



FACULTY OF EDUCATION

PROFESSIONAL EXPERIENCE HANDBOOK 2012

A message to: Principals / In School Coordinators / Supervising Teachers

On behalf of the Faculty of Education at the University of Wollongong we welcome all participating schools and their staff to the 2012 Professional Experience program. The Faculty of Education recognises and values the vital role schools have in the preparation and development of Preservice Teachers into the teaching profession. We thank Principals, In School Coordinators and Supervising Teachers for your professionalism and commitment to the preparation and development of our Preservice Teachers.

The Education Faculty is committed to providing quality teacher education programs and we appreciate that whilst the subjects undertaken within the university provide important knowledge and skills about teaching and learning, the most critical learning experiences where theory and practice come to life for Preservice Teachers is during Professional Experience in schools. We value our partnerships with schools and the important role schools and their teachers have in our teacher education programs and we look forward to working in partnership with you in 2012. Your commitment is very much appreciated to nurturing our next generation of educators.

To support our Preservice Teachers' Professional Experience and facilitate communication and ensure shared understandings and expectations of the Professional Experience program between all stakeholders please don't hesitate to contact the Coordinator of the Professional Experience Unit.

We look forward to successful education partnerships in 2012.

Professor Paul Chandler Dean Dr Sharon Tindall-Ford Associate Dean Teacher Education

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 Professional Experience Handbook are correct at the time of printing but may be subject to variation through the year.

CONTENTS

1	GEN	JERIC INFORMATION	. 4
1.1	Con	tact Details	5
1 2	Davi	ment Procedures	5
	.2.1	Claiming Procedures	
-	.2.2	Superannuation	
1	.2.3	Payment Rates	
1.3	Poli	cies and Procedures: Preservice Teachers	6
1	.3.1	Professional Conduct	
	.3.2	Professional Experience and Internship Placement Acknowledgement form	
	.3.3	School Placement	
	.3.4 .3.5	Out of Area Professional Experience Placements	
	.3.6	Name Badges	
1	.3.7	Overseas Professional Experience	
	.3.8	Attendance and Absences	
1	.3.9	Roles and Responsibilities	9
	Poli .4.1	cies and Procedures: Interns	
	.4.1	The Internship The Roles and Responsibilities of the Stakeholders involved in the Internship	14 14
	.4.3	Placement of Interns	
1	.4.4	Intern Expectations whilst at School	
	.4.5	Specific Expectations for Interns	
1	.4.6	Providing Feedback to Interns	17
2	Δςς	SESSMENT AND REPORTING PROCEDURES	12
_	7100	2001/11/11/01 TILL OTTHINGT HOOLSON ILC.	.0
2.1	Ass	essment and Reporting Procedures	40
2	2.1.1	Assessing Preservice Teacher Progress	
	2.1.1	Assessing Preservice Teacher Progress	19
2.2	.1.1 Uns	Assessing Preservice Teacher Progress	19 21
2.2	.1.1 Uns .2.1	Assessing Preservice Teacher Progress atisfactory Progress Identifying Unsatisfactory Progress	19 21 21
2.2	Uns 2.2.1 2.2.2	Assessing Preservice Teacher Progress atisfactory Progress Identifying Unsatisfactory Progress Reporting Unsatisfactory Progress	19 21 21 21
2.2	.1.1 Uns .2.1	Assessing Preservice Teacher Progress atisfactory Progress Identifying Unsatisfactory Progress	19 21 21 21
2.2 2 2	Uns 2.2.1 2.2.2 2.2.3	Assessing Preservice Teacher Progress atisfactory Progress Identifying Unsatisfactory Progress Reporting Unsatisfactory Progress Unsatisfactory Progress – Process	19 21 21 21 22
2.2 2 2	Uns 2.2.1 2.2.2 2.2.3 BAC	Assessing Preservice Teacher Progress atisfactory Progress Identifying Unsatisfactory Progress Reporting Unsatisfactory Progress Unsatisfactory Progress – Process CHELOR OF PRIMARY EDUCATION	19 21 21 21 22 23
2.2 2 2	Uns 2.2.1 2.2.2 2.2.3 BAC	Assessing Preservice Teacher Progress atisfactory Progress Identifying Unsatisfactory Progress Reporting Unsatisfactory Progress Unsatisfactory Progress – Process	19 21 21 21 22 23
2.2 2 2	Uns 2.2.1 2.2.2 2.2.3 BAC Bac	Assessing Preservice Teacher Progress atisfactory Progress Identifying Unsatisfactory Progress Reporting Unsatisfactory Progress Unsatisfactory Progress – Process CHELOR OF PRIMARY EDUCATION	19 21 21 21 22 23 24
2.2 2 2 2 3 3	Uns 2.2.1 2.2.2 2.2.3 BAC Bac	Assessing Preservice Teacher Progress atisfactory Progress Identifying Unsatisfactory Progress Reporting Unsatisfactory Progress Unsatisfactory Progress – Process CHELOR OF PRIMARY EDUCATION Analysis of Primary Education: 1st Year	19 21 21 21 22 23 24 26
2.2 2 2 2 3 3.1 3.2 3.3	Uns 2.2.1 2.2.2 2.2.3 BAC Bac Bac	Assessing Preservice Teacher Progress atisfactory Progress Identifying Unsatisfactory Progress Reporting Unsatisfactory Progress Unsatisfactory Progress – Process CHELOR OF PRIMARY EDUCATION Abelor of Primary Education: 1st Year helor of Primary Education: 2nd Year helor of Primary Education: 3nd Year	19 21 21 21 22 23 24 26 28
2.2 2 2 3 3.1 3.2	Uns 2.2.1 2.2.2 2.2.3 BAC Bac Bac	Assessing Preservice Teacher Progress atisfactory Progress Identifying Unsatisfactory Progress Reporting Unsatisfactory Progress Unsatisfactory Progress – Process CHELOR OF PRIMARY EDUCATION phelor of Primary Education: 1st Year helor of Primary Education: 2nd Year	19 21 21 21 22 23 24 26 28
2.2 2 2 2 3 3.1 3.2 3.3	Uns 2.2.1 2.2.2 2.2.3 BAC Bac Bac Bac	Assessing Preservice Teacher Progress atisfactory Progress Identifying Unsatisfactory Progress Reporting Unsatisfactory Progress Unsatisfactory Progress – Process CHELOR OF PRIMARY EDUCATION Abelor of Primary Education: 1st Year helor of Primary Education: 2nd Year helor of Primary Education: 3nd Year	19 21 21 22 23 24 26 28 30
3.1 3.2 3.3 3.4	BAC Bac Bac Bac Bac	Assessing Preservice Teacher Progress atisfactory Progress Identifying Unsatisfactory Progress Reporting Unsatisfactory Progress Unsatisfactory Progress – Process CHELOR OF PRIMARY EDUCATION Anelor of Primary Education: 1st Year Anelor of Primary Education: 2nd Year Anelor of Primary Education: 3rd Year Anelor of Primary Education: 4th Year Internship / Honours CHELOR OF PHYSICAL AND HEALTH EDUCATION	19 21 21 22 23 24 26 28 30
2.2 2 2 3 3.1 3.2 3.3 3.4 4	BAC Bac Bac Bac Bac Bac	Assessing Preservice Teacher Progress atisfactory Progress Identifying Unsatisfactory Progress Reporting Unsatisfactory Progress Unsatisfactory Progress – Process CHELOR OF PRIMARY EDUCATION Abelor of Primary Education: 1st Year Abelor of Primary Education: 2nd Year Abelor of Primary Education: 3rd Year Abelor of Primary Education: 4th Year Internship / Honours CHELOR OF PHYSICAL AND HEALTH EDUCATION CHELOR OF PHYSICAL AND HEALTH EDUCATION Abelor of Physical and Health Education: 1st Year	19 21 21 21 22 23 24 26 28 30
2.2 2 2 3 3.1 3.2 3.3 3.4 4.1 4.2	Back Back Back Back Back Back Back Back	Assessing Preservice Teacher Progress atisfactory Progress Identifying Unsatisfactory Progress Reporting Unsatisfactory Progress Unsatisfactory Progress - Process CHELOR OF PRIMARY EDUCATION Abelor of Primary Education: 1st Year Abelor of Primary Education: 2nd Year Abelor of Primary Education: 3rd Year Abelor of Primary Education: 4th Year Internship / Honours CHELOR OF PHYSICAL AND HEALTH EDUCATION CHELOR OF PHYSICAL AND HEALTH EDUCATION Abelor of Physical and Health Education: 1st Year Abelor of Physical and Health Education: 2nd Year Abelor of Physical and Health Education: 2nd Year	19 21 21 22 23 24 26 28 30 32 33
2.2 2 2 3 3.1 3.2 3.3 3.4 4	BAC Bac Bac Bac Bac Bac Bac Bac Bac	Assessing Preservice Teacher Progress atisfactory Progress Identifying Unsatisfactory Progress Reporting Unsatisfactory Progress Unsatisfactory Progress – Process CHELOR OF PRIMARY EDUCATION Abelor of Primary Education: 1st Year Abelor of Primary Education: 2nd Year Abelor of Primary Education: 3rd Year Abelor of Primary Education: 4th Year Internship / Honours CHELOR OF PHYSICAL AND HEALTH EDUCATION CHELOR OF PHYSICAL AND HEALTH EDUCATION Abelor of Physical and Health Education: 1st Year	19 21 21 22 23 24 26 28 30 32 33 35

