

BACHELOR OF
PRIMARY EDUCATION
CONNECT: GUIDELINES
FOR IN SCHOOL IMMERSION
PROGRAM 2012

EDPD101



Please Note

All Preservice Teachers have been made aware of the Child Protection (Prohibited Employment) Act, 1998 and Commission for Children and Young People Act, 1998 and have completed the New South Wales Department of Education and Communities Declaration - Appendix 4 form at the beginning of their University degree. Preservice Teachers cannot commence Professional Experience unless they have signed the Declaration and submitted the form to the Faculty of Education.

Faculty of Education academic staff and interns have completed the National Criminal Records Check.

Professional Experience is a compulsory component embedded in our Undergraduate and Graduate Diploma of Education courses. Therefore it is an expectation that students who participate in these courses are capable of meeting the demands of navigating their own way to, from and around the Professional Experience contexts, e.g. school sites. It needs to be noted that the off-campus environment is beyond the control of UOW.

Disclaimer

Please note that details in the 2012 Bachelor of Primary Education: Guidelines for In School Immersion Program are correct at the time of printing but may be subject to variation through the year.

In School Immersion Program

Overview

The purpose of the In School Immersion Program is to immerse Preservice Teachers in the culture of schools. Preservice Teachers will benefit greatly from gaining first hand knowledge of how schools and classrooms operate. Understanding the culture of schools, their purpose and their organisational structures will provide Preservice Teachers with a solid foundation for their overall course and future careers. Such immersion also provides Preservice Teachers with greater opportunities to make the links between the theories and pedagogies of the Key Learning Areas that are studied at University. The In School Immersion Program will allow Preservice Teachers to observe appropriate classroom organisation and behaviour management strategies. This program acknowledges that practising teachers play an integral role in the overall education of future teachers.

During the immersion days students may support the school in tasks that the Principal or In School Coordinator feels will provide students with opportunities to be 'immersed' across the whole school setting.

Tasks may include but are not limited to:

- working one-on-one with a child
- supervising small groups
- reading to a group or the whole class
- helping to prepare school plays/musical concerts
- assisting in the library
- support/assist teachers on field trips
- help organise/develop reading materials/maths materials
- help in outdoor activities
- observe/assist children with computers
- support teachers before and during creative arts/music/choir/drama activities
- assist children during a writing workshop

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Please note that an e-copy of this document can be found on the Faculty of Education homepage under Professional Experience/Professional Experience Handbook <http://www.uow.edu.au/educ/proExperience/handbooks/index.html>

1 CONTACT DETAILS

Administrative Enquiries

Professional Experience Coordinator
Robyn Lumby

Tel: 02 4221 3578
Fax: 02 4221 3891
Email: rlumby@uow.edu.au

Professional Experience Administration Officer
Rachelle Tom

Tel: 02 4221 8180
Fax: 02 4221 3891
Email: rtom@uow.edu.au

Professional Experience Administrative Assistant
Karen Fierravanti

Tel: 02 4239 2380
Fax: 02 4221 3891
Email: karenf@uow.edu.au

Key Contacts

Subject Coordinator: EDPD101
Dr Michelle Eady

Tel: 02 4221 3613
Email: meady@uow.edu.au

2 SUBJECT REQUIREMENTS

As part of the subject Professional Development 1: The Learning Environment (EDPD101), from the second school visit (22 March) Preservice Teachers are required to keep a daily log and make one detailed observation for each Immersion day. These observations are designed to: capture what happens in an activity or event in any setting; the actions of participants: who did what, when; the key points in the observation setting (including names of speakers and selective, brief verbatim quotes); and the non-verbal expressions (e.g., noting when people came in or left the activity). These observations will be shared during dedicated reflection time in EDPD101 tutorials.

The templates to be used for recording observation can be found in Appendices 2 and 3.

