

In the first week Preservice Teachers are expected to be with their Cooperating Teacher(s) for a full teaching load, ie. 2/3 of a teaching week. The remaining time needs to be directed towards preparation for teaching responsibilities in the following weeks of your placement.

From week two the Preservice Teacher is to assume full responsibility for all classes. If a serious problem with class control becomes evident it is recommended that for the second week, the Preservice Teacher work with half the class in parallel with the Cooperating Teacher. By week three the Preservice Teacher should be taking full responsibility for all classes.

THE CLASS LOAD
During week one and the first two days of week two, the Preservice Teacher should work with no more than two classes per day. These may be single or double periods (based on 40 minute periods). From then on the Preservice Teacher should have no more than the equivalent of four 40 minute periods per day (preferably 12 to 14 periods per week). The opportunity for the Preservice Teacher to observe lessons taught by the Cooperating Teacher, by other teachers (especially senior classes, including Community and Family Studies) or by fellow Preservice Teachers is to be encouraged. It would also be beneficial if the Preservice Teachers could observe the teaching of lessons from other key learning areas to increase their understanding of the diversity of the secondary school curriculum and to expose them to a variety of teaching and behaviour management style.
TEACHING AREAS (specific units of work)

It is hoped that the Preservice Teachers will be able to teach sufficient aspects of the program to experience the integrated nature of the PDHPE syllabus. It is greatly appreciated when the Cooperating Teacher is able to permit a more confident Preservice Teacher to teach material that is new to the Preservice Teacher and which is scheduled later in the school year to a responsive class.

The Preservice Teacher is required to develop a unit outline and lesson plans for each unit of work taught. Detailed lesson plans are still required if a school has developed student workbooks. The Preservice Teachers are also required to gather materials and resources and make notes to enable them to compare the theory covered in lectures with the practice in a school setting. It is expected that the Preservice Teacher will assist (although their ability may be limited by their inexperience) with any of the various roles members of the PDHPE staff fulfil in the school and that they participate in general school life eg staff meetings, staff morning teas, playground duty (with Cooperating Teacher), relevant committee meetings and team coaching for the school sport program.

Tertiary Mentors will make two Mentoring visits. They will discuss the Preservice Teacher's progress with the Preservice Teacher and the Cooperating Teacher. Grading for this practicum will be Satisfies Requirements or Fail. The Cooperating Teacher will write the Practicum Report usually after consultation with the Tertiary Mentor. A checklist to assist with the process is provided.
YEAR 4 PROFESSIONAL EXPERIENCE REQUIREMENTS

This professional experience is a mandatory component within the unit EDUH4048, Professional Experiences in PDHPE III. It is the second experience Preservice Teachers have of teaching PDHPE in secondary schools. It is intended that this in-school experience will build on the skills developed during the Year 3 in-school experience. Preservice Teachers will develop an understanding of students in the junior high school and their needs, assist in student assessment, reflect upon their own teaching, and plan and teach at least four units of work from the school’s PDHPE program. The Preservice Teachers will also be expected to develop an understanding of students in the senior school (where applicable), demonstrate preparation and skill in presenting wet weather lessons and demonstrate teaching competence. Working with children with special education needs is also appropriate.

If it is not possible to take responsibility for teaching senior classes (years 11 & 12), Preservice Teachers must organise a significant amount of observation in this final stage.

BACHELOR of EDUCATION (SEC: HMHE) – YEAR FOUR

<table>
<thead>
<tr>
<th>Compulsory Pre-Placement Visit</th>
<th>To be negotiated with Cooperating Teacher in the week prior to practicum commencement. See pages 8, 9 &amp; 52.</th>
</tr>
</thead>
</table>
| Practicum Dates             | 1 June – 3 July 2009  
24 day block (one public holiday) |
| Minimum Teaching Load       | 18 – 20 periods per week  
Based on 40 minute periods, reduced proportionally if the school’s lessons are longer. |
| Observation of Classes      | At least one per day. |
| Attendance                  | Attendance is mandatory (except for Public Holiday 9 June) and students will be required to make up any time lost due to illness, misadventure or other unforeseen circumstances where their attendance is less than 100% of the professional experience. Pages 16 & 17. |
| Cooperating Teacher's       | Complete Report.  
Complete written feedback on as many lessons as possible. |
| Responsibilities            | Cooperating Teacher's Responsibilities |
| Tertiary Mentor             | 1 Liaison & 1 Mentoring Visit |

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Lesson Planning
Lesson and unit planning are compulsory. Word processed lesson plans must be submitted to the cooperating teacher for approval prior to the lesson. Written evidence of self-reflection for each lesson is required.

Teaching Resource File
Compile as per directions in handbook. Have the File available for your Tertiary Mentor.

Contact Details
Page 5.

Payment & Claiming Procedures
Please note that claims must be submitted in the same year that the practicum is undertaken. Refer to page 25.

THE INTRODUCTORY PERIOD
As the Year 4 Preservice Teacher has had some experience of teaching in secondary schools, it is expected that they will need only a brief introductory period to familiarise themselves with school policies and procedures as well as the structure of classes and the students. Therefore, the Preservice Teacher should assume full responsibility for all classes by Wednesday of the first week. (If it is found that a Preservice Teacher has serious problems with class control it is recommended that the Preservice Teacher work with half their timetable load until the end of the second week and then assume full responsibility for all classes).

THE CLASS LOAD
The Preservice Teacher should have the equivalent of 18 to 20 periods per week (based on a 40 minute period). The opportunity for the Preservice Teacher to observe lessons taught by the Cooperating Teacher, by other teachers (especially senior classes, including Community and Family Studies) or by fellow Preservice Teachers is to be encouraged. It would also be beneficial if the Preservice Teacher could observe the teaching of lessons from other key learning areas to expose them to a variety of teaching and behaviour management styles. Preservice teachers should be observing or implementing teaching activities for 2/3 of the full teaching time.

TEACHING AREAS (specific units of work)
It is hoped that the Preservice Teacher will be able to teach sufficient aspects of the program to experience the integrated nature of the PDHPE syllabus.

The Preservice Teacher is required to develop a unit outline and lesson plans for each unit of work taught. Detailed lesson plans are still required if a school has developed student workbooks. The Preservice Teacher is also required to gather materials and resources and make notes to enable them to compare the theory covered in lectures with the practice in a school setting. It is expected that the Preservice Teacher assist (although their ability may
be limited by their inexperience) with any of the various roles members of the PDHPE staff fulfil in the school and that they participate in general school life eg staff meetings, staff morning teas, play-ground duty (with Cooperating Teacher), relevant committee meetings and team coaching for the school sport program.