1

5	BACHELOR OF MATHEMATICS EDUCATION	. 40
5.1	Bachelor of Mathematics Education: 1 st Year	41
5.2	Bachelor of Mathematics Education: 2 nd Year	43
5.3	Bachelor of Mathematics Education: 3 rd Year	45
5.4	Bachelor of Mathematics Education: 4 th Year	47
6	BACHELOR OF SCIENCE EDUCATION	.49
6.1	Bachelor of Science Education: 1 st Year	50
6.2	Bachelor of Science Education: 2nd Year	52
6.3	Bachelor of Science Education: 3rd Year	54
6.4	Bachelor of Science Education: 4th Year	56
7	GRADUATE DIPLOMA IN EDUCATION	. 58
7.1	Graduate Diploma in Education: Primary	59 59
7.2	Graduate Diploma in Education: Secondary	
	Graduate Diploma in Education: Primary and Secondary Conversion Students7.3.1 Wollongong, Batemans Bay, Bega, Shoalhaven Campuses	
	Graduate Diploma in Education: Primary Spring Intake7.4.1 Wollongong Campus	
7.5	Graduate Diploma in Education: Primary and Secondary Part-time – 3 Semesters 7.5.1 Bega, Batemans Bay, Shoalhaven Campuses Only	
	Graduate Diploma in Education: Primary and Secondary Part-time – 4 Semesters 7.6.1 Bega, Batemans Bay, Shoalhaven Campuses Only	

APPENDICES......81

- 1. Professional Experience Evidence Guides
- 2. Unsatisfactory Progress Phase 1: Initial Identification
- 3. Unsatisfactory Progress Phase 2: Unsatisfactory Progress Continues
- 4. Unsatisfactory Progress Phase 3: Final Recommendations
- 5. Lesson Plans: Sample Proforma
- 6. Supervising Teacher Lesson Feedback
- 7. Cooperating Teacher Lesson Feedback
- 8. Preservice Teacher Professional Experience Self-Reflection
- 9. Intern Professional Experience Self-Reflection
- 10. Professional Teaching Standards Report 1st Year
- 11. Professional Teaching Standards Report 2nd Year
- 12. Professional Teaching Standards Report 3rd Year
- 13. Professional Teaching Standards Report 4th Year
- 14. Graduate Diploma in Education Professional Teaching Standards Report INITIAL
- 15. Graduate Diploma in Education Professional Teaching Standards Report MINOR
- 16. Graduate Diploma in Education Professional Teaching Standards Report MAJOR
- 17. 1st Year Bachelor of Mathematics Education/Bachelor of Science Education Professional Experience Report: Primary Placement
- 18. Professional Experience Report
- 19. Internship Report
- 20. Illness/Misadventure Form

1 GENERIC I	NFORMATIO	ON	

1.1 Contact Details

Administrative Enquiries		
Professional Experience Coordinator Robyn Lumby	Tel: Fax: Email:	02 4221 3578 02 4221 3891 rlumby@uow.edu.au
Professional Experience Administration Officer Rachelle Tom	Tel: Fax: Email:	02 4221 8180 02 4221 3891 rtom@uow.edu.au
Professional Experience Administrative Assistant Karen Fierravanti	Tel: Fax: Email:	02 4239 2380 02 4221 3891 karenf@uow.edu.au
Directors		
Director of Physical and Health Education Dr Dana Perlman	Tel: Email:	02 4221 3885 dperlman@uow.edu.au
Director of Primary Education Dr Jessica Mantei	Tel: Email:	02 4221 4435 jessicam@uow.edu.au
Director of Mathematics and Science Education Dr Tricia Forrester	Tel: Email:	02 4221 5307 tricia@uow.edu.au
Director of Graduate Diploma in Education Dr Noelene Weatherby-Fell	Tel: Email:	02 4448 0843 noelene@uow.edu.au

1.2 Payment Procedures

1.2.1 Claiming Procedures

- In School Coordinators will be provided with Tax Declaration forms and University Payment Vouchers. A Payment Voucher will be included in the Supervising Teacher's package that Preservice Teachers take to their school. All documents must be returned in order for a claim to be processed.
- To facilitate a claim being processed, please ensure that the names of the Preservice Teacher(s), school and all other relevant details of the Professional Experience are entered on the Payment Voucher.
- Please ensure that the Performance of Service section is signed off by the Claimant and Professional Experience In School Coordinator/Principal.
- Post all documentation to the relevant University campus refer to Payment Voucher for details.
- Wollongong Campus only

All payment enquiries and payment vouchers should be directed to:-

Professional Experience Unit, 23.G17

Faculty of Education, University of Wollongong NSW 2522

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

1.2.2 Superannuation

In line with current legislation, any earnings of \$450 in a calendar month attract superannuation contributions. Contributions will be paid into the University's default superannuation fund, UniSuper Ltd, unless a Choice of Superannuation Fund form, including all supporting documentation, has been received prior to the contributions being earned. Choice of Superannuation Fund forms can be found on the Australian Taxation Office website:- http://www.ato.gov.au/content/downloads/SPR56761NAT13080.pdf

1.2.3 Payment Rates

- At the time of printing, the In School Supervising Teacher, In School Coordinator and Cooperating Teacher (Internship) payment rates are under negotiation. More information on this will be provided at a later date.
- Bachelor of Primary Education In School Immersion Program, 1st Year
 Please note that there is **no** payment to a Supervising Teacher associated with the Immersion Program (10 Immersion days).

1.3 Policies and Procedures: Preservice Teachers

1.3.1 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.

1.3.2 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.

1.3.2.1 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 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.

1.3.3 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.

1.3.4 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.

1.3.5 Out of Area Professional Experience Placements

Students may apply to complete their Professional Experience at schools outside of the Faculty of Education's region. A formal application must be lodged with the Professional Experience Unit at least eight weeks before the commencement of the Professional Experience. Applications are assessed on previous Professional Experience reports and academic record. If approved the student may approach an out of area school seeking a placement. Eligibility for out of area placements are outlined in the following grid.

1.3.6 Name Badges

Please note all 1st First Year students and students in the Graduate Diploma in Education are issued with a name badge by the Professional Experience Unit. 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



Professional Experience Opportunities in 2012

Eligibility Requirements

Students enrolled in the programs listed below may submit an application form for the following Professional Experience placement. As placements are limited and the selection process is competitive, only those students who demonstrate commitment and a strong desire to participate in the Professional Experience placement will be considered.