2.1 Two-week Professional Experience Placement

In Week 1 of Term 2, In School Coordinators will be asked to identify the Supervising Teacher and the Preservice Teacher(s) who has/have been allocated to that teacher. 1st Year Preservice Teachers can be placed in pairs with one Supervising Teacher for their first Professional Experience. The Supervising Teacher will receive a Professional Experience Handbook that outlines the guidelines for the Professional Experience and appropriate forms.

The two-week Professional Experience block occurs from 12 to 22 June 2012.

2.2 Bachelor of Primary Education: EDPD101

Immersion Program Dates	<p>Ten Immersion days (Thursday) – during weeks beginning 12 March to 2 April and 23 April to 28 May 2012.</p> <p>Preservice Teachers can be placed in pairs during the ten Immersion days and the Professional Experience block.</p>
Subject Number	EDPD101
Observation	Throughout the In School Immersion Program Preservice Teachers need to experience the culture of schools and gain an understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, teacher-pupil interaction and behaviour management strategies.
Immersion Program Overview	<ul style="list-style-type: none"> First Year Primary students are placed in Primary Schools for 10 consecutive Thursdays: <ul style="list-style-type: none"> March: 15, 22, 29 April: 5, 26 May: 3, 10, 17, 24, 31 Preservice Teachers are required to attend for the full school day and participate in the normal routine of the school. Preservice Teachers may support mentor teachers in tasks that the Principal or In School Coordinator recommend. Preservice Teachers may be allocated to one teacher for the whole period or to different teachers for a period of weeks. Tasks may include working one on one with a child, supervising small groups, reading to a group or the whole class, helping to prepare school plays, musical concerts, and other experiences.
Outcomes	<p>At the conclusion of the In School Immersion Program, Preservice Teachers will have:</p> <ul style="list-style-type: none"> Displayed an awareness of the importance of interpersonal relations and communication skills and extended development of such skills in class and school activities. Demonstrated a genuine interest and concern in children, their welfare and activities. Demonstrated a growing confidence in working with children. Developed an understanding of how schools are organised and managed. Gained experiences in the six KLA's through observation and immersion. Observed and assisted the teacher in ongoing classroom and school activities.
University Liaison Lecturer	A University Liaison Lecturer will be allocated to a cluster of participating schools, liaising with the Principal and/or In School Coordinator and acting as the contact person for the Preservice Teacher cohort.

3 POLICIES AND PROCEDURES

3.1 Professional Conduct

The University of Wollongong Code of Practice – Student Professional Experience outlines the responsibility of Preservice Teachers when they are involved in any Professional Experience in a setting outside of the University that is a requirement of a course or subject offered by the University.

The Code of Practice can be found at: <http://www.uow.edu.au/about/policy/UOW058662.html>

Preservice Teachers in the Faculty of Education are expected to act in accordance with University of Wollongong Code of Practice - Student Professional Experience. The Faculty expects that at all times:

- Preservice Teachers must behave ethically and in a manner that upholds the good name of the Faculty of Education and the University of Wollongong;
- Preservice Teachers must adhere to the professional ethics and codes of conduct appropriate to the teaching profession;
- Preservice Teachers must dress professionally and in a manner appropriate to the setting in which the Professional Experience is undertaken;
- Preservice Teachers maintain confidentiality with regard to privileged information that they will have access to in all Professional Experience placements.

3.1.1 Professional Experience and Internship Placement Acknowledgement form

All students must complete and return to the Professional Experience Unit a *Professional Experience and Internship Placement Acknowledgement* form before beginning any Professional Experience.

The form will be distributed to students but can also be downloaded from the Professional Experience Unit's website, under *Forms* - <http://www.uow.edu.au/educ/proExperience/forms/index.html>

Failure to complete and submit the form will prevent the student from participating in any school placement in the current year and may lead to a fail in the subject the Professional Experience is aligned with.

