Professional Experience
Handbook
Secondary Program
2014
1 H Semester
University contacts

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Introduction

Welcome to the UWS Secondary Professional Experience Program. This handbook is provided to Pre-service Teachers, School Professional Experience Coordinators, Supervising Teachers and University Advisors as a resource to assist with understandings and expectations of the Secondary Professional Experience Program.

It is compulsory for all Pre-service Teachers to have a copy of this handbook and to attend the Professional Experience lectures conducted throughout the year.

Statement of purpose

We see the secondary school as the site where theory and practice culminates in models of best practice. The success of our course depends on an active partnership, which respects the needs of the staff and Pre-service Teachers in schools and the university. This partnership values the role of teachers in facilitating the professional growth of those beginning in the profession.

In addition to professionally defined standards, our course seeks to promote a set of desirable Graduate Teacher attributes, which include:

- consciousness of, and an ability to adapt to, the changing nature of teaching and learning;
- recognition of, and ability to teach, the diversity of learners in differing learning contexts;
- embedding of theory into practice through a critical reflection on learning and teaching experiences;
- awareness of ethical and professional conduct; and
- an ability to relate to all stakeholders.

Courses at the University of Western Sydney lead Pre-service Teachers to an understanding of best teaching practice through research and critical reflection, responding to individual differences, acknowledging and catering for learner diversity, harnessing motivation, planning lessons and generating innovative curricula.
# Section One

## Professional Experience dates for in-school experiences in 2014 1H

### 1st HALF SEMESTER 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-18 FEBRUARY</td>
<td>Compulsory Course Commencement Workshop</td>
<td></td>
<td>INCLUDES CHILD PROTECTION TRAINING* AND ACADEMIC LITERACY</td>
</tr>
<tr>
<td>27/28 MARCH, 3/4/10/11 APRIL, 1/2/8/9 MAY</td>
<td>Focus Days</td>
<td>NEGOTIATE 5 DAYS</td>
<td></td>
</tr>
<tr>
<td>12 MAY to 06 JUNE</td>
<td>Block Teaching Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPEN</td>
<td>Community-based or non-traditional school settings</td>
<td>NEGOTIATE 60 HOURS</td>
<td></td>
</tr>
</tbody>
</table>

### 2nd HALF SEMESTER 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-23 JULY 2014</td>
<td>Compulsory Course Commencement Workshop</td>
<td></td>
<td>INCLUDES CHILD PROTECTION TRAINING* AND ACADEMIC LITERACY</td>
</tr>
<tr>
<td>28, 29 August, 4, 5, 11, 12, 18, 19 September, 1</td>
<td>Focus Days</td>
<td>NEGOTIATE 5 DAYS</td>
<td></td>
</tr>
<tr>
<td>7 October to 3 November</td>
<td>Block Teaching Experience</td>
<td>20 DAYS</td>
<td></td>
</tr>
<tr>
<td>OPEN</td>
<td>Community-based or non-traditional school settings</td>
<td>NEGOTIATE 60 HOURS</td>
<td></td>
</tr>
</tbody>
</table>

* Child Protection Training is mandatory and a pre-requisite for in-school experiences. Also, the completion of the online Working with Children Check Declaration, part of the enrolment procedure, is a mandatory requirement.
Section Two

Overview of units in the secondary education program

The Master of Teaching (Secondary) is an initial teacher-education program being conducted for graduates at UWS. This degree is the principal teaching qualification for secondary teachers awarded by UWS. Following is an overview of the units in the course.

101074 Professional Experience I
This is the first of two units emphasizing contemporary practices in pedagogy to develop a sense of teaching as a profession through reflection on practice. Students will explore and attempt to understand the effects of quality school-based teaching and learning on adolescent learners, particularly indigenous, and culturally and linguistically diverse learners in Western Sydney. Students will critically reflect on their personal constructs of teaching and values about the individuality, diversity and emerging maturity of secondary students. The application of ICT to engage and motivate learners and the development of an understanding of key learning area literacy demands are major foci for the unit.
*Unit Coordinator: Chwee Beng Lee*

100978 Professional Experience II
This unit is designed to extend Student Teachers' learning experiences in classrooms, to such an extent that they are able to demonstrate the competencies expected from a new teacher. Apart from the basic teaching skills, these competencies include being able to incorporate broader educational perspectives such as technology, literacy, social justice, learning theories and assessment strategies into their teaching. The focus of the unit will be to help prepare students for the classroom by exploring effective pedagogy. The desired effect of this exploration of teaching style will be to introduce the concept of professional development through reflective practice. In this way, the Professional Experience undertaken during this unit will cohere with and enhance the pre-service teacher education student's perspective on the theory and practice of teaching and learning in schools.
*Unit Coordinator: Chwee Beng Lee*

101075 Professional Experience III
Pre-service teacher education students need extensive and purposeful experience in diverse educational settings. This unit provides students with the opportunity to broaden their professional experience in a range of alternative educational settings, frequently working with students in disadvantaged circumstances, within and beyond schools. Professional Experience III is based on the general principle of broadening and deepening Student Teachers' understanding of the issues confronting the wider education community. The more informed the teacher is about these educational issues, the more effective that teacher can be in their own classroom. To facilitate this understanding, the teacher needs to explore how learning and teaching are conducted in a variety of settings. Underpinning Professional Experience III is the recognition that teachers often only see a limited part of the total curriculum and schooling process, and that students will benefit from working collaboratively with those both within and outside the school settings.
*Unit Coordinator: Anne Power*

101639 Introduction to Teaching and Learning
This is the first of two units emphasizing contemporary practices in pedagogy to develop a sense of teaching as a profession through reflection on practice. Students will explore and attempt to understand the effects of quality school-based teaching and learning on adolescent learners, particularly indigenous, and culturally and linguistically diverse learners in Western Sydney. Students will critically reflect on their personal constructs of teaching and values about the individuality, diversity and emerging maturity of secondary students. The application of ICT to engage and motivate learners and the development of an understanding of key learning area literacy demands are major foci for the unit.
*Unit Coordinator: Maggie Clarke*

101640 Pedagogies in Practice – Professional Experience II students only
This is the second of two units emphasizing contemporary practices in pedagogy to develop a sense of teaching as a profession through reflection on practice. Students deconstruct and critique curriculum and issues of quality pedagogy impacting on diverse groups in secondary contexts. Key themes include oral, aural, visual and written literacy as mechanisms for curriculum area learning; communication increasingly undertaken through the application of ICT, linking of assessment and reporting to classroom teaching and learning and critical reflection as a foundation for self-evaluation. Throughout the unit a curriculum design approach will inform student learning and scaffold discussion.

Unit Coordinator: Chwee Beng Lee

101398, 101399, 101401, 101400, 101402, 101403, Secondary Methods
These subjects are designed to prepare Pre-service Teachers to teach a specific secondary school subject in Years 7-12 school settings. The method corresponds to the major study in the undergraduate degree (i.e. B.A., B.Sc., etc) of the student. Pre-service Teachers are equipped to teach a specific secondary school subject to the HSC level or its equivalent. Secondary Methods focus on effective pedagogy, curriculum development, assessment issues and the relevant NSW syllabuses.

Coordinator: Shirley Gilbert

101641 Diversity, Social Justice and Equity
It is crucial for students to recognise how pedagogy, the curriculum, learning and schooling generally, are connected to broader cultural, social, economic and political discourses operating in Australian society. Within this context, understanding how equity/inequality is constructed through schooling is essential, including the practices in which individual teachers engage. Knowledge of cultural diversity, how it is represented in schooling and the role identity has on influencing schooling experiences is central. Developing students’ awareness of their own subjectivity in relation to cultural diversity and identity issues is crucial to reflexivity and the development of socially just relationships and practices in schooling. Issues relating to Aboriginal and Non English Speaking Background students are examined in depth.

Unit Coordinator: Karin Mackey

100984 Inclusive Education: Principles and Practice
Students need to understand and assess the intellectual, emotional, social and physical needs of all children and young people in regular classrooms. They need to develop appropriate and relevant skills, attitudes and methodologies to enable them to assess, plan, implement and evaluate programs which meet the individual educational needs of students with disabilities, learning difficulties and/or behaviour disorders. This unit of study addresses professional skills, theories, approaches and relevant legislation in the implementation of the principles of inclusive education practices in secondary settings.

Unit Coordinator: Nolene Walker

101642 Positive Learning Environments
This unit focuses on building positive learning environments, responding effectively to a range of student behaviours, and promoting student mental health and wellbeing. The complex needs of adolescent learners are explored through examining critical developmental issues in light of individual, familial, social and cultural factors that influence pre-teen and adolescent development. Current behaviour management and teacher effectiveness research are applied with an emphasis on practical skill development for beginning teachers. Teacher and school student welfare and discipline responsibilities are examined through critical analysis of school-based policies and practices, and familiarisation with key government initiatives. A case-based approach is applied throughout the unit.