The Tertiary Mentors will make one Mentoring and one Liaison visit. They will discuss the Preservice Teacher's progress with the Preservice Teacher and the Cooperating teacher. Grading for this Practicum will be Satisfies Requirements or Fail. The Cooperating Teacher will write the Practicum Report after consultation with the Tertiary Mentor. A checklist to assist with the process is provided.

TEACHING RESOURCE FILE

TEACHING ORGANISATION AND CONTENT OF THE PORTFOLIO
Compilation of a Teaching Resource File is a valuable part of the Professional Experience program. Observational activities serve to broaden Preservice Teachers’ understanding and appreciation of the complex roles of the teacher in the classroom, within the school, within the immediate neighbourhood and within the community at large. This File can become a source of useful information in Year 3 and Year 4 units such as Teaching and Learning in PDHPE 2, Administration of PDHPE 3, Administration of PDHPE & Sport and Planning for Healthy Behaviour.

Preservice Teachers are to compile a record of pertinent general observations of the school and a collection of useful ideas and resource materials. While these activities should not be confined to the practice teaching period, students are expected to take advantage of the opportunities these periods provide. The File is to be shown to the Tertiary Mentor before the end of the Practicum.

By the end of the HMHE course the File should contain information about the whole school policies and practices of three schools, including community involvement as well as the policies and practices of the PDHPE department.
ORGANISATION AND CONTENT OF THE FILE

The Teaching Resource File is best constructed as a series of reports about each school to which the student is attached for professional experience. The following headings and comments indicated areas students might be expected to consider.

THE COMMUNITY AND SCHOOL

- Description of the area around the school, natural resources, degree of urbanisation and industrialisation, socio-cultural and socio-economic character of population, community facilities
- School-community relations, school-parent organisations, school-parent cooperation and interaction
- Local health agencies

THE SCHOOL ENVIRONMENT

- Description of the school, physical features, layout design, advantages and disadvantages
- School organisation-student classification, intra-class grouping, team teaching, responsibilities of teachers beyond the classroom
- Special activities and arrangements – physical education, art, clubs, choirs
- Provision for children with special needs
- Provision for LOTE
- Equipment
- Library – duties of specialist teachers
- Policies – safety, discipline, uniform, harassment, racism, sexism, canteen etc
- Health Promoting School initiative

CLASS ORGANISATION

- Age composition and ability level of students
- Classroom layout, seating arrangements
- Teaching procedures – teacher’s use of chalkboard, aids, audio-visual devices, notable adoptions of basic teaching procedures
- Classroom management procedures and routines
- Noteworthy approaches eg intra-class grouping, individualised instruction, use of textbooks and graded materials
- Teacher’s records – attendance, attainments etc
- Programming – examples of a variety of approaches, programming for the “integrated day”, programming for the “open classroom”
ASSESSMENT PROCEDURES

- School policies and schemes eg weekly, monthly, half-yearly tests
- Testing for basic skills
- Example of standardised tests and their use
- Examples of teacher-made tests
- Forms for reporting to parents
- Special testing by school counsellors
- Referral of children to specialist services
- Medical examinations
- ESL profiles

SPORT ORGANISATION

- Organisation and administration of the sports program at the school level
- School sporting team organisation, supervision and coaching
- Whether there is a zone and regional structure (or equivalent) that the school belongs to and how this operates eg interschool sport, gala days, carnivals
- Staff development
- Funding for the school sport program
BEd/BA
BEd/BSc
(Psychology)
(Secondary: Teaching)
<table>
<thead>
<tr>
<th><strong>Pre-Placement Visit</strong></th>
<th>To be negotiated with Cooperating Teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practicum Dates</strong></td>
<td>Semester 2: Dates to be announced.</td>
</tr>
<tr>
<td><strong>Teaching Load</strong></td>
<td>10 -12 periods per week</td>
</tr>
<tr>
<td></td>
<td>(based on 40 minute lessons, reduced proportionally if the school’s lessons are longer).</td>
</tr>
<tr>
<td><strong>Observation of Classes</strong></td>
<td>At least one lesson per day.</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>100% attendance is mandatory. Students will be required to make up any time lost due to illness, misadventure or other unforseen circumstances. Pages 16 &amp; 17.</td>
</tr>
<tr>
<td><strong>Cooperating Teacher’s Responsibilities</strong></td>
<td>Complete Report. Complete written feedback on as many lessons as possible.</td>
</tr>
<tr>
<td><strong>Tertiary Mentor</strong></td>
<td>1 Mentoring visit</td>
</tr>
<tr>
<td><strong>Lesson Planning</strong></td>
<td>Lesson and unit planning are compulsory. Written lesson plans must be submitted to the cooperating teacher for approval prior to the lesson. Written evidence of self- reflection for each lesson is required.</td>
</tr>
<tr>
<td><strong>Contact Details</strong></td>
<td>Page 5.</td>
</tr>
<tr>
<td><strong>Payment &amp; Claiming Procedures</strong></td>
<td>Please note that claims must be submitted in the same year that the practicum is undertaken. Refer to page 25.</td>
</tr>
</tbody>
</table>
FOREWORD

This is the final year of this degree which prepares graduates who will qualify as school counsellors as well as teachers in secondary schools, either in a specified Science or Maths discipline area or in a Humanities area such as English, History or TESOL.

Preservice Teachers study science or arts in specified subjects, which they will be teaching in secondary schools, and simultaneously they complete a major in Psychology, and units of study in Curriculum, Teaching & Learning and Education Functions.

In years 3 and 4 of the Secondary Combined Degree program they engage in practicum, an integral part of the Degree. Professional Experiences are a cooperative effort between the University and the schools to which Preservice Teachers have been allocated. The Practicum is designed to augment University coursework and to provide Preservice Teachers with opportunities to develop their personal teaching skills and professional understandings.

Preservice Teachers in the program will also undertake 4 counselling Practicum periods during the five year program.

LESSON AND UNIT PLANNING

Programs and lesson plans, identifying outcomes, suitable procedures and content, will be documented for all lessons. Planning will be based on embedding technology into teaching and learning for one of the allocated classes. Plans will include assessment strategies and will be reflectively evaluated after implementation. Preservice Teachers will be responsible for the planning, delivery and assessment of the topics that they teach. There is no single prescribed format for lesson and/or unit planning. The Cooperating Teachers may well direct Preservice Teachers to plan units/lessons in a format to conform with particular school/faculty guidelines/practices.