3.1.2 Grounds for exclusion from a school placement

As a result of extenuating circumstances or professional misconduct a Preservice Teacher may be asked by the School Principal or the University of Wollongong to leave the school, terminating the Professional Experience. Reasons for the removal of a Preservice Teacher from a school placement and subsequent failure of the Professional Experience may be due to but not limited to the following circumstances:

- A serious breach of the University Code of Conduct, Policies or Procedures;
- A serious breach of the relevant New South Wales Department of Education, Catholic Education Commission NSW or Independent School regulations;
- A Preservice Teacher's behaviour places school pupils and/or staff at risk;
- Unexplained absences or absences without satisfactory explanation;
- A Preservice Teacher accesses confidential school documents without permission;
- A Preservice Teacher has demonstrated unsatisfactory progress over a period of time during Professional Experience and this unsatisfactory progress has been documented but not adequately addressed by the Preservice Teacher (see 2012 Professional Experience Handbook, Section 2.2.2);
- A Preservice Teacher discredits the school or school personnel.

If a Preservice Teacher is excluded from a Professional Experience by the placement school the **Principal or In School Coordinator** must contact the Faculty of Education immediately. In accordance with University's General Course Rules: 8.64, 8.65 and 8.66, exclusion from Professional Experience may result in either failure of the subject in which the Professional Experience is embedded or exclusion from study in the Faculty of Education.

3.2 School Placement

For ethical and professional reasons Preservice Teachers are not permitted to undertake Professional Experience at a school where they work, or have relatives (partner, child, parent or other close relative) employed or enrolled at a school. It is the responsibility of a Preservice Teacher to notify the Faculty immediately if they have been placed in a school that breaches this policy.

3.2.1 Variation to Professional Experience

Each Professional Experience must be completed when scheduled in each degree and at the designated time allocated by the University within the academic year. The Faculty of Education Professional Experience Planner can be downloaded from the Faculty's website - <http://www.uow.edu.au/educ/planner/index.html>

Preservice Teachers must satisfy the requirements of each Professional Experience placement before proceeding to the next scheduled Professional Experience in the degree in which they are enrolled.

If due to extenuating circumstances a Preservice Teacher is unable to complete the Professional Experience as scheduled, they must apply to the Faculty of Education to complete the Professional Experience at an alternative time. A *Variation to Professional Experience* form must be completed and submitted to the Professional Experience Unit. If approved by the Program Director the Professional Experience Unit will negotiate an alternative time with the placement school.

3.3 Name Badges

Please note all 1st First Year students are issued with a name badge by the Professional Experience Unit. It is a requirement to wear your name badge while on Professional Experience. In the unfortunate circumstance that a UOW name badge is misplaced, the Preservice Teacher is required to replace and purchase their name badge.

For your convenience we have listed below the supplier's details should you need to reorder another badge:-

New Millennium Trophies & Gifts
92 Auburn Street, Wollongong
T: 02 4225 3717
Contact: Kerry

3.4 Attendance and Absences

Preservice Teachers must attend all allocated Professional Experience days and be present for the whole school day - failure to do so will result in a Fail grade being awarded for the Professional Experience. A Professional Experience report must not be given to a Preservice Teacher until **all** required days have been completed.

3.4.1 In School Coordinators will inform Preservice Teachers of the time of arrival and departure as this varies from school to school. Punctuality is a professional responsibility. Arrival and departure times specified by the school must be adhered to, however the Faculty of Education expects Preservice Teachers to be present at least 30 minutes prior to the start of the school day and be available for meetings after school.

3.4.2 Preservice Teachers must sign the Attendance Register each day on arrival and departure.

3.4.3 A Preservice Teacher must not leave the school grounds unless they have gained permission from the In School Coordinator.

3.4.4 Absences

If an absence occurs at school:

Due to illness or other extenuating circumstances, Preservice Teachers must undertake the following:

- Contact the Principal, In School Coordinator or Supervising Teacher through established channels as early as possible, eg email and phone call.