Unit Coordinator: Roberto Parada
Requirements for Professional Experience programs

Placement in schools
The Professional Experience Unit (PEU) will place all Pre-service Teachers in a school for both Professional Experience I and Professional Experience II. The PEU will use data supplied by each Pre-service Teacher to match with available school placements. Pre-service Teachers undertaking Professional Experience II may request a school outside of the Sydney region. Pre-service Teachers should check the following action in regards to their professional experience school placement:

<table>
<thead>
<tr>
<th>Check</th>
<th>School placement action by the Pre-service Teacher</th>
<th>Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>Provide information on the Professional Experience Placement Form. Submit to the Professional Experience assignment box 37, K building, Kingswood.</td>
<td>21 February</td>
</tr>
<tr>
<td>✔️</td>
<td>Note the list of placement schools on the unit’s elearning vUWS site.</td>
<td>20 March or close to this date</td>
</tr>
<tr>
<td>✔️</td>
<td>Note the list of University Adviser’s on the unit’s elearning vUWS site</td>
<td>26 March or close to this date</td>
</tr>
<tr>
<td>✔️</td>
<td>If relevant, submit a Date Variation in paper to the Professional Experience assignment box 37, K building, Kingswood.</td>
<td>07 March</td>
</tr>
<tr>
<td>✔️</td>
<td>If relevant, apply for School Placement Special Consideration and submit a paper copy to the Professional Experience assignment box, K building, Kingswood.</td>
<td>07 March</td>
</tr>
<tr>
<td>✔️</td>
<td>Complete your Student Profile and submit to the Supervising Teacher on the first Focus Day visit.</td>
<td>27 March or close to this date</td>
</tr>
<tr>
<td>✔️</td>
<td>Complete the Focus Day Schedule, copy it and submit to the Professional Experience Office after the first Focus Day visit.</td>
<td>After first focus day</td>
</tr>
<tr>
<td>✔️</td>
<td>Complete the Professional Experience Checklist whilst attending each Focus Day</td>
<td></td>
</tr>
<tr>
<td>✔️</td>
<td>Complete Anaphylaxis e-training and print certificate and present to the relevant school staff member on your first focus day visit.</td>
<td>27 March or close to this date</td>
</tr>
<tr>
<td>✔️</td>
<td>Obtain clearance number: Working with Children Check</td>
<td>27 March or close to this date</td>
</tr>
<tr>
<td>✔️</td>
<td>Download and print the Attendance Register from the unit’s elearning vUWS site and use for the 5 Focus Days and Block Professional Experience. Submit to the Supervising Teacher/ Professional Experience Coordinator on the first Focus Day.</td>
<td>27 March or close to this date</td>
</tr>
<tr>
<td>✔️</td>
<td>Email Supervising Teacher/s name including correct spelling to PEU (<a href="mailto:s.bodnaruk@uws.edu.au">s.bodnaruk@uws.edu.au</a>)</td>
<td>After first focus day</td>
</tr>
<tr>
<td>✔️</td>
<td>Inform Supervising Teacher whether you are undertaking Professional Experience I or II so they know which Report to complete.</td>
<td>During focus day visits</td>
</tr>
<tr>
<td>✔️</td>
<td>When sighting and signing your Report check that it is for the correct Professional Experience unit in which you are enrolled.</td>
<td>6th June or close to this date</td>
</tr>
</tbody>
</table>

Forms can be accessed and downloaded from the unit’s elearning vUWS site.
101074 Professional Experience I

**Professional Experience I structure**

Pre-service Teachers will teach Years 7–10 classes in one teaching area. Some teaching may occur in Year 11 and 12. During this professional experience Pre-service Teachers will be required to complete:

- Five Focus Days, a compulsory component, consists of 5 full school day visits to prepare for the Block Professional Experience;
- Block Professional Experience, a compulsory component, consists of 4 weeks of continuous full school teaching days.

**Professional Experience I specifications**

Pre-service Teachers should:

- plan, present and evaluate lessons from one teaching area and undertake substantial teaching duties. Lesson plans need to be approved and initialled by the Supervising Teacher well in advance of lessons being taught;
- demonstrate satisfactory performance in the basic teaching skills;
- demonstrate a range of teaching/learning strategies when designing and implementing a variety of learning experiences, including school, student-centred and teacher-centred approaches;
- demonstrate an ability to interact with school staff, school students and the wider community in a variety of school settings;
- observe a variety of teaching-learning situations to enrich and diversify approaches to the act of teaching;
- explore individual school students learning characteristics e.g. learning styles, self-esteem and their impact upon classroom/school behaviour;
- demonstrate a proficiency in the use of ICT.

**Five Focus Days for Professional Experience I**

During the 5 Focus Days, Pre-service Teachers will:

- observe and reflect on lessons in their subject/Method area;
- observe lessons across a range of subjects and classes within their Key Learning Area;
- observe a number of different teachers and classes undertaking other subjects in the school curriculum;
- ensure the attendance sheet is completed and signed;
- organise the classes allocated for the Block Professional Experience with the Supervising Teacher by:
  - obtaining class timetables, maps of the school and room locations, class lists and teaching programs/units of work/scope and sequence charts;
  - collecting resource materials for use during the Block;
  - arranging a daily communication time with your Supervising Teacher during the Block; and
  - discussing with your Supervising Teacher:
    - needs of individual classes noting specifically the knowledge and skills students in those classes should have mastered;
    - procedures to be used and the syllabus content to be delivered in the lessons to be taught during Block;
    - assessment preparation relevant to the teaching area and shared with the Supervising Teacher.
ABSENCES DURING PROFESSIONAL EXPERIENCE I

FOCUS DAYS

Attendance at the 5 Focus Days is a mandatory requirement. Therefore, all absences during the Focus Days must be redeemed before the block Professional Experience commences. Catch-up days must not be scheduled on days when there are university classes.

It is the responsibility of the Pre-service Teacher to seek leave from attendance. The Pre-service Teacher must notify the School Professional Experience Coordinator and the Professional Experience Unit on the first day of absence prior to the start of the school day.

Block Professional Experience I

Pre-service Teachers will spend each school day for 4 consecutive school weeks in a designated school, which for most Pre-service Teachers will be the school attended for the Focus Days.

During block Professional Experience, Pre-service Teachers will:

- attend full school days arriving at least half an hour before school starts and remaining up to half an hour after school concludes. Sign the attendance register each day. If staff or faculty meetings are scheduled prior to the school day, at lunch-time or after school then Pre-service Teachers should attend;
- teach at least 1 class in the designated teaching area each day. By the end of the first week of the block Professional Experience, all Pre-service Teachers are to be on the maximum Professional Experience weekly teaching load, which is equivalent to one-half of a typical classroom teacher’s teaching load and ideally should include a range of student ability groups;
- prepare lesson plans using teaching programs developed by the school. Lesson plans are to be approved and initialled by the Supervising Teacher well in advance of the teaching of the lesson;
- attend a daily communication session with the Supervising Teacher to present written lesson plans, discuss feedback on lessons taught and identify areas for improvement;
- meet individually with the University Advisor on at least two occasions during the Block and also together with the Supervising Teacher;
- in addition to teaching, observe a range of daily face-to-face and non face-to-face teaching activities;
- participate, if possible, in a sports activity each week. If undertaken, these sports periods are counted as part of the required teaching load;

Pre-service Teachers may also assist the Supervising Teacher to:

- construct, administer and grade class assessment tasks. It is not appropriate for Pre-service Teachers to construct or grade major assessment items; and
- plan, implement and evaluate single day excursions/incursions. Pre-service Teachers are not permitted to attend overnight excursions or camps, nor should they be expected to undertake sole supervisory responsibilities whilst participating in an excursion.

At the conclusion of the block Professional Experience Pre-service Teachers are to display competency against a defined set of Graduate Teacher standards of the New South Wales Institute of Teachers.
ABSENCES DURING BLOCK PROFESSIONAL EXPERIENCE I

Attendance at all 20 days of the Block Professional Experience is a mandatory requirement. Therefore, all absences during the Block must be redeemed. It is the responsibility of the Pre-service Teacher to seek leave from attendance. The Pre-service Teacher must notify the School Professional Experience Coordinator and the Professional Experience Unit on the first day of absence prior to the start of the school day.

If sickness or misadventure precludes Pre-service Teachers from completing consecutive days then those days will be caught up immediately by extending the Professional Experience period by the appropriate number of days. Catch-up days must not be scheduled when there are university classes or on a day when the Pre-service Teacher has a formal timetabled UWS examination. As an exception, Pre-service Teachers must arrange alternate days for UWS presentation style assessment tasks rather than break the continuity of catch-up days.

Pre-service Teachers may seek part day leave whilst completing the block Professional Experience with the consent of the Secondary Professional Experience Academic Coordinator. Such leave is negotiated on a case-by-case basis and in advance. If this negotiation cannot be undertaken in advance then sickness or misadventure policies will take precedence.

100978 Professional Experience II

Professional Experience II structure

This professional experience is designed to extend the Pre-service Teacher's teaching experience. Ideally, this teaching experience will provide opportunities for the Pre-service Teacher to teach some senior classes.

Where a Pre-service Teacher is studying two method areas, this Professional Experience should be in a different method from Professional Experience I.

By the end of this professional experience Pre-service Teachers are to demonstrate competence against the graduate standards of the NSW Institute of Teachers. Working towards this goal, Pre-service Teachers will be required during this professional experience to complete:

- Five Focus Days, which consists of 5 full school day visits to prepare for the Block Professional Experience;
- Block Professional Experience, which consists of 4 weeks of continuous full school teaching days.

Professional Experience II specifications

Pre-service Teachers should:

- identify and describe the methods used to promote achievement of learning outcomes in different learning contexts;
- plan, present and evaluate lessons from one teaching area relevant to this professional experience and undertake substantial teaching duties. Lesson plans need to be approved and initialed by the Supervising Teacher well in advance of lessons being taught;
- demonstrate satisfactory performance in teaching skills and classroom management strategies relevant to the school environment in which the Professional Experience is undertaken;
- implement and reflect upon teaching/learning strategies that demonstrate in their teaching understanding of literacy based approaches, diversity and social justice issues and/or inclusive education principles (1st half semester);
- design and reflect upon teaching/learning sequences that apply an understanding of oral, aural, visual and written literacy, use ICT to promote communication, and link assessment and reporting to classroom teaching and learning (2nd half semester);
• demonstrate an ability to interact with school staff, school students and the wider community in a variety of school settings;
• observe a variety of teaching-learning situations to enrich and diversify approaches to the act of teaching;
• recognise processes and events that may impinge upon student learning and apply strategies to promote positive behaviour.