There must be written evidence of all planning. While plans may vary, common elements generally include:

- Identification of specific objectives and outcomes;
- Identification of key concepts/skills;
- Specification of procedures/tasks to be completed by students including resources to be used, linked to achievement of objectives/outcomes;
- Strategies to gain learners’ interest and to inform them of key ideas and tasks to be completed;
- Indication of progression in lesson sequence;
- Strategies for progressive and summarised assessment of students’ work and evaluation of lessons/units; and
- Procedures for reflective evaluation of teaching and program planning and implementation.
Master of Teaching
Bachelor of Teaching
INTRODUCTION

The Master of Teaching (MTeach) degree is a two year professional degree (and the BTeach is a 3-semester degree), designed to produce high quality teachers through a carefully integrated program of study. The MTeach and BTeach were established in 1996 as replacements for the university's 1-year Diploma in Education program. Candidates for the degree are graduates with a first degree, usually with a major in at least one of their subject specialisations. All MTeach candidates meet and indeed exceed NSW DET and Institute of Teachers criteria for accreditation in their chosen discipline areas. Many are mature age people with rich life experience and varied professional skills.

The Master of Teaching course:

• addresses important contemporary issues in schooling and education using case-based and inquiry methods;
• provides carefully sequenced school experiences culminating in an intensive workplace internship; and
• positively assists professional growth in participants especially by fostering reflection upon action (culminating in an Action Research Project as part of their final professional experience component, the 9-week Internship in 2nd Year).

The distinctive components of the MTeach and BTeach programs are designed to build upon each candidate's discipline knowledge and thinking skills, encouraging the further development of:

• critical judgement
• rigorous and independent thinking
• accountability for decisions
• self-evaluation
• problem solving capacities
• creativity and imagination.

These goals will be achieved through cooperative and individual learning and inquiry-based approaches to teaching and learning, which challenge participants to tackle stimulating, challenging and convincing cases based on real-life schooling situations.
INTERNET RESOURCES FOR PROFESSIONAL EXPERIENCES

Resources for Professional Experiences and information on the nature of the MTeach/BTeach program can be found at the following websites:

Faculty of Education and Social Work
http://www.edsw.usyd.edu.au

Master of Teaching
http://mteach.edfac.usyd.edu.au

STRUCTURE OF MTEACH PRACTICAL COMPONENTS

The Professional Experience components of the MTeach degree comprise four elements:

YEAR 1

• Three full day Observation Visits to school (K-12) sites (Mar/Apr)
• Professional Experience 1:
  Focus: The roles of the teacher in the classroom - NSWIT Professional Teaching Standards: Elements 2,4 & 5

YEAR 2

• Professional Experience 2:
  Focus: The roles of the teacher in the classroom and the school – NSWIT Professional Teaching Standards – Elements 1, 3, 6 & 7

  Candidates may exit the program at this point to qualify for the Bachelor of Teaching.

• Internship:  Focus: The roles of the teacher in the school and the community – NSWIT Professional Teaching Standards – Elements 1-7
  School Term 3: 45 days = 9 weeks at five days per week
PRESERVICE TEACHER’S PRIOR COURSEWORK

The MTeach degree is organised into two academic course components:

**Study 1** (across curriculum studies in schooling, curriculum, teaching and learning, Information Technology in Education and Special Education) and

**Study 2** (pedagogic studies in specific teaching subjects or curriculum areas).

Study 1 provides opportunities for Preservice Teachers to develop understandings of teaching and educational issues based on research and writing derived from the various disciplines of Education. Study 2 deals with issues of curriculum and teaching in the Key Learning Areas for which the Preservice Teacher is preparing to teach.

By the beginning of **Professional Experience 1**, all First Year students will have completed:

- coursework in Study 1 (the *Introduction to Teaching & Learning* unit and the first half of *Teachers and Learners in Schools* unit);
- an *Information Technology in Education* course unit;
- Secondary Preservice Teachers will have undertaken up to 36 hours of Study 2 in each of the two curriculum subjects they are preparing to teach; and
- **Primary Preservice Teachers** will have completed 24 hours of curriculum studies in the Key Learning Areas (KLA) of English and Maths and 12 hours in Drama, Music, HSIE and Science and Technology. Study in the other KLAs of the Primary school will occur after Professional Experience 1 and in the subsequent year.

By the beginning of **Professional Experience 2**, all Second Year Preservice Teachers will have undertaken:

- further coursework in Study 1;
- a course in *Special Education*; and
- further curriculum studies in each of the subjects they are preparing to teach. Primary Preservice Teachers will have completed curriculum studies in all of the Primary Key Learning Areas.

PROFESSIONAL EXPERIENCE 1 - AUGUST/ SEPTEMBER

In Professional Experience I, Preservice Teachers are judged as ‘SATISFIES REQUIREMENTS’ or ‘FAIL’ on the basis of their teaching performance against the outcomes criteria listed within the **Professional Experience Report: Non Graduating Preservice Teacher** and supported by information contained in the **Evidence Guide I**. Preservice Teachers judged as ‘Satisfies Requirements’ should demonstrate achievement of each of the eight criteria listed in this Report. See the first section of this Handbook for further guidance regarding assessment.
PROFESSIONAL EXPERIENCE 2 – APRIL/MAY

In Professional Experience II, Preservice Teachers are judged as ‘SATISFIES REQUIREMENTS’ or ‘FAIL’ on the basis of their teaching performance against the outcome criteria listed within the Professional Experience Report: Graduating Preservice Teacher guided by the descriptors in the Evidence Guide II. Preservice Teachers judged to ‘Satisfies Requirements’ should demonstrate achievement of each of the eight criteria listed.
### MASTER OF TEACHING – YEAR ONE