Program	Year	Subject	Professional Experience Placement
Bachelor of Mathematics Education	3 rd	EDPD304	Beyond the BridgeBeyond the LineOut of Area PlacementOverseas
	4 th	EDUT404	Out of Area Placement
Bachelor of Physical and Health Education	3 rd	EDPP301	 Beyond the Bridge (Bus trip only) Beyond the Line (Bus trip only) Out of Area Placement Overseas
	Internship	EDPP403	Beyond the BridgeBeyond the LineOut of Area Placement
Bachelor of Primary Education	2 nd	EDPS 202	Out of Area PlacementOverseas
	3 rd	EDKM301	 Beyond the Bridge (Bus trip only) Beyond the Line (Bus trip only)
	Internship	EDPD402	Beyond the BridgeBeyond the LineOut of Area Placement
Bachelor of Science Education	3 rd	EDPD306	Beyond the BridgeBeyond the LineOut of Area PlacementOverseas
	4 th	EDUT406	Out of Area Placement
Graduate Diploma in Education - across all campuses	Minor	EDGD800	Overseas
	Major	EDGD800	Beyond the BridgeBeyond the LineOut of Area Placement

1.3.7 Overseas Professional Experience

The Faculty of Education provides students with an opportunity to complete a Professional Experience in China, Fiji, Malaysia or Thailand. When offered, these experiences have limited places so an application has to be submitted to the Professional Experience Unit. Students considering this option should consult with the Director of their course and the Coordinator of the particular overseas professional experience. If offered a placement all costs must be covered by the student. Please see the above grid for eligibility requirements.

1.3.8 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.

- 1.3.8.1 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.
- 1.3.8.2 Preservice Teachers must sign the Attendance Register each day on arrival and departure.
- 1.3.8.3 A Preservice Teacher must not leave the school grounds unless they have gained permission from the In School Coordinator.

1.3.8.4 **Absences**

1.3.8.4.1 *If an absence occurs at s*chool:

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 PEX Unit when the Preservice Teacher submits PEX reports.
- Email the Director of their program, Subject Coordinator and the PEX Unit (pexenquiries@uow.edu.au) summarising the days missed and when they will be made up.
- 1.3.8.5 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.
- 1.3.8.6 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.

1.3.9 Roles and Responsibilities

1.3.9.1 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.

1.3.9.2 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.

1.3.9.3 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

1.3.9.4 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.

1.3.9.5 Professional Experience (PEX) Associate (PEXA)

A PEX Associate (PEXA) is an experienced educator who works with the Faculty and liaises with our Supervising Teacher and schools when a Preservice Teacher has been identified as:

- Encountering difficulties and requires extra support;
- has been placed on Phase 1 by the Supervising Teacher and/or Liaison Lecturer;
- is not having made satisfactory progress (see 2.2.2);
- is identified as being at risk.

The PEXA is engaged by the PEX Unit from a pool of Associates registered with the Faculty when a Preservice Teacher is encountering difficulties on their PEX. The PEXA is briefed on issues relating to the progress of the Preservice Teacher, if placed on Phase 1 all documentation will be provided to the PEXA. The PEXA works as an extra support mechanism to the Preservice Teacher, the school and Supervising Teacher. The PEXA documents and informs the PEX Unit, the Director of the Preservice Teacher's program and the Associate Dean - Teacher Education of the Preservice Teacher's progress.

Responsibilities of the PEXA include:

- provides support and guidance to the Preservice Teacher summarising areas that need further development and strategies to support the Preservice Teacher's development;
- informs the University of the Preservice Teacher's progress and area(s) of concern;
- provides support and advice to Supervising Teacher and school in regards to expectations of the Preservice Teacher's development and the University's requirements for the Preservice Teacher;
- observes the Preservice Teacher's lesson(s) and provides three to five written goals that the Preservice Teacher agrees with and **MUST** address in a short timeframe (two to three days);

- documents the observations of the Preservice Teacher's progress and emails/faxes to the PEX
 Unit. Documentation may include PEX diary reports, Unsatisfactory Progress Phase reports,
 classroom observations and goals stated for Preservice Teacher;
- returns within two to three days to monitor Preservice Teacher 's development and observes if the Preservice Teacher is meeting the agreed upon and stated goals;
- if required the PEXA may recommend that the Preservice Teacher has not made sufficient progress towards the goals set and the Preservice Teacher maybe placed on the next phase depending on the Preservice Teacher's progress;
- the PEXA may recommend to the school and University that the Preservice Teacher is at risk to the stage where the Preservice Teacher can be withdrawn from the school and fail the Professional Experience; and
- expertise in conflict management and conflict resolution.

1.3.9.6 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 Supervising Teacher, Liaison Lecturer and PEXA.

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.

1.3.9.7 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.

1.3.9.8 Lesson Planning and Reflections

Planning must be completed for every lesson taught. Planning must be presented in written form, to the Supervising Teacher before the lesson is taught with sufficient time allowed for discussion. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to complete regular daily and weekly written self-reflections. Copies of **all** lesson plans and reflections must be maintained for later reflection and to assist in preparation for future teaching. In the later stages of teacher education courses planning may be in a daybook format.

Where lesson planning is not presented to the standard expected by the Supervising Teacher or the Faculty of Education, a Preservice Teacher may be deemed to be making unsatisfactory progress.

Sample lesson plans can be found in the Appendices.

1.3.9.9 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*.

1.3.9.10 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.

1.3.9.11 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.

1.3.9.12 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.

1.3.9.13 Professional Experience Report - Collection and Submission

Preservice Teachers are responsible for checking that reports are word-processed on the correct report template and that all personal details have been completed correctly on both the Professional Teaching Standards and Professional Experience Reports. Preservice Teachers are required to submit the original signed reports and copies of the reports to the Professional Experience Unit for endorsement by the Faculty of Education.

Preservice Teachers will be notified by the Professional Experience Unit of the due date of submission of their reports. Failure to submit the reports for endorsement will lead to a withheld grade being awarded for the subject in which the Professional Experience is embedded.

1.4 Policies and Procedures: Interns

1.4.1 The Internship

Internships are the final phase of school-based initial teacher education. The Internship is designed to be a bridge between teacher education and the first year of teaching. As such, it takes on many of the purposes of an induction into teaching. The Internship Program provides students with an opportunity to acquire a higher level of formal practical experience simultaneously with completion of the academic subjects in which they are enrolled.

Fourth year students will undertake a 30-day (Primary) or 35-day (PHE) Internship. The students in preparation for this Internship will have undertaken EDPD 401 (Primary) or EDPP403 (PHE) and made contact with their schools.

Fourth Year (Primary) Interns prepare a full teaching and learning program from Week Three of their Internship. In conjunction with the program Interns will be working from a daybook. Please note this suggestion is not mandatory – you may find an alternative method of planning more practical, depending very much on the kind of learning experiences planned and the school and classroom context.

Fourth Year (PHE) Interns are required to have lesson plans for all lessons taught at least a week in advance. As a general principle, Interns should commence their Internship with a reduced teaching load and increase this to a full teaching allocation by Week 3 of the Internship.

In New South Wales, "Internships" refer to an in-school placement of a Preservice Teacher who:

- is taking full-time study in teacher education at a university;
- has completed content and methodology courses which meet the NSW DET's minimum requirements for teaching;
- has demonstrated successful teaching practices in developmental field experiences leading to the internship;
- is approved to teach a class without the presence of a supervising teacher; and
- is approved to undertake playground duty with a qualified member of staff in close proximity.

In acknowledgment of this status, the Preservice Teacher is called an "Intern".

1.4.2 The Roles and Responsibilities of the Stakeholders involved in the Internship 1.4.2.1 The Schools

The Principal or the In School Professional Experience Coordinator is responsible for:

- liaising with the university about the appropriate placement of Professional Experience students and Interns with school staff;
- coordinating the in school placements for Professional Experiences and/or Internships;
- ensuring the effective implementation of the Professional Experience and/or Internships; and
- informing the PEX Unit if an intern is not meeting expectations.