Five Focus Days for Professional Experience II
During the 5 Focus Days, Pre-service Teachers will:
• observe and reflect on lessons in their subject/Method area;
• observe lessons across a range of subjects and classes within their Key Learning Area;
• observe a number of different teachers and classes undertaking other subjects in the school curriculum;
• ensure the attendance sheet is completed and signed;
• organise the classes allocated for the Block Professional Experience with the Supervising Teacher by:
  o obtaining class timetables, maps of the school and room locations, class lists and teaching programs/units of work/scope and sequence charts;
  o collecting resource materials for use during the Block;
  o arranging a daily communication time with your Supervising Teacher during the Block; and
  o discussing with your Supervising Teacher:
    o needs of individual classes noting specifically the knowledge and skills students in those classes should have mastered;
    o syllabus content to be delivered in the lessons to be taught during Block;
    o construction of a unit overview for each topic taught that identifies linkages and sequential development of lessons;
    o procedures to be used for effective classroom management;
    o plans for implementing a positive and respectful classroom environment;
    o assessment preparation relevant to the teaching area and shared with the Supervising Teacher.

ABSENCES DURING PROFESSIONAL EXPERIENCE II
FOCUS DAYS
Attendance at the 5 Focus Days is a mandatory requirement. Therefore, all absences during the Focus Days must be redeemed before the block Professional Experience commences. Catch-up days must not be scheduled on days when there are university classes.

It is the responsibility of the Pre-service Teacher to seek leave from attendance. The Pre-service Teacher must notify the School Professional Experience Coordinator and the Professional Experience Unit on the first day of absence prior to the start of the school day.

Block Professional Experience II
Pre-service Teachers will spend each school day for 4 consecutive school weeks in a designated school, which for most Pre-service Teachers will be the school attended for the Focus Days.

During block Professional Experience, Pre-service Teachers will:
• attend full school days being present half an hour before school starts and remaining up to half an hour after school concludes. Sign the attendance register each day. If staff or faculty meetings are scheduled prior to the school day, at lunch-time or after school then Pre-service Teachers should attend;
• teach at least 1 class in the designated teaching area each day. Pre-service Teachers should begin block Professional Experience teaching the maximum Professional Experience weekly teaching load, which is equivalent to one-half of a typical classroom teacher’s teaching load and ideally should include a range of student ability groups;
• prepare lesson plans using teaching programs developed by the school. Lesson plans are to be approved and initialled by the Supervising Teacher well in advance of the teaching of the lesson;
• present unit overviews for each topic to be taught by the end of the first week;
• attend a daily communication session with the Supervising Teacher to present written lesson plans, discuss feedback on lessons taught discussed and identify areas for improvement;
• meet individually with the University Advisor on at least two occasions during the Block and also together with the Supervising Teacher;
• in addition to teaching, observe a range of daily face-to-face and non face-to-face teaching activities;
• participate, if possible, in a sports activity each week. If undertaken, these sports periods are counted as part of the required teaching load;

Pre-service Teachers may also assist the Supervising Teacher to:
• construct, administer and grade class assessment tasks. It is not appropriate for Pre-service Teachers to construct or grade major assessment items; and
• plan, implement and evaluate single day excursions/incursions. Pre-service Teachers are not permitted to attend overnight excursions or camps, nor should they be expected to undertake sole supervisory responsibilities whilst participating in an excursion.

**ABSENCES DURING BLOCK PROFESSIONAL EXPERIENCE II**

Attendance at all 20 days of the Block Professional Experience is a mandatory requirement. Therefore, all absences during the Block must be redeemed. It is the responsibility of the Pre-service Teacher to seek leave from attendance. The Pre-service Teacher must notify the School Professional Experience Coordinator and the Professional Experience Unit on the first day of absence prior to the start of school.

If sickness or misadventure precludes Pre-service Teachers from completing consecutive days then those days will be caught up immediately by extending the Professional Experience period by the appropriate number of days. Catch-up days must not be scheduled when there are university classes or on a day when the Pre-service Teacher has a formal timetabled UWS examination. As an exception, Pre-service Teachers must arrange alternate days for UWS presentation style assessment tasks rather than break the continuity of catch-up days.

Pre-service Teachers may seek part day leave whilst completing the block Professional Experience with the consent of the Secondary Professional Experience Academic Coordinator. Such leave is negotiated on a case-by-case basis and in advance. If this negotiation cannot be undertaken in advance then sickness or misadventure policies will take precedence.
101075 Professional Experience III

Professional Experience III outcomes
All the outcomes for Professional Experience III are based on the general principle of broadening and deepening of the Pre-service Teacher’s understanding of the issues confronting the wider education community. The more information the Pre-service Teacher has about these educational issues, the more effective they can be in their own classroom. To facilitate this understanding, the Pre-service Teacher needs to explore how learning and teaching are conducted in a variety of settings. Underpinning this professional experience option is the recognition that secondary pre-service teachers only see a limited part of the total curriculum and schooling process. A separate handbook is issued for Professional Experience III.

In some instances, Pre-service Teachers will undertake Professional Experience III in the school in which they complete either Professional Experience I or Professional Experience II. If this happens, then Pre-service Teachers will be engaged in a complementary program supporting social, cultural and/or curriculum improvement goals rather than traditional classroom teaching experiences. Programs of this nature are encouraged by the School of Education. The School of Education will enter into dialogue with any secondary school about how UWS Pre-service Teachers may be involved in complementary programs as part of Professional Experience III.
Section Three

Expectations of Pre-service Teachers

School Information
The following documents can be accessed by schools at the following URL
(username: edusec) (password: uwssec):
• http://www.uws.edu.au/education/soe/practicals/secondary/professional_experience_i
• http://www.uws.edu.au/education/soe/practicals/secondary/professional_experience_ii
• School of Education Professional Experience Protocols
• Report templates
• Students of Concern forms (Requiring Additional Support)
• Supervising Teacher’s and School Coordinator’s pay claim form

Pre-service Teachers are required to:
☑️ download this Handbook, the Professional Experience Protocols book and the Attendance Register from the Professional Experience Unit’s elearning vUWS site

Professional dress
Pre-service Teachers are members of the teaching profession and of the school staff whilst undertaking Professional Experience. Please dress in a manner appropriate to the teaching position occupied. If you are unsure of what is appropriate then seek guidance from academic staff. Inappropriate dress will be matter of great concern and the professional experience may be cancelled.

From 2014, 1H, all pre-service teachers are required to wear a UWS name badge whilst on professional experience. The name badge is purchased through the University and states the Pre-service Teacher’s name and their Pre-service Teacher status. University shirts and polo shirts are also recommended wear for all students and are available at the University Shop.

Planning and preparation
For all professional experience sessions it is essential that period allocation and content for lessons be obtained as far in advance as possible. Pre-service Teachers need ample opportunity to develop teaching procedures and to research school resources.

Pre-service Teachers will arrange regular briefing sessions with their Supervising Teacher where lesson feedback sheets are handed to the Pre-service Teacher and discussed. The Pre-service Teacher reflects on and records this feedback so that reference can be made to it in subsequent lessons.

To assist in this general planning, Pre-service Teachers are required to consult the teaching program for the whole term in order to establish satisfactory program links in lesson preparation.

It is in the Pre-service Teacher’s interests if Supervising Teachers allocate a full teaching unit or topic rather than content for single lessons at a time. This allows Pre-service Teachers to plan sequentially, for variation in teaching strategies and the use of resources.

Planning and preparation are essential to successful teaching. Pre-service Teachers are obliged to work in close co-operation with the Supervising Teacher and are expected to compile in advance of teaching, a systematic written record of their planning and preparation. Appendices contain examples of planning formats. Pre-service Teachers are to use a lesson plan format that is suited to the school context in which they are placed.
Supervising Teachers should examine and initial lesson plans in advance of implementation.

Supervising Teacher evaluations are most beneficial and should be completed using the Feedback booklet from the School Information Package. The Feedback forms reference the NSW Institute of Teachers Graduate Teacher standards.

**Professional Experience folder**

It is expected that each Pre-service Teacher will organise a Professional Experience folder for both Professional Experience I and Professional Experience II. Students will begin the folder during the Focus Day visits and continue throughout the Block Professional Experience. It is a cumulative record of the professional experience in schools. The folder will contain at least the following:

- Lesson plans (sequential) and supporting resources as an accumulative record of all lessons prepared with reference to the requirements of assessment and the NSW Institute of Teachers.
- Pre-service Teacher lesson reflections and feedback from the Supervising Teacher
- Timetables for the classes
- School policies
- Excursion advice and preparation
- Board of Studies material

Helpful hints for the folder cover:

- Pre-service Teacher’s Name
- Name of School
- Type of School
- Faculty
- Class(es)
- Dates of Professional Experience
- Name of Supervising Teacher(s)
- Name of University Adviser
- Name of Teaching Method Lecturer

Helpful hints for organising the contents:

- include a contents page
- divide the document into sections, one section for each class taught;
- photocopy relevant sections of the syllabus;
- photocopy the unit of work/teaching program prepared by the school;
- sequential record of lessons prepared, supporting resources, .