**FOCUS:** NSWIT Professional Teaching Standards – Elements 2, 4 & 5

| Pre-placement visits | 10 and 17 August 2009*  
*Visits are compulsory. See pages 8 & 9. |
|----------------------|-------------------------------------------------|
| **Practicum Dates**  | **Practicum 1:** 24 August – 25 September 2009  
25 day block |
| **Suggested Pre-service Teacher learning program: experiences and responsibilities** | **Secondary:** 10 – 14 periods per week, based on a 40 minute period  
**SUGGESTED PROGRAM**  
**Week 1:** Days 1-3: observation of Cooperating Teacher(s) teaching – discussion of learning outcomes, strategies etc Days 4 & 5: commencing co-teaching activities/lessons, plans for week 2 teaching in place  
**Week 2:** Progressively assuming responsibility for formal lesson plans across for example 3 class groups; by end of week involvement in approximately 3 lessons per day.  
**Week 3:** Continuing to build teaching responsibility, including diversity of approaches across 3 classes on average. Observing teaching of other teachers. Written evaluations of own and others teaching.  
**Week 4 & 5:** Full responsibility for teaching of at least 3 class groups across 2 weeks including planning for sequential teaching sessions, comprehensive lesson planning and evaluation. Evidence of involvement and awareness of whole school activities. |
| **Primary:** | 2-3 lessons per day progressing to whole sessions. |
| **Observation of Classes** | Includes assistance and team teaching with the Cooperating Teacher. An average of one lesson per day including observation of other Pre-service Teachers and teachers of other grades/stages and curriculum areas (secondary). Written reflections required. |
| **Attendance** | Attendance is mandatory and students will be required to make up any time lost due to illness, misadventure or other unforeseen circumstances where their attendance is less than 100% of the professional experience. Pages 16 & 17. |
| **Cooperating Teacher's Responsibilities** | Plan & guide learning experiences for Preservice Teacher, including observations and progressive development of teaching competence in consultation with Tertiary Mentor. Assist reflection & evaluation through discussion. Complete written feedback on as many lessons as possible and discuss. Complete Final Report consulting with Tertiary Mentor. Pre-service Teachers completing this Professional Experience component need to be guided and assessed against the Elements and Aspects as outlined in the *Professional Experience Report: Non Graduating Preservice Teacher* and its associated Evidence Guide. |
| **Tertiary Mentor** | 2 Mentoring visits or equivalent if working with a group of Preservice Teachers in one school site. |
| **Lesson Planning** | Lesson and unit planning are compulsory. Written lesson plans must be submitted to the Cooperating Teacher for approval prior to the lesson. Written evidence of self-reflection for each lesson and links made to relevant Elements for the Professional Teaching Standards is required. |
| **Contact Details** | Page 5. |
| **Payment & Claiming Procedures** | Please note that claims must be submitted in the same year that the practicum is undertaken. Refer to page 25. |

* Pre prac visits negotiated differently for part-time evening students
FOCUS: NSWIT Professional Teaching Standards 1, 3, 6 & 7 (+ building on Elements 2, 4 & 5 from Professional Experience 1).

<table>
<thead>
<tr>
<th>Pre-placement visits</th>
<th>One full day to be negotiated by each student with the school prior to practicum. See pages 8 &amp; 9.</th>
</tr>
</thead>
</table>
| Practicum Dates      | 27 April – 22 May 2009  
20 day block          |
| Suggested Pre-service Teacher learning program: experiences and responsibilities | **Secondary:** 12 – 16 periods per week, based on a 40 minute period  
**SUGGESTED PROGRAM**  
**Week 1:** Days 1&2: largely observation of Cooperating Teacher(s) teaching – discussion of learning outcomes, strategies, programs, class/student needs.  
Days 3-5: commencing co-teaching activities/lessons including lesson planning. Expectations for week 2 teaching clarified.  
**Week 2:** Progressively assuming responsibility for formal lesson plans across at least 3 class groups; by end of week responsibility for approximately 3 lessons per day.  
**Week 3:** Continuing to build teaching responsibility, including trialling a diversity of approaches across 3 classes on average. Observing teaching of other teachers. Comprehensive written evaluations of own and others teaching. Linkages to NSWIT Elements evident (see Evidence Guides)  
**Week 4:** Full responsibility for teaching of at least 3 classes across the final week including planning for sequential teaching sessions, comprehensive lesson planning, assessment and evaluation, working towards unit development. Evidence of involvement in and awareness of whole school activities.  
**Primary:** Whole morning or afternoon sessions, building up to whole days |
<p>| Observation of Classes | Includes assistance and team teaching. An average of one lesson per day, on as many different classes and teachers as possible. |
| Attendance            | Attendance is mandatory and students will be required to make up any time lost due to illness, misadventure or other unforseen circumstances where their attendance is less than 100% of the professional experience. Pages 16 &amp; 17. |</p>
<table>
<thead>
<tr>
<th><strong>Cooperating Teacher's Responsibilities</strong></th>
<th>Plan &amp; guide learning experiences for Preservice Teacher, including observations and progressive development of teaching competence in consultation with Tertiary Mentor. Assist reflection &amp; evaluation through discussion. Complete written feedback on as many lessons as possible and discuss. Complete Final Report consulting with Tertiary Mentor. Preservice Teachers completing this Professional Experience component need to be guided and assessed against the Elements and Aspects as outlined in the <em>Professional Experience Final Report: Graduating Preservice Teacher</em> and its associated Evidence Guide.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tertiary Mentor</strong></td>
<td>1 Liaison visit, 1 Mentoring visit or equivalent if working with a group of Pre-service Teachers in one school site.</td>
</tr>
<tr>
<td><strong>Lesson Planning</strong></td>
<td>Lesson and unit planning are compulsory. Written lesson plans must be submitted to the cooperating teacher for approval prior to the lesson. Written evidence of self-reflection for each lesson is required.</td>
</tr>
<tr>
<td><strong>Contact Details</strong></td>
<td>Page 5.</td>
</tr>
<tr>
<td><strong>Payment &amp; Claiming Procedures</strong></td>
<td>Please note that claims must be submitted in the same year that the practicum is undertaken. Refer to page 25.</td>
</tr>
</tbody>
</table>
Appendices
NEOTIGATED MAKE UP DAY FORM

Preservice Teachers who are absent from any allocated professional experience days are required to make up the absences. Preservice Teachers should negotiate mutually acceptable make up day(s) with their Cooperating Teacher and must submit this form to the Professional Experience Office prior to the commencement of the negotiated days (if necessary by fax from the school on the morning of the make up day).

Preservice Teachers are reminded that on the morning (before school) of any absences, they should notify the School, the Tertiary Mentor and the Professional Experience Office.

__________________________  __________________________
Student Name                                           Student ID

Semester: (Please circle)  One  Two  Year: __________ (eg 2007)

Professional experience: ______________________________ (eg BEd Primary 1)

Name of School: ___________________________ __________________________

<table>
<thead>
<tr>
<th>Date of absence</th>
<th>Reason for absence</th>
<th>Medical certificate or other documentary evidence attached (Required for more than one consecutive day)</th>
<th>Date of corresponding make up day</th>
</tr>
</thead>
<tbody>
<tr>
<td>---/---/---</td>
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</tbody>
</table>

Total Number of make up days: _____

I certify that the make- up days as described will be completed and undertake to notify the Professional Experience Office in writing if they are not carried out.

__________________________  __________________________
Preservice Teacher’s Signature                                           Date:

FAX THIS FORM TO THE PROFESSIONAL EXPERIENCE OFFICE: 9351 4235
Faculty of Education & Social Work  
Division of Professional Experience  

DETAILS OF STUDENT ‘AT RISK’ OF FAILURE  

STUDENT: .......................................................DATE...............  
SCHOOL: .........................................................DEGREE..........  