1.4.2.2 The Cooperating Teacher

There is increasing awareness and understanding of the concerns and needs of beginning teachers. It is important that Cooperating Teachers are aware of and are sensitive to the needs and concerns of the Intern, if and when they arise. As a guide the Cooperating Teacher is responsible for:

- acting as a mentor by providing a role model of ethical and highly developed professional practice;
- providing ongoing support and guidance to the Intern during the internship;
- playing a key role in ensuring the effectiveness of the internship;
- developing a supportive, collegial relationship with the Intern;
- providing feedback to the University on the Intern's progress to assist the University make the final assessment of the Intern; and
- informing the PEX Unit if an intern is not meeting expectations.

1.4.2.3 The University is responsible for:

- liaising with the school regarding the Intern placement;
- negotiating with the school and Cooperating Teacher the assessment criteria;
- assessment of the Intern in collaboration with relevant school personnel; and
- if required, a PEXA will be sent to support the Intern and Supervising Teacher if an Intern is not meeting stated expectations of their Internship.

1.4.2.4 The Department of Education and Communities, Catholic Education Office and Independent Schools are responsible for:

- the professional development of Interns and Cooperating Teachers;
- establishing criteria for the participation of student teachers in Internship programs; and
- evaluating and reporting on the effectiveness of Internship programs.

1.4.2.5 The Teachers' Federation is responsible for:

 ensuring Interns are aware of their legal, industrial and professional status during the internship program.

1.4.3 Placement of Interns

The school gains access to Interns through a process of negotiation with the University.

The University must be assured of the school's commitment to Professional Development and to promoting continuity in teacher education. It must also be assured that the school will model good professional practice.

The Intern must be comfortable with the Cooperating Teacher suggested by the school.

The Cooperating Teacher must be willing to participate and have the necessary skills to provide collegial support to the Intern in undertaking critical analysis and reflection on classroom practice.

1.4.4 Intern Expectations whilst at School

Before an Intern is allowed on a school site there must be a record on campus stating that the introductory Child Protection protocols have been completed. The Intern, comparable with any newly appointed teacher, works under the direct control and supervision of the School Principal, the In School Professional Experience Coordinator and the Cooperating Teacher. They are expected to act in accordance with the expectations established for any other teacher in that particular school.

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

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

1.4.5 Specific Expectations for Interns

1.4.5.1 Roles Additional to the Classroom

The key purpose of the Internship is to provide the opportunity for Interns to learn about the broad range of roles and responsibilities of teachers in the school and its community. Thus, performing in this broad spectrum of roles is an essential part of the Internship. Interns should participate in all aspects of school life. This includes all roles related to the teacher in the classroom, in the school and in the community.

Interns should participate in and contribute to:

- playground duty;
- sport supervision;
- roll duties;
- staff meetings;
- professional development sessions;
- parent/teacher meetings, and
- any other programs or events in the school.

It is expected that on Internship the Intern undertakes the full responsibilities of a early career teacher.

1.4.5.2 Attendance, Absences and Leave Procedures

Expectations regarding attendance, absence from the school and leave are in accord with the expectations of teachers at the specific school. It is the responsibility of the Interns to determine what these are. The University requires Interns to be in attendance for all of the normal school day, e.g. 8:30am – 4:30pm, for every scheduled day for the Internship, except where Leave of Absence has been approved.

Any absence must be covered by approved Leave of Absence in accordance with University policy. Please see Absences Section 1.3.8.4 for details.

1.4.5.3 Exclusion from School

If in the judgement of the Cooperating Teacher or Principal and/or In School Professional Experience Coordinator the Intern is not fulfilling the expectations of an early career teacher then the Principal and/or In School Coordinator will need to contact the Professional Experience Unit and/or the Director of the specific program in the Faculty of Education, or the PEX Associate (see 2.2 of the Professional Experience Handbook for further information surrounding identifying and reporting unsatisfactory progress). It may result that as a consequence of these parties discussing meeting with and observing the Intern's teaching, planning and programming a decision may be made to terminate the Internship. Generally, if an Internship is terminated for any reason, the Intern will fail the Internship and Subject EDPD402 (Primary) and EDPP403 (PHE).

1.4.5.4 Grounds for exclusion may include:

- inability to cooperate with staff and work effectively in the school environment;
- demonstrated attitudes and actions antiethical to the profession of teaching;
- absence from the school or school activities without satisfactory explanation, approved leave or the necessary documentation;
- serious deficiencies in their knowledge and understanding of their subject disciplines;
- an Intern has demonstrated unsatisfactory progress over a period of time during their Internship and this unsatisfactory progress has been documented but not adequately addressed by the Intern in the timeframe agreed upon with the PEXA, Supervising Teacher, Liaison Lecturer or other University Academics;
- · serious deficiencies in their communication skills;
- serious breaches of university regulations, procedures or the Code of Practice Practical Placements;
- breaches of NSW DET, Catholic Education Commission NSW or Independent Schools regulations or the law;
- inappropriate or unprofessional behaviour.

1.4.5.5 External Influences on the Internship

1.4.5.5.1 Schools as Alcohol and Drug Free Sites

Interns are reminded that all schools are alcohol and drug free sites. The carrying and/or consumption of alcohol and other prohibited substances onto the school site during the Internship are illegal. Failure to observe this legal obligation will result in immediate termination of the Internship, and thus failure to complete requirements for the award of the degree.

1.4.5.5.2 Jury Duty

Jury duty does not entitle Interns to an exemption from the Internship. If necessary, a jury duty appeal can be lodged with the Sheriff's Office. If an exemption is not granted an Intern will be required to make up any Internship days lost.

1.4.5.5.3 Industrial Disputes during Internship

In the event of industrial action during the course of an Internship, Interns will be required to discuss the implications for the placement with the In School Coordinator. If more than one day is void, the Intern may need to negotiate additional tasks.

1.4.5.5.4 Accidents to students

Accidents to students during activities conducted by the Intern are the responsibility of the Intern. Interns must make themselves familiar with procedures for reporting accidents to students, any safety procedures in the school, and the location of First Aid Kits/rooms/personnel and fire extinguishers in the first week of the Internship. Interns are not paid employees but are required to be aware of and abide by the OH&S policies of the school/system.

1.4.6 Providing Feedback to Interns

Professional Experience and in particular the Internship reports are important particularly in terms of future employment. Therefore Cooperating Teachers are asked to provide a detailed final report. This report is not an employment reference but needs to reflect an accurate statement of the Intern's progress and abilities.

1.4.6.1 The Internship Report

The Internship Report (see Appendix 19) is written by the Cooperating Teacher in consultation with the UOW Evidence Guide for the Elements and Aspects of the NSW Institute of Teachers Professional Teaching Standards for the Graduate Teacher. The original report must be given to the Intern at the end of the Internship.

1.4.6.1.1 Submission of Report

Interns must submit the signed originals and photocopies of reports to the Professional Experience Unit for endorsement by the Faculty of Education before their grade can be declared.

2 ASSESSMENT	AND REPORTIN	NG PROCEDURES	

2.1 Assessment and Reporting Procedures

Professional Experience is a critical core component of all Faculty of Education Preservice Teacher education courses. Professional Experiences are developmental and are completed sequentially to allow Preservice Teachers to build upon earlier teaching/learning experiences and develop their professional competencies.

The Professional Experience is a formal academic assessment that must be completed successfully in order for Preservice Teachers to pass their course. The Supervising Teacher is responsible for the assessment of the Professional Experience in consultation with the In School Coordinator and the Faculty of Education Liaison Lecturer. At the conclusion of each Professional Experience the Supervising Teacher is responsible for completing the Professional Teaching Standards Report and writing the Professional Experience report.