**School student assessment**

During each professional experience period Pre-service Teachers learn to assess the progress of the school students they teach, to define, develop and maintain acceptable standards of school student performance and behaviour, appreciating always the significance of varying levels of ability and of individual differences and difficulties. The results obtained from teaching, will vary greatly with the type of lesson and the kind of school student activity associated with it. In some lessons the results will be immediate and obvious. In others, school student workbooks or other written material may need to be examined before a complete judgement about student achievement of outcomes of a lesson can be made.

It is an expectation that Pre-service Teachers mark the assessment tasks they set. The setting, administration, grading and provision of feedback associated with an assessment task are to occur within the professional experience period.

**Use of chalkboard/whiteboard, computers, interactive whiteboards and all other classroom learning hardware**
It is an expectation that as teachers, correct spelling, punctuation and grammar will be used at all times.

Competent use of the chalkboard/whiteboard, overhead projector, computer, DVD/CD-ROM and all other classroom learning hardware is to be demonstrated by Pre-service Teachers during the professional experience period. Achieving a satisfactory standard requires regular and careful practice. No opportunity should be overlooked during professional experience to develop and refine these skills. Pre-service Teachers should avoid the last minute preparation of materials by utilising in addition to preparation periods, the time before and after school or in recess or lunch to complete preparation.

Printed documents, computer presentations (PowerPoint), overhead projection transparencies and labelled diagrams should be prepared to a proper professional presentation standard including accuracy of spelling and writing styles.

School activities

Pre-service Teachers must always be in the presence of a qualified teacher.

Pre-service Teachers are to:
- assist in the supervision of sport activities;
- attend staff and faculty meetings;
- assist with playground duties and other activities that may take place during the professional experience.

Pre-service Teachers may not be required to attend meetings or participate in non-teaching tasks where there are issues of confidentiality, potential conflicts of interest or where ethical considerations warrant non-attendance. In all instances, this is a decision to be made by the Supervising Teacher not the Pre-service Teacher.

In some instances the Supervising Teacher or other teachers may have voluntary duties, e.g., coaching a sporting team, conducting the choir, running an interest club. Attendance by the Pre-service Teacher in these cases is optional, but strongly recommended. These are opportunities to find out more about the interests, needs and abilities of school students.

School learning communities are very much the product of the relationship between the Principal, the staff, the parents or care-givers, and the school students. It is expected that Pre-service Teachers observe the factors that combine to produce high standards of courtesy, cooperation respect and self-discipline.

In general terms Pre-service Teachers would be well advised to take note of the activities that play a special role in the school:
- staff meetings ** – their purposes and procedures;
- extra-curricula activities such as clubs;
- School Council – purpose and function;
- house systems - sporting activities;
- playground supervision – objects and methods;
- Parents and Citizens Association - purposes and operations;
- Professional Associations – Federation meetings;
- accidents and illnesses at school – responsibilities of teachers;
- library – especially at lunchtime;
- Student Representative Councils/Prefect systems;
- Parental involvement.
** Meeting attendance, assisting in playground supervision and voluntary duties, etc., does not count as part of the required load of teaching.

If the opportunity arises, Pre-service Teachers should participate in any in-school professional learning programs for teachers that may be organised during their professional experience.

Checklists for Pre-service Teachers upon completion of their Professional Experience

<table>
<thead>
<tr>
<th>Check</th>
<th>Action by the Pre-service Teacher before leaving the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Return all teaching resources to the rightful place in the staffroom or library. Failure to do so will result in Supervising Teachers being within their rights to withhold a report.</td>
</tr>
<tr>
<td>✓</td>
<td>Return all school student workbooks, assessments and marking grades to the Supervising Teacher.</td>
</tr>
<tr>
<td>✓</td>
<td>Together with the Supervising Teachers read and sign the Professional Experience Report.</td>
</tr>
<tr>
<td>✓</td>
<td>Check the Attendance Register* to make sure that it contains a complete record of the Professional Experience days undertaken and that this register is signed.</td>
</tr>
</tbody>
</table>

* The Attendance Register can be called upon by the NSW Institute of Teachers as evidence of meeting professional standards.

<table>
<thead>
<tr>
<th>Check</th>
<th>Action by the Pre-service Teacher on completion of professional experience</th>
<th>Due 1H</th>
<th>Due 2H</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Deliver the completed and signed Report and Attendance Register to the PEU within 7 days upon completion of the Block Professional Experience. Wait whilst the grade is recorded and the documents appended to the Pre-service Teacher’s records and the report documented as having been received.</td>
<td>13 June 2014</td>
<td>10 November 2014</td>
</tr>
<tr>
<td>✓</td>
<td>Collect the original Report and Attendance Register from the PEU and store securely in your professional portfolio for reference when registering as a teacher.</td>
<td>20 June 2014</td>
<td>17 November 2014</td>
</tr>
</tbody>
</table>

Professional Experience I and II grades CANNOT BE finalised until a Professional Experience Report and Attendance Register have been submitted to the Professional Experience Unit.
Critical incidents during Professional Experience

Critical incidents can occur at any time while a Pre-service Teacher is on Professional Experience. Such episodes are rare but they remain a possibility.

Critical incidents are situations like:

- a student being physically hurt while the Pre-service Teacher is teaching a class;
- a Pre-service Teacher being verbally or physically threatened with violence i.e. threatened with a weapon like a knife or a heavy object; being told, “I’m going to get you” or “I know where you live...”;
- a Pre-service Teacher being physically assaulted by students in any way;
- a Pre-service Teacher being sexually harassed by other teachers or students;
- a Pre-service Teacher receiving racist remarks by other teachers or by school students; and
- classroom invasions.

Procedure

In the event of your involvement in a critical incident and as soon as possible thereafter:

- contact your Supervising Teacher immediately;
- seek immediate professional medical assistance if you are injured. Failure to do so may affect any compensation to which you may be entitled;
- report the incident to the Deputy Principal who will direct you to fill out a report on the incident; and
- contact the UWS Professional Experience Unit as soon as possible. Failure to do so may affect any compensation to which you may be entitled.

If the incident is deemed serious enough:

- the University Professional Experience Academic Coordinator may direct the Pre-service Teacher to terminate the professional experience;
- you will be asked to undertake counselling over the incident. Failure to do so may affect any compensation to which you may be entitled; and
- you will need to provide the University Professional Experience Academic Coordinator with the school report of this critical incident.
Professional standards expected of Pre-service Teachers

Pre-service Teachers will develop these standards over their teacher education course and would be expected to achieve these by the end of their Professional Experience.

**Australian Professional Standards for Teachers**

The Framework of Professional Teaching Standards provides a common reference point to describe, celebrate and support the complex and varied nature of teachers’ work. The Professional Teaching Standards provide direction and structure to support the preparation and development of teachers as well as describing what teachers need to know, understand and be able to do. The Framework describes clear benchmarks for identifying and describing effective teaching.

**The structure of the framework**

The Framework of National Professional Teaching Standards comprises four key stages, three teaching domains and seven standards.

One of the four key stages is the graduate teacher. Graduate teachers are beginning their teaching career in NSW. They have undertaken an approved program of teacher preparation or its equivalent elsewhere, and possess the requisite knowledge, skills, values and attitudes to plan for and manage successful learning.

These teachers are equipped to engage in and negotiate a process of ongoing professional learning. They identify their development needs and seek advice and support from colleagues. They have high expectations of themselves as professional learners and for the learning of their students. Their commitment to students and student learning is reflected in their desire to support students’ achievement of the highest possible education outcomes.

They have the commitment, enthusiasm and interpersonal skills to assume a professional role within schools and their broader communities and to contribute to the operations of a school as a whole.

They are knowledgeable about the latest developments in pedagogy and can apply those developments to improve student learning. They have outstanding interpersonal and leadership skills. These skills are underpinned by principles of fairness, compassion and integrity.

**Domains**

The Standards are intended to describe the nature of teachers’ work in three domains: Professional Knowledge, Professional Practice and Professional Engagement.

**Standards**

The seven standards describe the areas encompassed within the domains. They give a logical organisational structure for consistent presentation of the standards within the graduate stage. Professional Experience II Pre-service Teachers would be expected to achieve the desired aspects across all seven standards but at a higher, more proficient level and achieving greater effectiveness than Professional Experience I Pre-service Teachers.
The seven standards are:

**Professional Knowledge**
1. Know students and how they learn
2. Know the content and how to teach it

**Professional Practice**
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning

**Professional Engagement**
6. Engage in professional learning
7. Engage professionally with colleagues, parents/cares and the community

Pre-service teachers will be evaluated using the Australian Professional Standards for Teachers. The standards, as they are further defined by focus areas, and the knowledge and skills that the Pre-service teachers should focus on during professional experience (please refer to the table below).