Please briefly document areas where student is not meeting the criteria. A student must be deemed satisfactory in all Elements to receive a satisfactory grade  

**ASSESSMENT CRITERIA**  

<table>
<thead>
<tr>
<th>Element</th>
<th>Aspect</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Element 1  
Teachers know their subject content and how to teach that content to their students | 1.1.1-1.1.4 |  |
| Element 2  
Teachers know their students and how they learn. | 2.1.1-2.1.6 |  |
| Element 3  
Teachers plan, assess and report for effective learning. | 3.1.1-3.1.1 |  |
| Element 4  
Teachers communicate effectively with their students. | 4.1.1-4.1.5 |  |
| Element 5  
Teachers create and maintain safe and challenging learning environments through the use of classroom management skills. | 5.1.1-5.1.7 |  |
| Element 6  
Teachers continually improve their professional knowledge and practice. | 6.1.1-6.1.8 |  |
| Element 7  
Teachers are actively engaged members of the profession and the wider community. | 7.1.1-7.1.6 |  |

Cooperating Teacher: .......................................................Student: ...............................................  
Tertiary Mentor: .........................................................Date: .........................................................  

Please transmit to Division of Professional Experience Office and provide the student with a copy. FAX: 9351 4235  

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The first part of this form is to be filled in by the Preservice Teacher prior to the commencement of the Practicum block. It should be a reflective exercise based upon any previous educational experience and where applicable previous teaching experiences. The completed form should then be taken by the Preservice Teacher to their placement school during the Pre-Placement Visit and discussed with the Cooperating Teacher. The final section should be completed, if possible, by the Cooperating Teacher prior to the commencement of the placement.

Name: __________________________________  Course: ____________________________

Cooperating Teacher: ______________________  at (school): _________________________

Outline any previous school, teaching or education experience(s). ________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

I feel the gains I made from my previous experience /observation visits .... (consider planning, teaching skills, management etc). Also indicate gains from previous practicums and personal strengths felt to be relevant to the classroom situation.

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

During this placement I would like to have experience in the following areas if there is flexibility to do so. However, I realise that this may not be possible:
e.g. Integration of computers into the curriculum, literacy support programs etc.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
My main goals for this placement are: (list at least three) 
e.g. to aim my lessons more appropriately at individual student ability levels:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

The area(s) I would like most assistance with are:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Preservice Teacher’s Signature: ______________________ Date: ____________________

__________________________________________________________________________

NEGOTIATED INITIAL PLANS FOR THE PRACTICUM

After perusal and discussion of the above profile with the student, the Cooperating Teacher is 
encouraged to negotiate with the student the initial goals, observations and activities for the 
Practicum. 
Note: These proposals are not absolutely binding. They may well change as the Practicum evolves.

Goals to be achieved: ____________________________

__________________________________________________________________________

Key areas for observation: ____________________________

__________________________________________________________________________

Likely Practicum experiences: ____________________________

__________________________________________________________________________
EVIDENCE GUIDE: NON GRADUATING PRESERVICE TEACHER REPORTING

ELEMENTS & ASPECTS OF PROFESSIONAL TEACHING COMPETENCE

- This Evidence Guide, linked to the Early Stage Report format, is based on Elements and Aspects of the NSW Institute of Teachers Professional Teaching Standards for the Graduate Teacher.
- For each of these Elements & Aspects, Evidence Guide statements have been developed to assist supervisors in guiding Preservice Teachers’ learning and in the reporting process (SEE RIGHT HAND COLUMN BELOW)
- AS EVIDENCE STATEMENTS, EACH IS TO BE USED AS A GUIDE ONLY & NOT ASSUMED TO BE DEFINITIVE, PRESCRIPTIVE OR NECESSARY IN ALL CIRCUMSTANCES.
- For students undertaking their first Professional Experience placement, many aspects will only be present in emerging or developing form. It is expected however that each aspect has been evident to a reasonable extent.

PROFESSIONAL KNOWLEDGE

ELEMENT 1. PRESERVICE TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS

<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>EVIDENCE GUIDES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content / discipline</td>
<td>Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanations and linking of content and outcomes to syllabus documents. Accurately answers content-related questions from students.</td>
</tr>
<tr>
<td>Design and implement lesson sequences using knowledge of NSW syllabus documents or other curriculum requirements of the Education Act</td>
<td>Demonstrates knowledge of relevant syllabus documents &amp; requirements through lesson development &amp; identification of outcomes. Designs lesson plans that display logical sequencing of activities. Selects strategies to provide for relevant learning experiences appropriate to a range of students, aiming for engagement, sequencing &amp; significance.</td>
</tr>
</tbody>
</table>

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**ELEMENT 2. PRESERVICE TEACHERS KNOW THEIR STUDENTS AND HOW THEY LEARN**

<table>
<thead>
<tr>
<th>Demonstrate a developing knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning</th>
<th>Seeks to build understanding of the students as well as their cultural, religious and socioeconomic backgrounds. Acknowledges &amp; is respectful of diversity, demonstrating this in approaches to teaching &amp; learning &amp; within interactions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a developing knowledge of the typical stages of students’ physical, social and intellectual development as well as an awareness of exceptions to general patterns</td>
<td>Commencing to identify students’ specific physical, social &amp; intellectual learning needs &amp; to develop appropriate teaching responses. Communicates and interacts in ways appropriate to the students’ developmental stages.</td>
</tr>
<tr>
<td>Demonstrate a developing knowledge of students’ different approaches to learning</td>
<td>Through approaches to lesson planning &amp; teaching demonstrates a developing awareness of &amp; responses to differences in students’ learning styles &amp; needs. Attempts through choice of resources, strategies, questioning etc to attend to different student learning needs.</td>
</tr>
<tr>
<td>Demonstrate a developing knowledge and understanding of how students’ skills, interests and prior achievements and their impact on learning</td>
<td>Seeks knowledge of students’ backgrounds, interests &amp; capacities in an appropriate manner. Aims to take account of such knowledge to guide &amp; inform teaching, communication and professional interactions.</td>
</tr>
</tbody>
</table>
PROFESSIONAL PRACTICE