2.1.1 Assessing Preservice Teacher Progress

Supervising Teachers are required to provide regular **oral** and **written feedback** throughout the Professional Experience to Preservice Teachers on their Professional Knowledge, Professional Practice and Professional Commitment. Regular feedback will ensure that the Preservice Teacher is fully aware of aspects of their teaching and professional conduct that require further development. Regular feedback also assists Supervising Teachers to clearly identify when a Preservice Teacher is not making satisfactory progress.

The final report should reflect the feedback that has been provided to the Preservice Teacher throughout their professional experience.

2.1.1.1 Lesson Observation

Teachers are required to provide Preservice Teachers with written feedback that can provide the basis for discussion and self-reflection. A sample form for written feedback is provided (refer to Appendices), however a Supervising Teacher may prefer to develop their own format for providing written feedback. At least three written lesson feedback forms are to be completed and discussed each week during the Professional Experience in addition to other feedback provided by the Supervising Teacher. The feedback forms should be given to the Preservice Teacher to incorporate into their teaching portfolio and to use for self-reflection and future development.

2.1.1.2 Professional Experience Evidence Guides (see Appendix 1)

The Professional Experience Evidence Guides have been developed to assist Supervising Teachers and Preservice Teachers to determine teaching progress. The Evidence Guides have been aligned to elements and aspects of the **NSW Professional Teaching Standards for a Graduate Teacher**. The Evidence Guides provide examples of indicators for the **early** and **later stage** of teacher education courses to assist Supervising Teachers to determine Preservice Teacher capacity for each aspect.

2.1.1.3 Assessing Preservice Teacher Progress

Throughout the Professional Experience, Supervising Teachers should discuss the progress of their Preservice Teacher in relation to the evidence guides and the outcomes and expectations for their stage of development. Regular feedback provided by the Supervising Teacher will ensure that the Preservice Teacher is fully aware of the aspects of their teaching that require further development. This process will ensure that the Professional Experience reports present no surprises to the Preservice Teacher and that the reports will be a true assessment of progress throughout the Professional Experience.

2.1.1.3.1 Early Stage Preservice Teacher Development

When using the Lesson Feedback form to determine progress it is expected that Preservice Teachers in the **early stage** of their teacher education course will demonstrate evidence of developing capacity in all domains (Professional Knowledge, Professional Practice and Professional Commitment).

At the conclusion of the Professional Experience the Supervising Teacher will determine whether the Preservice Teacher has made satisfactory progress in all three domains: Professional Knowledge, Professional Practice and Professional Commitment.

If there is a **significant weakness** (more than 50% of aspects at Level 1) in one or more domain a Preservice Teacher should be assessed as **NOT satisfying requirements** for the Professional Experience.

2.1.1.3.2 Later Stage Preservice Teacher Development

It is expected that a Preservice Teacher in the **later stage** of their teacher education course will **consistently demonstrate evidence** of capacity in all domains (Professional Knowledge, Professional Practice and Professional Commitment). If they do not, the Supervising Teacher should clearly indicate to the Preservice Teacher the areas they are not making satisfactory progress and unsatisfactory progress should be initiated under these circumstances (see Section 2.2).

At the conclusion of the Professional Experience the Supervising Teacher will determine whether the Preservice Teacher has made satisfactory progress in all three domains: Professional Knowledge, Professional Practice and Professional Commitment.

If there is a **significant weakness** (more than 50% of aspects at Level 1 or 2) in one or more domain a Preservice Teacher should be assessed as **NOT satisfying requirements** for the Professional Experience. It is expected that unsatisfactory progress process (see Section 2.2) has been undertaken when significant weaknesses have been detected and the Preservice Teacher has been informed through Phase 1 and 2 that their performance has not been satisfying requirements.

2.1.1.3.3 Final Professional Experience

During a final Professional Experience a Preservice Teacher must demonstrate that they have attained the NSW Institute of Teachers Professional Teaching Standards prescribed for Graduate Teachers. They must display the ability to carry out the duties required of a teacher and demonstrate commitment and enthusiasm towards the teaching profession.

If there is a **significant weakness** (more than 50% of aspects at Level 1 or 2) in one or more domain a Preservice Teacher should be assessed as **NOT satisfying requirements** for the Professional Experience. As stated above it is expected that unsatisfactory progress process (see Section 2.2) has been undertaken when significant weaknesses have been detected and the Preservice Teacher has been informed through Phase 1 and 2 that their performance has not been satisfying requirements.

2.1.1.4 Reporting Preservice Teacher Progress

Professional Experience reports are increasingly important, particularly in terms of the NSW Institute of Teachers Professional Teaching Standards. Reports that are completed at the conclusion of a Professional Experience are **not** employment references but a true statement of progress that can be used to develop future teaching goals. The final reports should **reflect the feedback** that the Preservice Teacher has received throughout the Professional Experience.

2.1.1.5 Submission of Professional Experience Reports

Supervising Teachers are required to complete two reports at the conclusion of a Professional Experience. These are:-

- Professional Teaching Standards Report
- Professional Experience Report

The **original** of both reports, completed electronically using typed font and signed in blue pen must be given to the Preservice Teacher. The Preservice Teacher is responsible for submitting the **original** and a **photocopy** of the signed reports to the Professional Experience Unit for endorsement by the Faculty of Education.

Note: Professional Experience reports **must not** be given to a Preservice Teacher until **all** required days have been completed.

2.1.1.5.1 4th Year Primary Internship, 4th Year PHE Internship, 1st Year Maths and Science - Primary rolling days

These programs require only one report.

2.1.1.6 Lost Professional Experience Reports

All originals of Professional Experience reports must be kept by the Preservice Teacher. These reports are required later for employment and professional development.

In the case of a lost report and to request a copy of this, the Preservice Teacher is to email pex-enquiries@uow.edu.au with their name, student number, program and the year of the report that was lost. The requested PEX report will take up to two weeks to be available to the Preservice Teacher.

2.2 Unsatisfactory Progress

2.2.1 Identifying Unsatisfactory Progress

A Preservice Teacher may be identified as making unsatisfactory progress in their teaching and/or their professional conduct. Unsatisfactory progress may be notified either by the Supervising Teacher, Principal, In School Coordinator, Liaison Lecturer or PEXA.

It is essential Preservice Teachers are notified **as early as possible** in their Professional Experience the area/s where the Supervising Teacher or Liaison Lecturer or PEXA has identified areas of concern. Early notification (both oral and written) will reinforce the expectations of the specific Professional Experience and allow sufficient opportunity for the Preservice Teacher to address the areas of concern.

When providing written feedback to the Preservice Teacher, the Supervising Teacher, Liaison Lecturer or PEXA should clearly indicate on the Lesson Feedback form where there was **NO or LITTLE** evidence of capacity demonstrated for their stage of development.

2.2.1.1 In exceptional circumstances the Faculty of Education has the right to terminate the Professional Experience (refer to University of Wollongong Code of Practice – Student Professional Experience).

2.2.2 Reporting Unsatisfactory Progress

To support Preservice Teachers who are not making satisfactory progress, completing Phase 1 of the **Unsatisfactory Progress form** is an important process as it clearly articulates the areas of concern.

The following are examples of situations when a Preservice Teacher should be notified in writing that they are not making satisfactory progress:

- The Preservice Teacher has not responded to feedback or directions from their Supervising Teacher or In School Coordinator;
- There has been little to no demonstrated evidence of developing capacity for the Professional Experience they are currently completing;
- There is a significant weakness in one or more of the three domains of the Professional Teaching Standards;
- The Preservice Teacher breaches the school, relevant school system or University of Wollongong policies and procedures;
- Poor or inappropriate communication has been demonstrated either in and/or out of the classroom with children and/or other school staff;
- The Preservice Teacher does not demonstrate adequate planning and present lesson plans/programs to the Supervising Teacher prior to teaching;
- The Preservice Teacher demonstrates poor attitude and behaviour that reflects disinterest in teaching as a profession.