<table>
<thead>
<tr>
<th>STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN</th>
<th>Focus area</th>
<th>GRADUATE TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 Physical social and intellectual development and characteristics of students</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</td>
<td></td>
</tr>
<tr>
<td>1.2.1 Understand how students learn</td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</td>
<td></td>
</tr>
<tr>
<td>1.3.1 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td></td>
</tr>
<tr>
<td>1.4.1 Strategies for teaching Aboriginal and Torres Strait Islander students</td>
<td>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</td>
<td></td>
</tr>
<tr>
<td>1.5.1 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</td>
<td></td>
</tr>
<tr>
<td>1.6.1 Strategies to support full participation of students with disability</td>
<td>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT | Focus area | GRADUATE TEACHERS |</p>
<table>
<thead>
<tr>
<th>2.1.1 Content and teaching strategies of the teaching area</th>
<th>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1 Content selection and organisation</td>
<td>Organise content into an effective learning and teaching sequence.</td>
</tr>
<tr>
<td>2.3.1 Curriculum, assessment and reporting</td>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</td>
</tr>
<tr>
<td>2.4.1 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</td>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
</tr>
<tr>
<td>2.5.1 Literacy and numeracy strategies</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
</tr>
<tr>
<td>2.6.1 Information and Communication Technology (ICT)</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</td>
</tr>
</tbody>
</table>

**STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING**

**Focus area**

<table>
<thead>
<tr>
<th>3.1.1 Establish challenging learning goals</th>
<th>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 Plan, structure and sequence learning programs</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</td>
</tr>
<tr>
<td>3.3.1 Use teaching strategies</td>
<td>Include a range of teaching strategies</td>
</tr>
<tr>
<td>3.4.1 Select and use resources</td>
<td>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</td>
</tr>
<tr>
<td>3.5.1 Use effective classroom communication</td>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</td>
</tr>
<tr>
<td>3.6.1 Evaluate and improve teaching programs</td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</td>
</tr>
<tr>
<td>3.7.1 Engage parents/ carers in the educative process</td>
<td>Describe a broad range of strategies for involving parents/carers in the educative process.</td>
</tr>
</tbody>
</table>

**STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS**

**Aspect**

<table>
<thead>
<tr>
<th>GRADUATE TEACHERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1 Support student participation</td>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities.</td>
</tr>
<tr>
<td>4.2.1. Manage classroom activities</td>
<td>Demonstrate the capacity to organise classroom activities and provide clear directions.</td>
</tr>
<tr>
<td>4.3.1 Manage challenging behaviour</td>
<td>Demonstrate knowledge of practical approaches to manage challenging behaviour.</td>
</tr>
<tr>
<td>4.4.1 Maintain student safety</td>
<td>Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.</td>
</tr>
<tr>
<td>4.5.1 Use ICT safely, responsibly and ethically</td>
<td>Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</td>
</tr>
</tbody>
</table>

**STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING**

<table>
<thead>
<tr>
<th>Focus area</th>
<th>GRADUATE TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1.1 Assess student learning</td>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</td>
</tr>
<tr>
<td>5.2.1 Provide feedback to students on their learning</td>
<td>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</td>
</tr>
<tr>
<td>5.3.1 Make consistent and comparable judgements</td>
<td>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</td>
</tr>
<tr>
<td>5.4.1 Interpret student data</td>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</td>
</tr>
<tr>
<td>5.5.1 Report on student achievement</td>
<td>Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</td>
</tr>
</tbody>
</table>

**STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING**

<table>
<thead>
<tr>
<th>Focus area</th>
<th>GRADUATE TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.1 Identify and plan professional learning needs</td>
<td>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</td>
</tr>
<tr>
<td>6.2.1 Engage in professional learning and improve practice</td>
<td>Understand the relevant and appropriate sources of professional learning for teachers.</td>
</tr>
<tr>
<td>6.3.1 Engage with colleagues and improve practice</td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</td>
</tr>
<tr>
<td>6.4.1 Apply professional learning and improve student learning</td>
<td>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</td>
</tr>
</tbody>
</table>

**STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY**

<table>
<thead>
<tr>
<th>Focus area</th>
<th>GRADUATE TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.1 Meet professional ethics and responsibilities</td>
<td>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</td>
</tr>
<tr>
<td>7.2.1 Comply with legislative, administrative and organisational requirements</td>
<td>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</td>
</tr>
<tr>
<td>7.3.1 Engage with the parents/carers</td>
<td>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</td>
</tr>
<tr>
<td>7.4.1 Engage with professional teaching networks and broader communities</td>
<td>Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.</td>
</tr>
</tbody>
</table>
Section Four

Roles and responsibilities of key personnel involved in the Professional Experience

The role of the School Professional Experience Coordinator

All schools appoint a Professional Experience Coordinator. The Professional Experience Coordinator will have administrative control over all Pre-service Teachers located in the school during Focus Week and the block Professional Experience.

The School Professional Experience Coordinator is responsible for:

- identifying in collaboration with the Principal appropriate Supervising Teachers to undertake Professional Experience supervision;
- understanding the requirements of the Professional Experience;
- ensuring that all Supervising Teachers receive a package from UWS;
- assisting Supervising Teachers in interpreting the materials;
- assisting Pre-service Teachers in their orientation to the school, including making available documents outlining school policies and procedures;
- encouraging Pre-service Teachers’ professional growth and contribution at a school level;
- supporting Supervising Teachers and Pre-service Teachers in establishing positive working relationships; and
- oversee Supervising Teachers in their interactions and assessment of Pre-service Teachers;
- assisting in the professional development of Pre-service Teachers;
- making immediate contact with the UWS Adviser when and if a problem arises with a Pre-service Teachers’ Professional Experience placement;
- organising a common time for all Pre-service Teachers to meet with the University Adviser; and
- participating in a ‘Committee of Advice’ in instances where a Pre-service Teacher is causing concern.

The role of the Supervising Teacher

The Supervising Teacher is the person to whom the Pre-service Teacher has been assigned and is the Pre-service Teacher’s principal supervisor.

The Supervising Teacher is responsible for:

- understanding the basic principles and requirements of the Professional Experience;
- supporting the Pre-service Teacher to achieve the outcomes of the Professional Experience;
- demonstrating appropriate teaching techniques and strategies as required;
- encouraging Pre-service Teachers to show initiative while exploring a range of teaching and learning approaches;
- supporting Pre-service Teachers to become self-critical of their teaching practice;
- writing the final report and discussing the report with the Pre-service Teacher and the UWS Adviser; and
- participating in a ‘Committee of Advice’ in instances where a Pre-service Teacher is causing concern.

The role of the Supervising Teacher is to:

- provide written feedback (on the forms provided) at least one planned lesson per day;
- provide Pre-service Teachers with feedback on lesson preparation;
- provide feedback on Pre-service Teachers’ progress drawing attention to areas of strength and areas for development;
• provide Pre-service Teachers with specific strategies (in writing and verbally) for developing areas in need of improvement;
• identify any Pre-service Teacher needing support, causing concern or ‘At Risk’ and following the prescribed procedure;
• complete a report during the last week of Professional Experience; and
• determine whether the Pre-service Teacher has made satisfactory progress and, in consultation with others, and in accordance with procedures set out in the Professional Experience Handbook, determine whether the Pre-service Teacher should receive a Satisfactory or Unsatisfactory grade.

More than one Supervising Teacher
In some placements, Pre-service Teachers will have more than one Supervising Teacher. Each person in this role should provide feedback. **ONE** person should assume the role of principal Supervising Teacher; normally the person with whom the Pre-service Teacher spends the most time. The principal Supervising Teacher is responsible for writing the Pre-service Teacher’s final report. This should be done in consultation with Supervising Teachers involved in the Pre-service Teacher’s supervision.

The role of the University Advisor
Before the Professional Experience, the University Advisor will:
• become familiar with and understand the philosophies, practices and expectations of the professional experience;
• attend a briefing meeting prior to the beginning of pre-professional experience; and
• complete all employment documentation before commencing work.

During the Professional Experience the University Advisor will:
• confirm Pre-service Teacher / Supervising Teacher placements by either ringing or visiting each school early in week 1 of the block Professional Experience. At the same time, ensure all documentation has been received at the school;
• visit school as required by the UWS Professional Experience Academic Co-ordinator and according to the needs of the Pre-service Teachers;
• meet with the School Coordinator of Professional Experience and if possible the Principal on the first visit. Thereafter, endeavour to visit each Pre-service Teacher and Supervising Teacher on each visit;
• monitor Pre-service Teacher progress and attendance in consultation with the Supervising Teacher and School Coordinator of Professional Experience;
• review Pre-service Teacher documentation as appropriate;
• give Pre-service Teachers feedback on their professional progress, in relation to the outcomes of the Unit on each visit;
• assist Pre-service Teachers to fulfil university and school responsibilities as well as realise their own personal goals for professional development. Establishing weekly goals should be encouraged;
• assist Pre-service Teachers in making sense of their experiences (to link theory and evidence-based practice);
• challenge Pre-service Teachers to think more deeply about broader teaching and societal issues as well as the ethical and moral dilemmas embedded in teaching;
• participate, if required, in the Committee of Advice;
• maintain phone and email contact with schools as required; and
• check the Pre-service Teacher’s Final Report in the last week of the block.

After the Professional Experience:
• return related documentation to the Professional Experience Unit;
• brief the Professional Experience Unit on the roles and responsibilities of the those involved in the Professional Experience.
Section Five

Guidelines for the evaluation and grading of Pre-service Teachers

The Report on the Pre-service Teacher's performance is of crucial importance to their successful completion of the Professional Experience. It is mandatory for a copy to be kept by UWS for up to 50 years. It will be referred to when the Pre-service Teacher is seeking employment and in accreditation with the NSW Institute of Teachers.

The evaluation of the Pre-service Teacher should reflect the sum total of their performance in the professional experience and should not be unduly influenced by any single episode or lesson. Many Pre-service Teachers will implement occasional outstanding lessons or occasional lessons, which if viewed in isolation, are unsatisfactory. While these should be adequately noted and learned from, it is the total performance, which should be reviewed to determine satisfactory or unsatisfactory performance at Professional Experience.

Supervising Teachers should retain awareness of the stage of the Pre-service Teacher's progress within the Master of Teaching program when determining reasonable expectations of them. Pre-service Teachers completing their Professional Experience I are only part way through their initial teacher education qualification. For all Pre-service Teachers, Professional Experience is not only an opportunity to develop their teaching craft and learn about school culture, it is also an opportunity to test out their philosophy of education, their understanding of education theory, apply their subject matter expertise, and to decide whether teaching is an appropriate career move for them.