ELEMENT 3. PRESERVICE TEACHERS PLAN, ASSESS AND REPORT FOR EFFECTIVE LEARNING

<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the capacity to identify and articulate clear and appropriate learning goals in lesson preparation</td>
<td>Identifies clear &amp; appropriate learning goals with respect to syllabus documents &amp; specific learning needs of the group.</td>
</tr>
<tr>
<td></td>
<td>Writes lesson plans that detail goals.</td>
</tr>
<tr>
<td></td>
<td>Articulates clear lesson goals so students can understand the direction of the lesson and expectations.</td>
</tr>
<tr>
<td>Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes</td>
<td>Writes lesson plans which detail such goals through use of objectives &amp; outcomes, specifying content, pedagogy &amp; assessment, as well as sequencing, in consultation with supervisor.</td>
</tr>
<tr>
<td></td>
<td>Creates interesting lessons where students are engaged and on task.</td>
</tr>
<tr>
<td>Select and organize subject/content in logical, sequential and structured ways to address student learning outcomes</td>
<td>Plans &amp; delivers lessons structured in relation to clear &amp; appropriate outcomes, timing, sequencing and attention to diversity.</td>
</tr>
<tr>
<td>Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students’ learning</td>
<td>Developing knowledge of a range of appropriate &amp; engaging materials &amp; resources &amp; commencing to incorporate these into teaching practice.</td>
</tr>
<tr>
<td>Give helpful and timely oral feedback to students</td>
<td>Explains the form &amp; purpose of any assessment tasks to students &amp; provides feedback as to its significance to their learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>Ensures prompt marking or assessment of work.</td>
</tr>
<tr>
<td></td>
<td>Gives constructive and justifiable feedback to students.</td>
</tr>
<tr>
<td>Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor students’ progress</td>
<td>Developing understanding of record-keeping processes and systems consistent with school policy and practice.</td>
</tr>
<tr>
<td>Demonstrate a growing awareness of the principles and practices of reporting to students, parents and caregivers</td>
<td>Recording &amp; discussing assessment results collaboratively with supervising teacher.</td>
</tr>
<tr>
<td>Demonstrate a developing understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning</td>
<td>Developing an understanding of a range of assessment strategies &amp; aiming to incorporate assessment into planning for teaching &amp; learning.</td>
</tr>
<tr>
<td></td>
<td>Shows a developing capacity to evaluate teaching including relevant assessment data to adjust subsequent planning and teaching.</td>
</tr>
</tbody>
</table>
### ELEMENT 4. PRESERVICE TEACHERS COMMUNICATE EFFECTIVELY WITH THEIR STUDENTS

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate effective use of the English language in communicating with students</td>
<td>Uses effective oral communication skills, including grammatically acceptable English. Uses precise vocabulary and technical terms, speaks loudly enough for all students to hear, uses voice effectively with respect to pitch, strength, speed and confidence for the level or stage.</td>
</tr>
<tr>
<td>Demonstrate a range of questioning techniques designed to support student learning</td>
<td>Aims to employ a range of questioning techniques, using a variety of questions, such as open-ended and closed questions. Provides opportunities for students to respond. Acknowledges and values student responses.</td>
</tr>
<tr>
<td>Listen to students and engage them in classroom discussion</td>
<td>Commencing to use effective discussion techniques and to support the development of students’ skills in this area.</td>
</tr>
<tr>
<td>Communicate clear directions to students about learning goals</td>
<td>Articulates directions clearly, communicates in a clear, concise and appropriate manner.</td>
</tr>
<tr>
<td>Use student group structures as appropriate to address teaching and learning goals</td>
<td>Developing skills &amp; awareness in selecting appropriate strategies, resources &amp; structures to foster interest &amp; support for student learning. Developing an awareness of diverse grouping structures to facilitate learning, combined with appropriate management strategies.</td>
</tr>
<tr>
<td>Use a range of teaching strategies and resources including ICT and other technologies to foster interest and support learning</td>
<td>Aims to select resources and strategies that are appropriate and meaningful to students’ learning needs. Is aware of a number of relevant ICT resources and possibilities for their incorporation into teaching.</td>
</tr>
</tbody>
</table>
ELEMENT 5. PRESERVICE TEACHERS CREATE AND MAINTAIN SAFE AND CHALLENGING LEARNING ENVIRONMENTS THROUGH USE OF CLASSROOM MANAGEMENT SKILLS

Demonstrate a variety of strategies to develop rapport with students

Models & articulates expected behaviour, implements clear expectations and consequences, is respectful and caring in interactions, shows interest in all students.

Establish supportive learning environments where students feel safe to risk full participation

Works towards establishing & maintaining focus in learning, Communicates value & respect for different learning needs & contributions.

Demonstrate strategies to create a positive environment supporting student effort and learning

Sets realistic expectations and goals, encourages student endeavour. Affirms students’ efforts publicly and privately.

Provide clear directions for classroom activities and engage students in purposeful learning activities

Aims to establish, maintain & articulate explicit routines & is attempting to reinforce them consistently, supported by effective time management.

Demonstrate a developing knowledge of practical approaches to managing student behaviour and their applications in the classroom

Aims to apply disciplinary practices that are appropriate and consistent. Remains calm and fair. Commencing to be proactive, ‘reading’ the climate of the classroom and aiming at implementing responses.

Demonstrate a developing knowledge of principles and practices for managing classroom discipline

Understands the need to work within an identifiable welfare / classroom management system, aiming to handle discipline problems quickly, fairly & respectfully with developing professional judgment.

Understand specific requirements for ensuring student safety in schools

Understands mandatory policies, and with guidance able to implement appropriate safety & risk management procedures, Demonstrates vigilance with respect to safety.

PROFESSIONAL COMMITMENT

ELEMENT 6. PRESERVICE TEACHERS CONTINUALLY IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE

Demonstrate a capacity to reflect critically on and improve teaching practice

Seeks advice from colleagues to guide reflective self-analysis of teaching performance, shows willingness to adapt in response to such advice/assistance.

Demonstrate knowledge of the importance of teamwork in an educational context

Demonstrates the potential to work collaboratively, is open to constructive feedback, guidance & professional discussion.

Accept and respond to constructive feedback to improve and refine teaching and learning practices

Indicates an awareness of own capacity & professional learning needs, as well as keenness to seek opportunities for on-going development as a teacher.
ELEMENT 7. PRESERVICE TEACHERS ARE ACTIVELY ENGAGED MEMBERS OF THEIR PROFESSION AND THE WIDER COMMUNITY

<table>
<thead>
<tr>
<th>Demonstrates effective use of the English language in communicating with parents and caregivers where opportunity arises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the capacity to work effectively with others in the profession including ancillary staff and community-based personnel to enhance student learning opportunities</td>
</tr>
<tr>
<td>Understands regulations and statutes related to teachers’ responsibilities and students’ rights</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understands &amp; has an interest in appropriate &amp; professional home / school communication and protocols.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families and caregivers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employs appropriate &amp; respectful professional communication with students, teachers, school support staff &amp; community members.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacts professionally with personnel associated with the school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employs appropriate professional behaviour such as speech, dress, punctuality, discretion as well as ethical awareness &amp; responses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of relevant regulatory requirements and issues of confidentiality.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE: GRADUATING PRESERVICE TEACHER REPORTING

ELEMENTS & ASPECTS OF PROFESSIONAL TEACHING COMPETENCE

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- AS EVIDENCE STATEMENTS, EACH IS TO BE USED AS A GUIDE ONLY & NOT ASSUMED TO BE DEFINITIVE, PRESCRIPTIVE OR NECESSARY IN ALL CIRCUMSTANCES.