2.2.3 Unsatisfactory Progress - Process

Unsatisfactory Progress

Phase 1 Initial Identification

The Liaison Lecturer and/or Supervising Teacher in consultation and in the presence of the Preservice Teacher completes Phase 1 of the Unsatisfactory Progress form and offers support to the Preservice Teacher to address the areas of concern. A realistic timeframe for development to be demonstrated is clearly indicated.

A copy of Phase 1 of the Unsatisfactory Progress form to be submitted to the Director of relevant program and the PEX Unit.

A PEX Associate will be assigned to the Preservice Teacher who is now on Phase 1.



A PEX Associate will be assigned to work with and support the Preservice Teacher in the areas of concern raised in the Phase 1 report. The PEX Associate will liaise with the Supervising Teacher to monitor Preservice Teacher's progress. If unsatisfactory progress continues Phase 2 will be implemented.

Phase 2
Unsatisfactory
Progress
Continues

The PEX Associate and/or the Supervising Teacher in consultation and in the presence of the Preservice Teacher completes Phase 2 of the Unsatisfactory Progress form. The PEX Associate will monitor the Preservice Teacher's progress carefully and provide further guidance and written and agreed upon goals that the Preservice Teacher **MUST** meet within a stipulated timeframe.

A copy of Phase 2 of the Unsatisfactory Progress form to be submitted to the Director of the relevant program and the PEX Unit.



Phase 3
Final
Recommendations

If, within the timeframe outlined, the Preservice Teacher continues to not demonstrate evidence of developing capacity, the Supervising Teacher contacts the PEX Associate immediately. The PEX Associate, Supervising Teacher, Director of relevant program and/or Senior Executive and Preservice Teacher discuss the areas of concern and determine possible reasons why there has been no progress demonstrated. In consultation with the relevant Program Director and/or Senior Executive, final recommendations regarding the Preservice Teacher's current Professional Experience will be determined.

Phase 3 of the Unsatisfactory Progress form to be completed and a copy submitted to the PEX Unit.

Notes

- 1.A realistic timeframe to address concerns must be provided when making suggestions for development/minimum expectation. The timeframe required to address the concerns should be clearly indicated to the Preservice Teacher. Some areas of concern can be expected to be addressed immediately, eg completing lesson plans or preparing resources/materials prior to teaching while others may require several lessons to provide evidence of development, eg aspects of communication or classroom management.
- 2.Depending on the Preservice Teacher's level of progress to address the areas of concern raised during their Professional Experience, will determine whether or not they are placed on the next phase in the process as not all phases need to be undertaken.
- 3.In exceptional circumstances the Faculty of Education has the right to terminate the Professional Experience (refer to University of Wollongong Code of Practice – Student Professional Experience).

Dated: 12 December 2011

3 BACHEL	OR OF PRI	MARY EDI	JCATION	

3.1 Bachelor of Primary Education: 1st Year

Professional Experience Dates	Ten Immersion days (Thursday) during weeks commencing 12 March to 6 April and 23 April to 1 June 2012; Two-week block commencing 11 June to 22 June 2012.
	Preservice Teachers can be placed in pairs during the ten Immersion days and the Professional Experience block.
Required Number of Professional Experience Days	20 days Professional Experience must be completed to satisfy attendance requirements.
Subject Number	EDPD101
Reporting Requirements	 Two-week Block 1. Professional Teaching Standards Report – 1st Year 2. Professional Experience Report Reports can be downloaded from -
	http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten.
Observation	Throughout the Immersion Experience 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.
	Throughout the block Professional Experience Preservice Teachers should spend time when not teaching observing class activities.
Lesson Preparation	Lesson plans must be prepared for every lesson taught. These lesson plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections (this may be in day book form) for later reflection and preparation for subsequent Professional Experiences.
Minimum Teaching Allocation	Week One Plan and implement at least six hours of teaching with activities that focus on individuals, small groups and whole class.
	Week Two Preservice Teachers should complete at least eight hours of teaching. By the end of this week Preservice Teachers need to plan and teach a full session involving class organisation and/or consecutive lessons.

Outcomes

At the conclusion of the Immersion Experience and the two-week Professional Experience Preservice Teachers will have:

- 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 KLAs through observation and immersion.
- Observed and assisted the teacher in ongoing classroom and school activities.
- Gained experience working with both small groups and the whole class with support; and
- Shown an increase in confidence that will allow them to successfully proceed to their second year Professional Experience.

University Liaison Lecturer

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher's development.

3.2 Bachelor of Primary Education: 2nd Year

Professional Experience Dates	Three-week block commencing 5 November to 23 November 2012.			
Required Number of Professional Experience Days	15 days Professional Experience must be completed to satisfy attendance requirements.			
Subject Number	EDPS202			
Reporting Requirements	 Professional Teaching Standards Report – 2nd Year Professional Experience Report 			
	Reports can be downloaded from - http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten.			
Observation	Two days in Week One and when not teaching.			
Lesson Preparation	Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections (this may be in day book form) for later reflection and preparation for subsequent Professional Experiences.			
Minimum Teaching	Week One			
Allocation	Five hours of teaching including whole lessons.			
	Week Two Ten hours of teaching with activities that focus on individuals, small groups and whole class. Week Three			
	15 hours of teaching, comprising at least three full days of teaching.			
Outcomes	At the conclusion of the second year Professional Experience Preservice Teachers will have:			
	 Practised and demonstrated developing abilities in basic teaching skills with both small groups and the whole class in an ongoing classroom situation. 			
	 Displayed awareness of the importance of interpersonal relations and communication skills and extended development of such skills in class and school activities. 			
	 Demonstrated an interest in children, their welfare and activities and growing confidence in working with them. 			
	 Gained experiences through observation and immersion in the six KLAs. 			
	 Observed and assisted the teacher in ongoing classroom and school activities. 			
	• Demonstrated the ability to plan, implement and evaluate lessons in the six KLAs.			
	 Analysed and reflected on their own teaching practice with the view of improving that practice. 			
	 Recorded management/learning problems which arose as the size of the teaching group increased. 			
	Collected a range of resources used for lesson implementation across the school.			
	Taught a part of each day of the Professional Experience;			
	 Built up the daily teaching load to a whole day(s) of teaching; 			
	 Built up the teaching load to at least three consecutive whole day(s) 			
	of teaching.			

	 Managed transitions from one lesson to the next, including lesson beginnings and endings.
	 Taught across all six KLAs or as many KLAs as possible for the assigned class; and
	 Completed a non-teaching professional task, such as preparation or organisation of resources, assisting with other activities such as sport/an excursion/assembly item.
	• Be deemed competent to progress to a 3 rd Year Professional Experience.
University Liaison Lecturer	A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher's development.

3.3 Bachelor of Primary Education: 3rd Year

Professional Experience Dates	Four-week block commencing 14 May to 8 June 2012.			
Required Number of Professional Experience Days	20 days Professional Experience must be completed to satisfy attendance requirements.			
Subject Number	EDKM301			
Reporting Requirements	 Professional Teaching Standards Report – 3rd Year Professional Experience Report 			
	Reports can be downloaded from - http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten.			
Observation	Day one and two of Week One and when not teaching.			
Lesson Preparation	Weeks One and Two			
Lesson Freparation	Preservice Teachers will teach from the classroom teacher's planned program. Lesson plans should be presented during this time.			
	Weeks Three and Four Preservice Teachers will work with the Supervising Teacher to develop a two-week teaching program and day book (lesson plans are not required). The day book will show lesson notes, preparation (including specific examples to be taught), anecdotal notes and teaching/learning reflections.			
Minimum Teaching Allocation	Weeks One and Two Preservice Teachers should teach at least two to three lessons per day.			
	Weeks Three and Four Preservice Teachers should teach a full teaching load.			
Outcomes	At the conclusion of the third year Professional Experience Preservice Teachers will have achieved the following:			
	 Displayed an understanding of the importance of interpersonal relations and communication skills both in class and school activities. 			
	• Demonstrated an interest in children, their welfare and activities and growing confidence in working with them.			
	Observed and assisted the teacher in ongoing classroom and school activities.			
	• Demonstrated the ability to plan, implement and evaluate lessons in the six KLAs.			
	 Maintained an effective daybook for daily planning of class activities. 			
	 Analysed and reflected on their own teaching practice and make changes accordingly. 			
	 Recorded management/learning problems which arose during the Professional Experience period. 			
	• Collected a range of resources used for lesson implementation across the school.			
	 Made detailed observations on the first two days of the Professional Experience. Weeks One and Two – taught several lessons per day. Weeks Three and Four – adopted a full teaching load. 			
	 Managed transitions from one lesson to the next, including lesson beginnings and endings. 			
	Managed transitions from one lesson to the next, including lesson			

	 Completed non-teaching professional tasks, such as preparation or organisation of resources, assisting with other activities such as sport/excursions/clubs/assemblies, playground and bus duties.
	 Program and assess student achievement for this teaching load.
	 Become aware of whole school policies and procedures.
	 Develop an understanding of the school's reporting to parents processes; and
	Be deemed competent to progress to the Internship.
University Liaison Lecturer	A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher's development.