- Complete an Illness/Misadventure form (see Appendix 20) and submit this to the In School Coordinator when they return to school. A medical certificate is required for absences of two or more days and must be attached to the form.
- The above form and documentation should be copied for the Preservice Teacher's own records, as it will be required by the PROFESSIONAL EXPERIENCE Unit when the Preservice Teacher submits PROFESSIONAL EXPERIENCE reports.
- Email the Director of their program, Subject Coordinator and the PROFESSIONAL EXPERIENCE Unit (pex-enquiries@uow.edu.au) summarising the days missed and when they will be made up.
- Preservice Teachers must negotiate with their Supervising Teacher to make up all absences. Absences cannot be made up during study weeks or when lectures or tutorials are scheduled.
- Where industrial action is scheduled during a Professional Experience placement the In School Coordinator should discuss the implications for the placement with the Preservice Teachers. If industrial action results in a loss of more than one day during a placement the Preservice Teacher may need to negotiate a make up day with their Supervising Teacher.

3.5 Roles and Responsibilities

3.5.1 School Principal

Developing and maintaining close relationships between schools and the Faculty of Education is vital to the success of the Professional Experience Program. The Principal is responsible for appointing the In School Coordinator who will liaise with the Faculty of Education on all Professional Experience matters. When appointed to a school and for the duration of their Professional Experience, Preservice Teachers are under the administrative control of the school Principal. If any issues arise regarding the professional ethics and conduct of a Preservice Teacher during a Professional Experience the Principal should contact the Faculty of Education as early as possible.

3.5.2 In School Coordinator

The role of the In School Coordinator is integral to the success of the Professional Experience as they are the contact between the school and the University before, during and after each Professional Experience.

Responsibilities of the In School Coordinator include:

- **reading the relevant sections of the UOW Professional Experience Handbook;**
- liaising with the Professional Experience Unit and communicating placements offered by their school;
- allocating Preservice Teachers to appropriate Supervising Teachers and professional learning environments;
- informing Preservice Teachers when, where and who to report to on their first day of Professional Experience;
- arranging orientation and induction of Preservice Teacher(s) to the school. This should include but is not limited to the following areas: arrival and departure times of teachers, dress code, school policies and procedures, professional conduct;
- being available to meet the Preservice Teacher(s) on their first day and ensure they are aware of relevant school policies and procedures;
- ensuring Preservice Teachers are receiving appropriate support and mentoring from their Supervising Teacher;
- observing a Preservice Teacher if the Supervising Teacher has concerns regarding their progress and level of competence;
- informing the University Liaison Lecturer or the Professional Experience Unit **immediately** when the school has concerns with Preservice Teacher competence and/or professional conduct;
- monitoring Preservice Teacher attendance to ensure all days required for the Professional Experience are completed;
- returning the Attendance Register sheets and Pay Claims to the Professional Experience Unit as soon as possible after the conclusion of the Professional Experience;
- ensuring all reports are word processed and professionally presented; and

- ensuring Preservice Teachers receive the signed **original** copies of their Professional Experience reports after they have completed the attendance requirements for the Professional Experience.

3.5.3 Supervising Teacher

The role of the Supervising Teacher is critical in determining the quality and nature of a Preservice Teacher's Professional Experience. They have a significant role in facilitating Preservice Teacher learning and development while in the school setting and enhancing their professional understandings and competence.

Responsibilities of the Supervising Teacher include:

- **reading the relevant sections of the UOW Professional Experience Handbook;**
- discussing and negotiating teaching allocation with the Preservice Teacher;
- informing of relevant school/faculty/class policies and procedures that their Preservice Teacher must be made aware of or implement during the Professional Experience;
- a willingness to be observed in the process of teaching/learning by your Preservice Teacher;
- providing guidance and support on lesson planning, preparation and implementation;
- insisting on **lessons plans** being presented and discussed prior to implementation;
- ensuring that the Preservice Teacher meets the obligations outlined in this Handbook;
- providing regular written and oral feedback to Preservice Teachers (minimum of **three written** feedback sheets **per week**);
- informing the In School Coordinator and/or Liaison Lecturer immediately when a Preservice Teacher is making **unsatisfactory progress** or if concerned with their professional conduct;
- providing signed original Professional Teaching Standards and Professional Experience Reports to their Preservice Teacher at the conclusion of the Professional Experience; and
- returning all administrative documents to the In School Coordinator as soon as possible.