- For students undertaking a LATER STAGE Professional Experience placement, many aspects may still be emerging or developing. It is expected however that each Aspect has been evident to a reasonable extent.

PROFESSIONAL KNOWLEDGE

ELEMENT 1. PRESERVICE TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS

<table>
<thead>
<tr>
<th>ASPECTS</th>
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<tbody>
<tr>
<td>Design and implement lesson sequences using knowledge of NSW syllabus documents or other curriculum requirements of the Education Act</td>
<td>Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanations and linking of content and outcomes to relevant syllabus documents. Can clearly articulate content. Provides relevant learning experiences appropriate to the syllabus. Accurately answers content-related questions from students. Demonstrates knowledge of relevant syllabus documents &amp; requirements through lesson development &amp; identification of outcomes. Develops sequences of lessons (programs) which are based on syllabus requirements. Designs lesson plans that display logical sequencing of activities. Selects strategies to provide for relevant learning experiences appropriate to a range of students, aiming for engagement, sequencing &amp; significance.</td>
</tr>
</tbody>
</table>
# ELEMENT 2. PRESERVICE TEACHERS KNOW THEIR STUDENTS AND HOW THEY LEARN

Demonstrate knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning

Demonstrate knowledge of the typical stages of students’ physical, social and intellectual development as well as an awareness of exceptions to general patterns

Demonstrate knowledge of students’ different approaches to learning

Demonstrate knowledge and understanding of how students’ skills, interests and prior achievements and their impact on learning

Demonstrate knowledge and understanding of specific strategies for teaching a diversity of students, including Aboriginal and Torres Strait Islander students, students with Special Education needs, non-English speaking background students and students with challenging behaviours

Demonstrate knowledge of a range of literacy strategies to meet the needs of all students, including Aboriginal and Torres Strait Islander students, students with Special Education needs, non-English speaking background students and students with challenging behaviours

| **Seeks to build understanding of the students as well as their cultural, religious and socioeconomic backgrounds.** | **Aims to identify students’ specific physical, social & intellectual learning needs & to develop appropriate teaching responses.** |
| **Acknowledges & is respectful of diversity, demonstrating this in approaches to teaching & learning & within interactions.** | **Communicates and interacts in ways appropriate to the students’ developmental stages.** |
| **Through approaches to lesson planning & teaching demonstrates an awareness of & responses to differences in students’ learning styles & needs.** | **Has awareness of a range external support personnel including ways in which they are involved in the teaching / learning process.** |
| **Demonstrates awareness in the choice of resources, strategies, questioning etc to attend to different student learning needs.** | **Seeks knowledge of students’ backgrounds, interests & capacities in an appropriately consultative manner. Shows evidence of taking account of such knowledge to guide & inform teaching, communication and professional interactions.** |
| **Seeks advice & support from appropriate professional personnel in developing & implementing effective teaching/learning strategies that aim to meet diverse students’ learning & specific literacy needs** | **Understands and is responsive to students’ background, modifies programs to meet the needs of students.** |
| **Has knowledge of relevant Syllabus perspectives.** | **Demonstrates an understanding of literacy and the centrality of literacy issues with respect to all teaching and learning with diverse student groups.** |
| **Through lesson planning, implementation and evaluation indicates a capacity to incorporate attention to literacy strategies within teaching.** |
PROFESSIONAL PRACTICE

ELEMENT 3. PRESERVICE TEACHERS PLAN, ASSESS AND REPORT FOR EFFECTIVE LEARNING

<table>
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<th>ASPECTS</th>
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<tbody>
<tr>
<td>Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation</td>
<td>Identifies clear &amp; appropriate learning goals with respect to syllabus documents &amp; specific learning needs of the group.</td>
</tr>
<tr>
<td></td>
<td>Teaches appropriate content and skills, based on knowledge of syllabus documents.</td>
</tr>
<tr>
<td></td>
<td>Writes lesson plans that detail goals.</td>
</tr>
<tr>
<td></td>
<td>Articulates clear lesson goals so students can understand the direction of the lesson and expectations.</td>
</tr>
<tr>
<td>Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes</td>
<td>Writes lesson plans which detail such goals through use of objectives &amp; outcomes, specifying content, pedagogy &amp; assessment, as well as sequencing, in a consultative manner with supervisor.</td>
</tr>
<tr>
<td></td>
<td>Creates interesting lessons where students are engaged and on task.</td>
</tr>
<tr>
<td></td>
<td>Ensures effective timing for lessons</td>
</tr>
<tr>
<td>Select and organize subject/content in logical, sequential and structured ways to address student learning outcomes</td>
<td>Develops lessons that reflect syllabus requirements, correctly syllabus referenced.</td>
</tr>
<tr>
<td></td>
<td>Plans &amp; delivers lessons structured in relation to clear &amp; appropriate outcomes, timing, sequencing and attention to diversity.</td>
</tr>
<tr>
<td>Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students’ learning</td>
<td>Shows knowledge of a range of appropriate &amp; engaging materials &amp; resources and a capacity to incorporate these into teaching practice.</td>
</tr>
<tr>
<td></td>
<td>Uses resources appropriate to student developmental level and manages resources professionally.</td>
</tr>
<tr>
<td></td>
<td>Uses curriculum support materials effectively.</td>
</tr>
<tr>
<td>Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes</td>
<td>Develops assessment that is clear and coherent to all students; ensures students understand the purpose of the assessment.</td>
</tr>
<tr>
<td></td>
<td>Develops and employs a range of assessment forms, formal and informal.</td>
</tr>
<tr>
<td>Demonstrate knowledge of the link between outcomes and assessment strategies</td>
<td>Ensures assessment is an integral part of the teaching and learning cycle and that lesson planning indicates appropriate links between outcomes and assessment tasks.</td>
</tr>
<tr>
<td></td>
<td>Communicates to students links between required learning goals and assessment requirements.</td>
</tr>
<tr>
<td>Give helpful and timely oral and written feedback to students</td>
<td>Explains the form &amp; purpose of any assessment task to students &amp; provides feedback as to its significance to their learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>Ensures prompt marking or assessment of work.</td>
</tr>
<tr>
<td></td>
<td>Gives constructive and justifiable feedback to students.</td>
</tr>
<tr>
<td>Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor students’ progress</td>
<td>Shows an understanding of record-keeping processes and systems consistent with school policy and practice.</td>
</tr>
<tr>
<td></td>
<td>Records and shares assessment data in an organized and appropriate way.</td>
</tr>
<tr>
<td>Demonstrate an understanding of the principles</td>
<td>Engages in report writing where appropriate.</td>
</tr>
</tbody>
</table>
and practices of reporting to students, parents and caregivers

Records & discusses assessment results collaboratively with appropriate staff.