3.4 Bachelor of Primary Education: 4th Year Internship / Honours

Professional Experience	Six-week block commencing 23 July to 31 August 2012.
Dates	Six-week block commencing 8 October to 16 November 2012 – Honours students only.
Required Number of	One-week Observation; Five-weeks/25 days must be completed to
Professional Experience Days	satisfy attendance requirements.
Subject Number	EDPD402
Reporting Requirements	Internship Report
	Report can be downloaded from - http://www.uow.edu.au/educ/proExperience/reports/index.html and is to
	be typed and not handwritten.
Lesson Preparation	Because the Internship is an extended period there is a strong emphasis on the planning and development of a sequence of lessons that constitute one or more units of work with classes taught. Unit plans and daybook notes should be discussed with the Cooperating Teacher well before lessons are implemented.
	There must be written evidence of all planning. While programs may vary common elements should include: • identification of syllabus outcomes and indicators;
	 specification of procedures/tasks to be completed by students including resources to be used, linked to achievement of /outcomes;
	 indication of development in lesson sequence;
	 strategies for progressive and summative assessment of students' work and evaluation of lessons/units; and
	 procedures for reflective evaluation of teaching and program planning and implementation.
Minimum Teaching	The six-week Internship block has three distinct phases:-
Allocation	Week One
	Week One Observation and general assistance in the classroom. Interns use this week to familiarise themselves with the structures and processes in place in the classroom.
	Week Two Interns commence this phase with a reduced teaching load.
	Week Three Interns should be on a full teaching allocation.
	Where the capabilities of the Intern are deemed exceptional he or she may progress to a full-time load earlier.
Outcomes	The exact nature, activities and emphasis of the Internship will vary according to the context, resources and expertise of a school and its staff, and the experience, qualities and aspirations of the Intern. The details of the Internship will be a matter of negotiation between the University, the Intern and the school in which they are placed. Generally, however, the Internship should include the following outcomes.
	 Interns are expected to: satisfactorily complete an intensive period of in-school experience that effectively inducts them into the nature, structure and organisation of schools and the work, roles and responsibilities of teachers:

teachers;

- develop awareness, understanding and competencies in, the specific roles and responsibilities of a teacher in their subject specialisations and, as far as possible, to effectively participate in these roles and responsibilities:
- understand, through an intensive experience, the nature of schools as workplaces and their associated values, routines and cultures;
- further develop and refine their skills and competencies for classroom teaching in their subject specialisation, including those involving student management, pastoral care and relationships with parents/guardians and the wider community;
- develop an awareness of other people in the school and the community whose work supports the classroom teacher, and their roles and responsibilities (e.g. assistant principal, librarian, school counsellor, STLA, reading recovery teacher etc.);
- demonstrate, by the end of the Internship, the practical consolidation of the Graduate Teacher level of the NSWIT's Professional Teaching Standards (PTS);
- demonstrate the ability to plan, implement, and evaluate effective teaching and learning strategies that are well grounded in educational research, state and system policy frameworks;
- demonstrate the ability to assess and report on student achievement;
- demonstrate an understanding of professional and ethical practice.

University Liaison Lecturer

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Cooperating Teacher and Intern so as to understand and support the Intern's development.

4 BACHELOR C	F PHYSICA	L AND H	EALTH
EDUCATION			

4.1 Bachelor of Physical and Health Education: 1st Year

Professional Experience Dates	Nine Rolling Days (Friday) plus one extra day to be negotiated with school within Term 3 or Week One of Term 4. Rolling Days to commence from weeks commencing 23 July to 17 September 2012.
	Students can be placed in pairs during the Professional Experience.
Required Number of Professional Experience Days	Ten Rolling Days Professional Experience must be completed to satisfy attendance requirements.
Subject Number	EDPP102
Reporting Requirements	 Professional Teaching Standards Report – 1st Year Professional Experience Report
	Reports can be downloaded from - http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten.
Lesson Preparation	Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences.
Minimum Teaching Allocation	During the course of the ten Rolling Days, Preservice Teachers should shadow their Supervising Teacher and initially be involved in observing the teacher and assisting with class activities. On days three to five, the Professional Experience should concentrate on supporting and assisting Preservice Teachers to gain confidence working with primary school pupils. This should be achieved in the following ways including: • Teaching segments of lessons (e.g. lesson introduction) with other
	Preservice Teachers or experienced teachers.
	Teaching small groups.
	Team teaching.
	It is recommended that Preservice Teachers complete at least two hours of teaching per day with activities using the approaches above (lesson plans must be prepared in advance).
	By days six and seven, Preservice Teachers should complete at least three hours of teaching per day leading towards taking the whole class. During days Eight to Ten, Preservice Teachers should complete four to five hours of teaching (at the discretion of the teacher). The culminating activity of this Professional Experience should be the teaching of whole sessions where practicable.
	Note: Whilst participation of Preservice Teachers in PSSA sport is a worthwhile experience, their role should be in the main, a teaching or coaching role.
Observation	When not observing their Supervising Teacher or involved in classroom activities the Preservice Teacher may be directed by their Supervising Teacher to observe other teachers/activities within the school.

Outcomes

By the end of the Professional Experience Preservice Teachers will be able to:

- Practise and demonstrate developing teaching abilities with both small groups and the whole class.
- Display awareness of the importance of interpersonal relations and communication skills and extended development of such skills in class and school activities.
- Demonstrate an interest in children, their welfare and activities and growing confidence in working with them.
- Gain experiences through observation and immersion in a variety of KI As.
- Observe and assist the teacher in classroom and school activities.
- Display an understanding of how teachers plan, implement and evaluate lessons in a variety of KLAs.
- Analyse and reflect on their own teaching practice.
- Record management/learning problems that arose as the size of the teaching group increased.

University Liaison Lecturer

4.2 Bachelor of Physical and Health Education: 2nd Year

Professional Experience Dates	Three-week block commencing 20 August to 7 September 2012.				
24100	Students can be placed in pairs during the Professional Experience.				
Required Number of Professional Experience Days	15 days Professional Experience must be completed to satisfy attendance requirements.				
Subject Number	EDPP302				
Reporting Requirements	 Professional Teaching Standards Report – 2nd Year Professional Experience Report 				
	Reports can be downloaded from - http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten.				
Lesson Preparation	Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can then be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences.				
Minimum Teaching Allocation	During the first week, the Professional Experience should concentrate on supporting and assisting Preservice Teachers to gain confidence working with secondary pupils. This should be achieved in the following ways:				
	Observation of the Supervising Teachers lessons.				
	 Teaching segments of lessons (e.g. lesson introduction) with other Preservice Teachers or experienced teachers. 				
	Teaching small groups.				
	Team teaching.				
	During the second and third weeks, Preservice Teachers would be expected to teach whole classes for:-				
	14/15x40 minute teaching periods per week plus sport and 6x40 minute timetabled observation periods.				
	OR				
	11/12x50 minute teaching periods per week plus sport and 5x50 minute timetabled observation periods.				
	OR				
	9/10x60 minute teaching periods per week plus sport and 4x60 minute timetabled observation periods.				
Observation	Preservice Teachers are required to attend the timetabled observation periods. When not teaching or observing, Preservice Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, e.g. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing teachers in other KLAs.				