Please note:

If there are **ANY** concerns regarding a Preservice Teacher's attitude, commitment or performance please contact the Professional Experience Unit **immediately** –

T: 02 4239 2380 | E: pex-enquiries@uow.edu.au

3.5.4 Liaison Lecturer

During all Professional Experiences a lecturer from the Faculty of Education is allocated to each school to liaise with the In School Coordinator, Supervising Teachers and Preservice Teachers. The Liaison Lecturer will maintain contact with the school either by phone, school visits, email or video conference if available.

Responsibilities of the Liaison Lecturer include:

- contacting the Preservice Teachers by email by the end of the first week of the Professional Experience;
- enhancing the relationship between the Faculty of Education and schools;
- contacting their schools by an email and phone call to introduce themselves to the Principal/In School Coordinator/Supervising Teacher and explain the nature of the liaison for the particular Professional Experience;
- where possible, arranging with the In School Coordinator an initial meeting with Preservice Teachers and Supervising Teachers;
- supporting and advising Preservice Teachers throughout the Professional Experience;
- providing further support for Supervising Teachers and Preservice Teachers through lesson observation and mentoring when a Preservice Teacher is making unsatisfactory progress;
- informing the Professional Experience Unit if a Supervising Teacher has concerns with a Preservice Teacher's progress or professional conduct;
- placing Preservice Teachers on Phase 1 if required and completing required paperwork and sending all documentation to the Professional Experience Unit; and
- informing the Professional Experience Unit of the feedback they receive from schools regarding the Professional Experience program.

3.5.5 Preservice Teacher

During each Professional Experience placement Preservice Teachers must demonstrate commitment and enthusiasm towards the teaching profession and display the ability to teach the minimum teaching allocation and carry out all duties required of a Preservice Teacher.

The Preservice Teacher is expected to listen and respond accordingly to feedback provided by the Supervising Teacher and Liaison Lecturer.

The Preservice Teacher is expected to have read the appropriate sections for their program of the Professional Experience Handbook and discuss the expectations stated in the Handbook with their Supervising Teacher and In School Coordinator.

Orientation to schools

During the first week in a school (or on Rolling Days if scheduled), Preservice Teachers must become familiar with the culture of the school. They will be expected to become familiar with:

- school policies and routines;
- teaching resources, equipment, rooms, timetables and facilities;
- subject curriculum and programs in use in the school;
- library facilities and resources;
- legal, professional and personal responsibilities of the teacher;
- special projects, curricular developments and the extracurricular school programs.

When not teaching, Preservice Teachers must observe teaching practices in a variety of contexts and give assistance to teachers in:

- providing learning assistance in the classroom;
- organisation and preparation of teaching aids;
- assessment and evaluation;
- additional duties, e.g. playground and bus duty.

Preservice Teachers are expected to undertake observation and planning activities in relation to the class/classes, which will be taught during the Professional Experience. Specific guidelines for each Professional Experience program are outlined in this Handbook.

The Law

Preservice Teachers should be made aware of the safety conditions and procedures of the placement school. The law as it relates to negligence applies to Preservice Teachers in the same manner as it does to the community generally and they can be held liable for any negligent act on his/her part that results in an injury to a school Preservice Teacher.

Important Note: A Preservice Teacher should never be left alone in charge of children during their Professional Experience, as they must not assume legal responsibilities of being *in loco parentis*.

Use of School Resources

Preservice Teachers are expected to take great care with the use of equipment and materials that are the property of the school. They should obtain permission from the appropriate school authority (usually the Supervising Teacher) before committing themselves to teaching procedures that require the use of expendable materials and before using school equipment. This applies particularly to the use of photocopying which represents a considerable cost item for schools. As a general rule, Preservice Teachers should not request the use of photocopying facilities for their own use, for example, copying teachers' programs, syllabus documents, teaching resources, etc. unless negotiated with the school.