If a Supervising Teacher is of the opinion that the Pre-service Teacher's performance is unsatisfactory they should contact the School Professional Experience Coordinator and either the UWS Adviser assigned to the Pre-service Teacher or the Professional Experience Unit as soon as possible and definitely before 7 consecutive days of teaching have been completed.

Pre-service Teacher evaluation

Pre-service Teachers will be evaluated on their ability to display the achievement of the NSW Institute of Teachers National Professional Graduate Teacher Standards.

This evaluation is ongoing via written and verbal lesson feedback on best teaching aspects and areas that need improvement. The Report (see Appendix 4) is the final unit evaluation of the professional experience in schools.

While the UWS Adviser reserves the right to award the final grade, in the vast majority of cases the Supervising Teacher has the responsibility for determining the Pre-service Teacher's level of achievement in the professional experience. The Supervising Teacher may seek the advice of the UWS Adviser in the preparation and writing of the report on the Pre-service Teacher. The final grade will be awarded as Satisfactory (S) or Unsatisfactory (U) and recorded on the Report.

If a student is awarded an Unsatisfactory grade for Professional Experience and is still the case at the time of applying to graduate, then the option of exiting with a non-teaching award, the Graduate Diploma of Educational Studies (Secondary), is available. This course recognises achievement in education studies for those students who have not reached a level of competence in classroom teaching, but who have successfully completed 80 credit points of educational units.
Self-evaluation and lesson appraisal

It is a mark of the Pre-service Teacher’s professionalism that a process of self-evaluation takes place. **If lessons are not evaluated**, this in itself, is a cause for concern and the **UWS Advisor** should be made **aware of** the Pre-service Teacher’s **lack of formal reflection**. It is important that Pre-service Teachers attempt a systematic reflection on their teaching and student learning as soon as possible. This process provides a most useful and reliable basis for professional development. Done effectively, it should bring into focus all aspects of their teacher education. It may well involve reference to lecture notes, demonstration lesson notes, text and reference books, comments and suggestions from the Supervising Teacher, as well as careful study of the responses of school students during the lesson, of their written work, of the standards achieved and of difficulties encountered.

As far as possible, Pre-service Teacher’s lesson appraisal and evaluation of content and procedures should be professional. However, there will be subjective elements too, which demand quite sophisticated abilities of observation, analysis and judgement.

Writing the Pre-service Teacher’s Report

Supervising Teachers are requested to:

- write the report and discuss its content with the Pre-service Teacher. It is desirable that this consultation occurs before the report is written. A report template is available on the Professional Experience website. There is a different report template for each of Professional Experience I and Professional Experience II; and
- acknowledge that the student has read the report before it is submitted.

*Pre-service Teachers will require the original report when seeking employment.*
Section Six
Appendices

Appendix 1: Lesson Plan Format A

Panning for Learning and Teaching

Subject: ___________________________  Time: ___________  Date: ___________
Stage of Learner: ___________________  Class: __________
Topic: ___________________________

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment</th>
<th>Students learn about</th>
<th>Students learn to</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What syllabus</td>
<td>• What am I</td>
<td>• Which aspect/s of the</td>
<td>• What knowledge,</td>
</tr>
<tr>
<td>outcomes am I</td>
<td>assessing?</td>
<td>syllabus am I addressing?</td>
<td>attitudes, values and/or</td>
</tr>
<tr>
<td>addressing?</td>
<td>• How am I</td>
<td></td>
<td>skills are being</td>
</tr>
<tr>
<td>• What will learners</td>
<td>assessing?</td>
<td></td>
<td>developed in this</td>
</tr>
<tr>
<td>be able to do as a</td>
<td></td>
<td></td>
<td>lesson?</td>
</tr>
<tr>
<td>result of this</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lesson?</td>
<td></td>
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</tr>
</tbody>
</table>

Preparation
• What needs to be done before I enter the class-room?

Timing  Teaching & Learning  Organisation  Resources
• How long will each step take?  • What strategies will I employ to assist learning? (explain, demonstrate, model, role play, discuss, question, debate, hypothesise, deduce)  • How will I organise my learners? (rows, pairs, groups, circles, individuals, seated, standing, whole class)  • How will I accommodate students with special learning needs?  • What do I need to support learning?  • What do the learners need to complete the task?

Conclusion: How shall I end this teaching and learning? What needs to be done now?

Reflective Questions
How do I know if the learning was effective in terms of:
• Outcomes?
• Content?
• Timing?
• Resources?
• Was the introduction motivating & relevant to learners' lives?
• Did most of the learners engage in the learning?
• Was group work the most effective strategy to enhance learning?
• Was the text Stage appropriate?
• What strategies proved most effective?
• Will this learning experience transfer to learners' lives at school/playground/home?
• Are learners demonstrating achievement of the outcomes?
• What further planning will consolidate attainment of syllabus outcomes?
• How does this learning impact beyond the classroom?
### Years 7-10 Personal Development, Health & Physical Education Lesson Plan

**Lesson Number:** 1  
**Stage of Learner:** Stage 4  
**Class:** 8White  
**Date:**  
**Time:** 1pm – 2pm

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment</th>
<th>Students learn about</th>
<th>Students learn to</th>
</tr>
</thead>
</table>
| Syllabus 4.8  
- Investigates the nature of relationships & the impact of the use of power  
Learners will be able to:  
- evaluate the worth of relationships that involve the negative use of power |  
- Teacher observation of student contribution to class discussion on bullying  
- Student work sample of super hero |  
- Bullying & harassment  
- recognising bullying  
- Power in relationships  
- sources & types of power  
- abuse of power |  
- Recognise forms of bullying & harassment  
- Recognise instances of abuse of power & devise help seeking strategies |

<table>
<thead>
<tr>
<th>Part &amp; Timing</th>
<th>Teaching &amp; Learning Actions</th>
<th>Organisation</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
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</tbody>
</table>
- Teacher reads an excerpt from the junior fiction book 'I am Jack' that describes a bullying situation |  
- Students in a circle on chairs |  
| 10 mins |  
- Students draw sketches of scenes of bullying  
- in the playground  
- in the classroom  
- after/before school  
- on the bus |  
- Groups of 4 students seated on floor or at desks |  
- Butchers paper & textas per group |
| 10 mins |  
- Group representatives present their drawings via a ‘Walk the Walls’ strategy |  
- Groups attaches questions to each group representative | |
| 10 mins |  
- Students discuss the types & nature of bullying (gender differences, physical, social, psychological) & students relate these concepts to their drawings |  
- Groups of 4 at desks | |
| 10 mins |  
- Teacher displays a collage of super hero comic characters & questions class as to the powers of these characters  
- what super human powers do these characters have?  
- how do they use their powers? (good/evil)  
- what power do bullies have?  
- are they using their power for good or evil? |  
- Class circle |  
- Collage of super heroes |
| 15 mins |  
- Students create a new super hero that uses their powers for good to support children being bullied. |  
- In groups of 4 at desks |  
- Butchers paper & textas per group |

**Reflection:**  
Font size reduced during reproduction.
Appendix 2: Lesson Plan Format B

| SUBJECT: | | DATE:___/___/___ |
|----------|------------------|
| UNIT TITLE: | | |
| LESSON TITLE: | | |
| OUTCOMES: | List with clarity precise statements of expected student learning. The statements may come from a School Teaching and Learning Program or may be derived from your syllabus understanding. Use the following statement but substitute your outcomes. Through involvement in planned lesson activities students should be able to: |
| | • describe a simple computer system; and |
| | • represent that computer system diagrammatically. |
| TEACHER’S PREPARATION: | Provide a checklist of all your activities required prior to the lesson. For example: |
| | • teacher ‘research’ of content; |
| | • preparation of aids including chalkboard / overheads; |
| | • assembly of audio-visual hardware and software; and / or |
| | • organisation of classroom environment |
| | o seating, materials and equipment. |
| LESSON PROCEDURE: | (Focus of student and teacher actions / tasks / behaviours) |
| INTRODUCTION: | Use statements to indicate the following: |
| | • the problem focus for the lesson; |
| | • links to previous lessons and / or students’ prior knowledge; |
| | • expectations of performance; |
| | • clarification of tasks; and |
| | • how you intend to gain the attention of the learners and begin the lesson. |
| BODY: | Set out as distinct steps. A new step is required each time a student or teacher action / task / behaviour changes. In each step indicate the teacher action / task / behaviour and your expectation of the student action / task / behaviour. |
| | Step 1: Explanation of task by teacher. Students observe and respond to questions raised. |
| | Step 2: Teacher demonstrates ……. Students observe and then undertake task as a team. |
| | Step 3: Teacher-led discussion on ……. with an emphasis upon salient points. Students reflect upon the topic and respond verbally. |
| CLOSURE: | There MUST BE a definite and constructive end to the lesson. This ending may take a variety of forms but invariably |
| | • evaluate student progress towards stated outcomes and |
| | • forecast future activities – class or home based. |
| FOLLOW UP: | Issues that affect either the capacity of the teacher to deliver lessons or students to achieve outcomes arise from time to time and must be identified. Some examples include: |
| | • lesson content for possible follow up; |
| | • student / teacher actions / tasks / behaviours that focus attention on performance or that stress management of students; |
| | • use of specific teaching aids; |
| | • supervision of student movement; and |
| | • use of positive reinforcement |
| SELF EVALUATION: | Completed after teaching a lesson focusing upon lesson planning, delivery or both. Among the things you may comment and reflect upon are: |
| | • suitability of procedures in relation to outcomes; |
| | • student performance – personal comments and observations or the outcomes of some formal or informal assessment process; |
| | • students who require particular attention in the next lesson; |
| | • provisions in lessons for individual differences; and |
| | • difficulties experienced in the lesson with suggestions for future lessons. |
## Appendix 3: Lesson Plan Format C

<table>
<thead>
<tr>
<th>Date: __ / __ / __</th>
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</thead>
<tbody>
<tr>
<td>Period: ___</td>
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<tr>
<td>Class: ___</td>
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</tbody>
</table>

### Outcomes

- **What are the specific resources needed?**

- **How much time is required?**

### What am I doing?

### What are the students doing?

### Key Questions

- **What are students learning about/to do?**
Appendix 4: Professional Experience I/II
Secondary Program
Report

<table>
<thead>
<tr>
<th>Pre-service Teacher’s name</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum/teaching area</td>
<td>Nº of days</td>
</tr>
<tr>
<td>School</td>
<td>Nº of placement</td>
</tr>
</tbody>
</table>

SUMMARY COMMENTS by the SUPERVISING TEACHER

OVERALL ASSESSMENT

Grade: ☐ Satisfactory ☐ Unsatisfactory

Satisfactory: The Pre-service Teacher has passed and met the expected standard in most of the relevant elements as described by the NSW Institute of Teachers for this stage of their professional learning. Where a Pre-service Teacher’s work is considered outstanding or well above average, this judgment should be reflected in the summary comments.