Shows an understanding of a range of assessment strategies with the aim of incorporating assessment into planning for teaching & learning.

Shows a capacity to evaluate teaching with respect to relevant assessment data and to adjust subsequent planning and teaching.

ELEMENT 4. PRESERVICE TEACHERS COMMUNICATE EFFECTIVELY WITH THEIR STUDENTS

Communicate clear directions to students about learning goals

Uses effective oral communication skills, including grammatically acceptable English.

Uses precise vocabulary and technical terms, speaks loudly enough for all students to hear, uses voice effectively with respect to pitch, strength, speed and confidence for the level or stage.

Articulates learning goals and expectations clearly and concisely.

Demonstrate a range of questioning techniques designed to support student learning

Effectively plans for and uses a range of questioning techniques, employing a variety of questions, such as open-ended and closed questions.

Provides opportunities for students to respond.

Acknowledges and values student responses

Listen to students and engage them in classroom discussion

Uses effective discussion techniques and supports the development of students’ skills in this area.

Articulates directions clearly, communicates in a clear, concise and appropriate manner.

Demonstrate effective use of the English language in communicating with students

Demonstrates skills & awareness in selecting appropriate strategies, resources & structures to foster interest & support for student learning.

Shows in practice an awareness of diverse grouping structures to facilitate learning, combined with appropriate management strategies.

Use student group structures as appropriate to address teaching and learning goals

Selects resources and strategies that are appropriate and meaningful to students’ learning needs.

Is aware of a number of relevant ICT resources and possibilities and where appropriate, incorporates these into teaching.

Use a range of teaching strategies and resources including ICT and other technologies to foster interest and support learning
## ELEMENT 5. PRESERVICE TEACHERS CREATE AND MAINTAIN SAFE AND CHALLENGING LEARNING ENVIRONMENTS THROUGH USE OF CLASSROOM MANAGEMENT SKILLS

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a variety of strategies to develop rapport with all students</td>
<td>Models &amp; articulates expected behaviour, implements clear expectations and consequences.</td>
</tr>
<tr>
<td></td>
<td>Is respectful and caring in interactions, shows interest in all students.</td>
</tr>
<tr>
<td>Establish supportive learning environments where students feel safe to risk full participation</td>
<td>Sets high yet realistic expectations and goals.</td>
</tr>
<tr>
<td></td>
<td>Able to establish &amp; maintain student focus in learning.</td>
</tr>
<tr>
<td></td>
<td>Communicates value &amp; respect for different learning needs &amp; contributions.</td>
</tr>
<tr>
<td>Demonstrate strategies to create a positive environment supporting student effort and learning</td>
<td>Sets realistic expectations and goals.</td>
</tr>
<tr>
<td></td>
<td>Encourages student endeavour, affirms students’ efforts publicly and privately.</td>
</tr>
<tr>
<td>Provide clear directions for classroom activities and engage students in purposeful learning activities</td>
<td>Establishes, maintains &amp; articulates explicit routines &amp; to reinforce them consistently, supported by effective time management.</td>
</tr>
<tr>
<td>Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom</td>
<td>Applies disciplinary practices that are appropriate and consistent.</td>
</tr>
<tr>
<td>Demonstrate knowledge of principles and practices for managing classroom discipline</td>
<td>Remains calm and fair. Demonstrates a capacity in ‘reading’ the climate of the classroom and implementing appropriate responses.</td>
</tr>
<tr>
<td>Understand specific requirements for ensuring student safety in schools</td>
<td>Utilises effective and proactive disciplinary practices.</td>
</tr>
<tr>
<td></td>
<td>Understands the need to establish and work within an identifiable welfare / classroom management system.</td>
</tr>
<tr>
<td></td>
<td>Aims to handle discipline problems quickly, fairly &amp; respectfully, applying professional judgment.</td>
</tr>
<tr>
<td></td>
<td>Understands mandatory policies, and is able to implement appropriate safety &amp; risk management procedures.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates commonsense and vigilance with respect to safety.</td>
</tr>
</tbody>
</table>
PROFESSIONAL COMMITMENT

ELEMENT 6. PRESERVICE TEACHERS CONTINUALLY IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE

| Demonstrate a capacity to reflect critically on and improve teaching practice | Seeks advice from colleagues to guide reflective self-analysis of teaching performance, shows willingness to adapt in response to such advice/assistance. |
| Demonstrate knowledge of the importance of teamwork in an educational context | Demonstrates a capacity to work collaboratively, is open to constructive feedback, guidance & professional discussion. |
| Accept and respond to constructive feedback to improve and refine teaching and learning practices | Indicates an awareness of own capacity & professional learning needs as well as keenness to seek opportunities for on-going development as a teacher. |
| Prepare for and contribute to discussions about the teaching profession or subject / content. | Displays awareness of professional standards and arising responsibilities with respect to professional learning. Listens to and learns from colleagues, engages in professional discussions. |

ELEMENT 7. PRESERVICE TEACHERS ARE ACTIVELY ENGAGED MEMBERS OF THEIR PROFESSION AND THE WIDER COMMUNITY

| Demonstrate effective use of the English language in communicating with parents and caregivers. | Understands & has an interest in appropriate & professional home / school communication and protocols. Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families and caregivers. |
| Demonstrate the importance of involving parents and caregivers in the educative process and the use of a limited number of strategies to seek that involvement | Uses established structures in the school to encourage parents and caregivers to be involved in school and/or classroom activities Follows school procedures to provide opportunities for communication with parents and caregivers. |
| Demonstrate the capacity to work effectively with external professionals, teachers’ aides, and community-based personnel to enhance student learning opportunities | Employs appropriate & respectful professional communication with students, teachers, school support staff & community members. Interacts professionally with personnel associated with the school. |
| Understands regulations and statutes related to teachers’ responsibilities and students’ rights | Employs appropriate professional behaviour such as speech, dress, punctuality, discretion as well as ethical awareness & responses. Demonstrates an understanding of relevant regulatory requirements and issues of confidentiality. |
| Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, and the local community. | Speaks in an appropriate and professional manner in all contexts. Shows sensitivity, respect and interpersonal awareness in all communication. |