Additional Duties

It is an expectation of the Faculty of Education that all Preservice Teachers participate fully in the life of the school during their professional teaching experience. This includes participating in extracurricular school activities, staff meetings, professional development activities and other duties, as required by the Principal and Supervising Teachers.

In addition to professional responsibilities associated with classroom teaching, Preservice Teachers are expected to fulfil duties such as playground and bus duty, school sport, assemblies and other extracurricular activities. Preservice Teachers must not be given sole responsibility when in these roles. If a school requests a Preservice Teacher to attend a school excursion during Professional Experience that is more than one day the Preservice Teacher should seek approval from the Faculty of Education.

Preservice Teacher Academic Progress

Where a Preservice Teacher is making unsatisfactory academic progress or is failing a subject in which a mandatory Professional Experience is a subject requirement, the Faculty of Education will assess the Preservice Teacher's suitability to participate in a mandatory Professional Experience. This is in accordance with University's General Rule 8.65.

APPENDICES



Illness/Misadventure Form

Instructions

This form is for students who have experienced illness or misadventure during their Professional Experience.

1. All absences taken during Professional Experience must be made up by the student and make up days are to be negotiated with and approved by the school.
2. Complete all sections of this form with the **approval signature** and **submit only** when **make up days** have been **fulfilled**. Fax to the relevant University campus (see below), forwarding originals of attachments as soon as possible.

Wollongong
Professional Experience Unit
Faculty of Education
University of Wollongong NSW 2522
Fax: 02 4221 3891

Shoalhaven
Coordinator: Graduate Diploma in
Education
Shoalhaven Campus
University of Wollongong
PO Box 5080
Nowra Distribution Centre NSW
2541
Fax: 02 4448 0889

Batemans Bay
Coordinator: Graduate Diploma in
Education
Batemans Bay Education Centre
"Hanging Rock"
Beach Road
Batemans Bay NSW 2536
Fax: 02 4472 2126

Bega
Coordinator: Graduate Diploma in
Education
Bega Education Centre
PO Box 1020
Bega NSW 2550
Fax: 02 6494 7036

Personal Details

Student name			Student No.	
Course			Year	
School				
Private address during absence				
		Tel		

Details

Period of absence	From	/	/	To	/	/
Number of days absent (excludes Saturday, Sunday, holidays)						

Reason for Absence

<input type="checkbox"/> Injury/Illness	<input type="checkbox"/> Other (please state)	
Did the injury occur while undertaking Professional Experience commitments?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Was the injury sustained whilst travelling to or from the school to which you have been allocated?		<input type="checkbox"/> Yes <input type="checkbox"/> No
If Yes is ticked for either of the above, you must contact the Professional Experience Unit on 4221 3578.		
Medical Certificate is attached. (A Medical Certificate is required for all sick leave of two or more days.)		<input type="checkbox"/> Yes <input type="checkbox"/> No

Student Signature

Student signature		Date	
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School Principal or In School Coordinator Signature

Arrangements have been made with the Supervising Teacher for the student to make up the absence(s).			
Signed		Position	
The day/days missed has/have been fulfilled.		<input type="checkbox"/> Yes	
Make up days were completed on:		/	/



Preservice Teacher - In School Immersion Program: Log

Preservice Teacher Details			
Student name		Date	
School		Stage	

Time	Activities (<i>teacher, class and groups within class</i>)		
	<i>What did you do?</i>	<i>What did your teacher do?</i>	<i>What did the class do?</i>
Before school			
Block 1			
Recess			
Block 2			
Lunch			
Block 3			
After school			

* One record to be completed per visit from 22 March – will be integral for school reflection sessions.
** No surnames.

PROFESSIONAL EXPERIENCE UNIT

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Northfields Avenue
University of Wollongong NSW 2522
Australia

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