Unsatisfactory: The Pre-service Teacher has failed this Professional Experience unit and has not demonstrated all of the relevant elements as described by the NSW Institute of Teachers. The Supervising Teacher, Professional Experience Coordinator and Principal are of the opinion that the Pre-service Teacher requires an addition Professional Experience to attempt to demonstrate satisfactory competence as a graduate teacher. No Pre-service Teacher should receive an Unsatisfactory grade without being placed At Risk and the Committee of Advice being convened. This grade may be recommended on ONE or more of the following grounds:

• Performance Deficiencies – i.e. failure to exhibit criteria indicated for the particular Professional Experience unit;
• Withdrawing from Professional Experience – unless a Withdrawal Without Penalty is awarded;
• Non-Academic Misconduct.

Supervising Teacher’s Name ___________________ Signature: ___________________ Date: ______

Pre-service Teacher’s Signature: ___________________ Date: ______
Pre-service Teachers are to be assessed by the Supervising Teacher against the relevant Graduate Teacher Standards that are applicable to Professional Experience I/II as either ND – Not demonstrated; D – Demonstrated; E – Exceeds expectations. Elaborate on the Pre-service Teacher’s professional practice in the Comment section. If Standards are not able to be demonstrated please provide an explanation in the appropriate Comments section. If standards are not relevant please insert ‘NA’.

<table>
<thead>
<tr>
<th>STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN</th>
<th>ND</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus area</strong></td>
<td><strong>GRADUATE TEACHERS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.1 Physical, social and intellectual development and characteristics of students</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.1 Understand how students learn</td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.1 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4.1 Strategies for teaching Aboriginal and Torres Strait Islander students</td>
<td>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.1 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6.1 Strategies to support full participation of students with disability</td>
<td>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</td>
<td></td>
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</tr>
</tbody>
</table>

**Comments**

<table>
<thead>
<tr>
<th>STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT</th>
<th>ND</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus area</strong></td>
<td><strong>GRADUATE TEACHERS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.1 Content and teaching strategies of the teaching area</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.1 Content selection and organisation</td>
<td>Organise content into an effective learning and teaching sequence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3.1 Curriculum, assessment and reporting</td>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4.1 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</td>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5.1 Literacy and numeracy strategies</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
<td></td>
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</tr>
<tr>
<td>2.6.1 Information and Communication Technology (ICT)</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</td>
<td></td>
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</tbody>
</table>

**Comments**
### STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

<table>
<thead>
<tr>
<th>Focus area</th>
<th>GRADUATE TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 Establish challenging learning goals</td>
<td>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</td>
</tr>
<tr>
<td>3.2.1 Plan, structure and sequence learning programs</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</td>
</tr>
<tr>
<td>3.3.1 Use teaching strategies</td>
<td>Include a range of teaching strategies.</td>
</tr>
<tr>
<td>3.4.1 Select and use resources</td>
<td>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</td>
</tr>
<tr>
<td>3.5.1 Use effective classroom communication</td>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</td>
</tr>
<tr>
<td>3.6.1 Evaluate and improve teaching programs</td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</td>
</tr>
<tr>
<td>3.7.1 Engage parents/carer in the educative process</td>
<td>Describe a broad range of strategies for involving parents/carers in the educative process.</td>
</tr>
</tbody>
</table>

**Comments**

### STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

<table>
<thead>
<tr>
<th>ASPECT</th>
<th>GRADUATE TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1 Support student participation</td>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities.</td>
</tr>
<tr>
<td>4.2.1 Manage classroom activities</td>
<td>Demonstrate the capacity to organise classroom activities and provide clear directions</td>
</tr>
<tr>
<td>4.3.1 Manage challenging behaviour</td>
<td>Demonstrate knowledge of practical approaches to manage challenging behaviour.</td>
</tr>
<tr>
<td>4.4.1 Maintain student safety</td>
<td>Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.</td>
</tr>
<tr>
<td>4.5.1 Use ICT safely, responsibly and ethically</td>
<td>Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</td>
</tr>
</tbody>
</table>

**Comments**
### STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

<table>
<thead>
<tr>
<th>Focus area</th>
<th>GRADUATE TEACHERS</th>
<th>ND</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Assess student learning</td>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</td>
<td></td>
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</tr>
<tr>
<td>5.2 Provide feedback to students on their learning</td>
<td>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</td>
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</tr>
<tr>
<td>5.3 Make consistent and comparable judgements</td>
<td>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</td>
<td></td>
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</tr>
<tr>
<td>5.4 Interpret student data</td>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice</td>
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</tr>
<tr>
<td>5.5 Report on student achievement</td>
<td>Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</td>
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</tbody>
</table>

**Comments**

### STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>Focus area</th>
<th>GRADUATE TEACHERS</th>
<th>ND</th>
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</thead>
<tbody>
<tr>
<td>6.1 Identify and plan professional learning needs</td>
<td>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</td>
<td></td>
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</tr>
<tr>
<td>6.2 Engage in professional learning and improve practice</td>
<td>Understand the relevant and appropriate sources of professional learning for teachers.</td>
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<tr>
<td>6.3 Engage with colleagues and improve practice</td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</td>
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<tr>
<td>6.4 Apply professional learning and improve student learning</td>
<td>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</td>
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</table>

**Comments**

### STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

<table>
<thead>
<tr>
<th>Focus area</th>
<th>GRADUATE TEACHERS</th>
<th>ND</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Meet professional ethics and responsibilities</td>
<td>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</td>
<td></td>
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<tr>
<td>7.2 Comply with legislative, administrative and organisational requirements</td>
<td>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</td>
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<tr>
<td>7.3 Engage with the parents/carers</td>
<td>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</td>
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<tr>
<td>7.4 Engage with professional teaching networks and broader communities</td>
<td>Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.</td>
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</tbody>
</table>

**Comments**
### Appendix 5: UWS Secondary Education Program

**PRE-SERVICE TEACHER’S ATTENDANCE REGISTER**

**PRE-SERVICE TEACHER’S NAME and ID NUMBER:**

____________________________________

**NAME OF SCHOOL:** ___________________________  **DATES:** ________________

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Start and Finish Times</th>
<th>Pre-service Teacher’s Signature</th>
<th>University Advisor’s initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Focus Day)</td>
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<td>2 (Focus Day)</td>
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<td>25</td>
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</tr>
</tbody>
</table>

Pre-service Teacher’s Signature: ____________________________________________

Supervising Teacher’s Signature: ___________________________________________

**This attendance register is required as proof of attendance, for registration with the NSW Teacher’s Institute.**

*The Pre-Service Teacher MUST return this register to the Professional Experience Office at the completion of the professional experience so a grade can be awarded.*
Appendix 6: Secondary Education Professional Experience Organisational Chart

Head of Program
Allan Morton
Phone: (02) 4736 0257

Chwee Beng Lee
Professional Experience
Academic Coordinator
Phone: (02) 4736 0719

Child Protection Officer
Denise Fraser
Phone: (02) 47360042

Professional Experience Manager
Mr. James O’Kelly
Phone: (02) 4736 0262

Professional Experience Administrative Coordinator
Ms. Sonia Bodnaruk
Phone: (02) 4736 0068
Appendix 7: Information on Classroom and Behaviour Management

Pre-service Teachers experience, to varying degrees, problems with classroom and behaviour management while undertaking Professional Experience. It is important for all Pre-service Teachers to develop effective classroom and behaviour management strategies and to this end should be guided by the Supervising Teacher. Pre-service Teachers will require support and ideas to establish routines and practices for organising students, the learning space, time and materials to maximise effective teaching and student engagement.

How Pre-service Teachers manage time, space and resources will impact considerably upon classroom dynamics. Poor student behaviour often arises because Pre-service Teachers do not consider how their use of time, space and resources result in a lack of student engagement. To encourage Pre-service Teachers to develop effective classroom management skills, Supervising Teachers will need to encourage Pre-service Teachers to examine how lessons are effectively opened and closed as well as reminding them to consider the ‘how to teach’ question simultaneously with the ‘what to teach’ question when preparing the body of lessons.

When developing behaviour management skills, Pre-service Teachers must understand that their relationships with students are of vital importance. Adolescents need to feel part of a group and to be appreciated as individuals. Every effort should be made by Pre-service Teachers to learn and use student names for this will help to establish a supportive classroom culture and encourage preventative rather than punitive approaches to behaviour management.

Managing a group of students is not always an easy task and while there are no ‘fail-safe’ techniques, there are strategies that Pre-service Teachers can use. In particular:

- circulating throughout the room as physical proximity can minimise inappropriate behaviour;
- be on alert to analyse what is going on in the room – both academically and socially; and
- where possible, deal with problems as they occur. If this interferes too much with the flow of the lesson, then in the first instance, consider isolating the student in the classroom. If the problem behaviour persists then the student should be dealt with by the Supervising Teacher, who is in the room in a supportive capacity.

Supervising Teachers should discuss with Pre-service Teachers the expectations they have for student behaviour, participation and the smooth running of lessons and how those expectations can be actioned.

The following section provides some guidance for dealing with the range of students (passive, dependent, confrontational, unprepared, dominating, and late arrivals) typically encountered in classrooms. It is based on material published by the Teaching and Learning Unit within the Faculty of Economics and Commerce at Melbourne University (http://tlu.ecom.unimelb.edu.au/tutortraining/classroom.html).

Passive Students

Pre-service Teachers will encounter at least one or perhaps a group of students who sit quietly, never answering or asking questions, participate minimally or not at all in group discussions, and don’t ‘seem’ to be engaged in learning at all. Pre-service Teachers should consider why the students are not interacting – is the task beyond their capabilities, are they experiencing personal problems, do you need to consider more engaging activities? – before considering how best to deal with the situation.

One method for dealing with passive students is to try to engage them in activities within a group situation. This encourages interaction with peers and being part of a group activity means that student is given a specific responsibility and others are dependent on their participation. Students are then more confident to respond before all students. An awareness of which students have not contributed to discussions enables you to draw them into a class discussion early.

Remember, calling upon a student by name makes it harder for them to avoid participation. If a student is shy or reserved, give them time to prepare a response and return to them later or start with a low risk question. Some ‘quiet’ students are not necessarily uninvolved but listening and absorbing
the discussion. You might ask that student to check out a point in the discussion and report on it next lesson.

**Dependent Students**

Some students, especially younger ones, find independent study demanding and need support to achieve independence. Pre-service Teachers should realise that it is within their capacity to organise the learning environment and encourage the development of independent learning. This requires, initially, carefully structured and specific steps (scaffolding) for the completion of set tasks or the establishment of routines. As students become more aware of how to take on responsibility in the learning process, the scaffolding – or level of support – can be gradually withdrawn. The key to successfully preparing students for independent study centres on establishing self-confidence in how they will understand and meet expectations.

Pre-service Teachers should begin by making time to discuss dependent student’s work with them and compliment them on their accomplishments. This type of intervention seeks to steer the dependent student to consider how they might approach the next stage of a task. Pre-planning and establishing a structure are the first steps in gaining independence. It may be necessary to guide students to where they will be able to find material and if helpful, discuss with students what they will be endeavouring to research. Clarifying the purpose may be a starting point for these students, for some getting started often blocks completion.

Another approach Pre-service Teachers may use might involve making time for students to discuss in small groups how they would approach a task. This helps those students to draw support from their peers whilst improving their understanding of the parameters of the task.

Finally, the aim behind the implementation of these strategies is to build student capacity, shift ownership for learning to the student and to gradually lessen the involvement of the Pre-service Teacher in setting the steps for how the students will operate.

**Confrontational Students**

Most students will act in an appropriate manner during lessons, though some will test the boundaries of acceptable behaviour. Pre-service Teachers should deal with the behaviour calmly and professionally. Remember to focus on the inappropriate behaviour do not embarrass students in front of their peers as this can escalate the problem. Do not get involved in arguments.

Pre-service Teachers should look to minimise the impact of the confrontational student on the learning of others. Often this means isolating the confrontational student within the classroom, continuing the lesson to an appropriate break point and then dealing on a one-to-one basis rather than speaking across the class. Such action helps to diffuse situations and may provide ‘cooling off’ time Pre-service Teachers would then explain why the behaviour was disruptive and the negative effect upon other students’ learning. Try to establish why the student is behaving in this manner. Throughout, be factual and objective, reiterate your expectations and ask the student why they are not able to meet these standards. Make a direct appeal to the student’s sense of fairness to the other students and to yourself. If consistent inappropriate behaviour continues, then refer the student to the Supervising Teacher.

**Unprepared Students**

Lack of preparation is a continual problem in lessons. Students often have other commitments on their time or they may simply be under pressure from commitments to other subjects. Pre-service Teachers should establish the level of preparation expected for each lesson; it is more likely that students will respond to this expectation.

Support your expectations with appropriate practices aimed at motivating rather than punishing students. Consider:
- checking at what stage students are at with any set tasks;
- advising students on how to approach out-of-class work; or
- asking students to report on their progress.
When individual students have not completed assigned tasks show that you expect a contribution regardless; for example, have the student restate the question and start solving the problem. If a large number of students have not attempted the task, consider dividing up the problems or question and allocate to small groups of students. Always have fun extension tasks ready for those students who have completed the task. As much as possible avoid the temptation to simply provide the answers or solutions, far better to have students attempt the task in class. Pre-service Teachers are reminded that acting in this manner is about reinforcing expectations and standards of achievement.

**Dominating Students**

Occasionally Pre-service Teachers will experience a student who exhibits dominating behaviour, for example excessive questioning, speaking more often than others, or continuously interrupting other students. It is important to recognize that in this instance, as in the others, there is often no single motivation. Domination may be genuine belligerence or it could be the frustration of a high-achieving student with the lack of their peer’s preparation. Pre-service Teachers should acknowledge the willingness of this student to participate but must enable contributions from other students. Consider:

- inviting student participation by name;
- asking the dominating student to hold comments for a while, for example say ‘Trevor, hold that thought and I’ll come back to you’;
- asking the dominating student to listen to other students and then offer a synopsis of the discussion;
- a writing activity where all students construct a response and then choose some students to read these;
- limiting each student’s response to a minute/thirty seconds; or
- using tokens, allotting three/five to each student for each discussion topic. When tokens for one discussion topic have been ‘used’, students are unable to enter the discussion until the next topic of discussion begins.

If the student persists, state your intention to include other students so that there is greater diversity in opinions as everyone benefits from this range of ideas. Pre-service Teachers may need to speak to the student at the conclusion of the lesson and re-iterate how you value their comments but that you must insist on ensuring others are offered the opportunity to enter discussions.

**Coping with late arrivals**

The extent to which Pre-service Teachers accommodate late arrivals must reflect school policy. It is incumbent on the Pre-service Teacher to start and finish the lesson on time out of respect for those students who arrive on time and the teacher who will be taking the students in their next class.

Late arrival may become a problem if it happens regularly and becomes disruptive. Pre-service Teachers should discuss strategies with the Supervising Teacher on how best to manage this issue before it happens. Clarifying expectations and reminding students of the ground rules can be a helpful beginning. Under no circumstances should late arriving students be sent to their last class teacher for a note to explain tardiness. To do so is to waste more time, it is far better to record the instance and follow-up with a telephone call. Similarly, there is no advantage to be gained by sending late arrivals to the Principal, Deputy Principal or other authority figure for a late note; record the instance, reinforce expectations and impose an appropriate sanction.
Appendix 8: Suggested questions for the Pre-service Teacher to ask their Supervising Teacher

During the Focus Days

1. How do you prefer to be addressed in front of the students?
2. How do you prefer to be addressed in private?
3. How do you prefer to be addressed in front of parents/colleagues?
4. How should I address other staff members?
5. Could we establish a regular time to meet and discuss my progress and the Professional Experience requirements?
6. Do any learners have particular needs, interests, strengths and strategies that I should be aware of immediately?
7. What issues regarding diversity should I be aware of in this school?
8. What can I do to assist you during the Focus Days?
9. How can I contribute to the school?
10. What are the overall school routines that I should know about?
11. What are the school’s requirements regarding appropriate dress standards?
12. What are the school regulations regarding paying for tea/coffee, staffroom routines, use of the photocopier and other resources?

About classroom organisation

1. Do you have a specific plan for managing behaviour in your classroom? What are its main points?
2. What strategies do you find most effective for dealing with behaviour problems?
3. Which strategies are least effective?
4. What are the rules and procedures in your class?
6. What management strategies do you use to maintain an effective learning environment?
7. How important is having established strategies to the effectiveness of your behaviour management plan? Why?
Appendix 9: Additional information

Pre-service teachers are required to collect the following additional information during the Focus Days/Professional Experience Block about their school:

- Identify the key policies and procedures for this particular school. Pre-service teachers may write a brief description/analysis of each one and place in your Professional Experience folder for your NSW Institute of Teachers' Portfolio.
- Identify major resources that support teaching/learning and where these are located (eg. Syllabus for each Key Learning Area, curriculum framework, strategic plan, specialist equipment etc)
- Routine times within the school.
- Classroom rules/expectations of the classes to be taught.
- Safety precautions that exist in the school.
- Procedures to be followed in case of an accident.
- Key elements of the school's behaviour management policy.
- Rules regarding the borrowing and returning of school resources.
A NOTE OF THANKS

The School of Education at the University of Western Sydney acknowledges the considerable assistance provided by the school Principal, the Professional Experience Coordinator, executive teachers and Supervising Teachers in the professional development of UWS Pre-service Teachers. The School of Education also recognises your high level of responsibility and the effort you have expended in your supervisory roles.

It is hoped that the professional relationship between the School of Education and those who assist Pre-service Teachers with their professional development will continue.

Thank you for your involvement.