Outcomes

By the end of the Professional Experience Preservice Teachers will be able to:

- Plan, implement and evaluate engaging lessons in PDHPE.
- Develop further confidence in the skills of teaching PDHPE.
- Collect a range of appropriate PDHPE resources.
- Reflect on their teaching practice against the Graduate Teacher Professional Teaching Standards.
- Display awareness of the importance of developing professional interpersonal relationships.
- Display interest in secondary school students and their welfare.
- Reflect on the observations of experienced teachers to develop greater understanding of individual teaching styles.

University Liaison Lecturer

4.3 Bachelor of Physical and Health Education: 3rd Year

Professional Experience Dates	Four-week block commencing 14 May to 8 June 2012.				
Required Number of Professional Experience Days	20 days Professional Experience must be completed to satisfy attendance requirements.				
Subject Number	EDPP301				
Reporting Requirements	2. Professional Experience Report				
	Reports can be downloaded from - http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten.				
Lesson Preparation	Preservice Teachers must visit school at the end of Term 1 to arrange their timetable. Teaching must commence on Day One of the four-week block.				
	Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences.				
Minimum Teaching Allocation	During the four-week block, Preservice Teachers would be expected to teach whole classes for: 17/18x40 minute teaching periods per week plus sport and 5x40 minute timetabled observation periods.				
	OR				
	13/14x50 minute teaching periods per week plus sport and4x50 minute timetabled observation periods.				
	OR				
	11/12x60 minute teaching periods per week plus sport and3x60 minute timetabled observation periods.				
Observation	Preservice Teachers are required to attend the timetabled observation periods. When not teaching or observing, Preservice Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, e.g. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing teachers in other KLAs.				
Outcomes	By the end of the Professional Experience Preservice Teachers will be able to:				
Outcomes					
Outcomes	able to:Demonstrate confidence in teaching a range of subject content in				
Outcomes	 able to: Demonstrate confidence in teaching a range of subject content in PDHPE. Display competence in planning, implementing and evaluating lessons 				
Outcomes	 able to: Demonstrate confidence in teaching a range of subject content in PDHPE. Display competence in planning, implementing and evaluating lessons in PDHPE. Display competence in the development of professional interpersonal 				

	 Reflect on their teaching practice against the Graduate Teacher Professional Teaching Standards. Demonstrate a willingness to contribute to the school beyond the classroom and faculty.
University Liaison Lecturer	A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher's development.

4.4 Bachelor of Physical and Health Education: 4th Year Internship / Honours

Professional Experience Dates	Seven-week block commencing 10 September to 21 September (two weeks, Term 3) and 8 October to 9 November (five-weeks, Term 4) 2012.				
Required Number of	35-day Internship must be completed to satisfy attendance requirements.				
Professional Experience	and the second s				
Days					
Subject Number	EDPP403				
Reporting Requirements	Internship Report				
	Report can be downloaded from -				
	http://www.uow.edu.au/educ/proExperience/reports/index.html and is to be				
	typed and not handwritten.				
Lesson Preparation	Interns must visit their assigned school during Term 3 to arrange their timetable. Teaching must commence on Day One of the Internship.				
	Because the Internship is an extended period there is a strong emphasis on the planning and development of a sequence of lessons that constitute one or more units of work with classes taught. Unit plans should be discussed with the Cooperating Teacher well before lessons are implemented.				
	Interns are required to have lesson plans for all lessons taught at least a week in advance. Interns are expected to keep copies of all unit and lesson plans and reflections.				
Minimum Teaching Allocation	As a general principle, Interns should commence their Internship period with a reduced teaching load and increase this to a full teaching allocation by Week Three of the Internship (ie from Weeks Three to Seven are a full teaching load).				
Outcomes	By the end of the Professional Experience, Interns are expected to:-				
	 Satisfactorily complete an intensive period of in-school experience that effectively inducts them into the nature, structure and organisation of schools and the work, roles and responsibilities of teachers. 				
	Accept responsibility in an independent teaching position.				
	 Plan, implement, assess and evaluate contemporary units of work and lessons in PDHPE designed to maximise student engagement and learning. 				
	Assess students learning fairly and equitably.				
	 Develop positive interpersonal relationships with students and staff. 				
	 Develop an awareness of other people in the school and the community whose work supports the classroom teacher, and their roles and responsibilities (e.g. Deputy Principal, Curriculum Coordinator, School Counsellor etc). 				
	Contribute positively to the school beyond the classroom and Faculty.				
	 Demonstrate the practical consolidation of the Graduate Teacher level of the NSW Institute of Teachers Professional Teaching Standards. 				
University Liaison Lecturer	A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Cooperating Teacher and Intern so as to understand and support the Intern's development.				

5 BACHELOR OF MATHEMAT	ICS EDUCATION

5.1 Bachelor of Mathematics Education: 1st Year

Professional Experience Primary Placement Four Rolling Days (Thursday) - in a Primary setting, ideally on a Stage 3 **Dates** class, one day per week for four weeks commencing week beginning 12 March 2012. Note that students can be placed in pairs during the Rolling Days. **Secondary Placement** Six Rolling Days (Friday) - in a Secondary setting, ideally with at least some exposure to a Stage 4 class, one day per week for six weeks commencing 23 April 2012, followed by a two-week linked block commencing 18 June to 29 June 2012 in the same secondary school. **Required Number of** 20 days - Four days Professional Experience in a Primary school and Professional Experience 16 days Professional Experience in a Secondary school must be completed to satisfy attendance requirements. **Days Subject Number** EDPD105 **Reporting Requirements Primary Placement** 1. 1st Year Bachelor of Mathematics Education, Professional Experience Placement - Primary Placement **Secondary Placement** Professional Teaching Standards Report – 1st Year 2. Professional Experience Report Reports can be downloaded from http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten. **Lesson Preparation** During the secondary placement lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences. Observation Preservice Teachers should shadow their Supervising Teacher. They are expected to make detailed observations and compile a reflective diary. They will commence this Professional Experience within the first couple of weeks of their first semester, which for most will only be a matter of a few months since they finished their own schooling. Their observations during their Rolling Days will give them some practical context for their studies on campus. **Rolling Days Minimum Teaching Allocation** Throughout the **primary and secondary school** Rolling Days Preservice Teachers should be assisting their Supervising Teacher in lesson preparation and work with/tutor individuals and small groups during each lesson. Two-Week Block: Secondary Preservice Teachers are not expected to teach whole lessons or whole classes although they may build to this. Preservice Teachers should be allocated to: Teach segments of lessons (e.g. lesson introduction) with other Preservice Teachers or experienced teachers.

Teach small groups.

Team teach.

It is recommended that Preservice Teachers complete at least two hours of teaching per day with activities using the approaches above. Lesson plans must be prepared in advance for the segment to be taught.

Outcomes

By the end of the Professional Experience Preservice Teachers will be able to:

- Practise and demonstrate developing teaching abilities with both small groups and, where appropriate, the whole class.
- Display awareness of the importance of interpersonal relations and communication skills and extended development of such skills in class and school activities.
- Demonstrate an interest in children, their welfare and activities and growing confidence in working with them.
- Demonstrate a growing confidence in working with children.
- Gain experiences through observation and immersion in the curriculum area.
- Observe and assist the teacher in classroom and school activities.
- Display an understanding of how teachers plan, implement and evaluate lessons in a variety of KLAs (primary) and topics (secondary).
- Analyse and reflect on their own teaching practice.
- Record management/learning problems that arise as the size of the teaching group increases.
- Develop an appreciation of Middle schooling and the transition from primary to secondary school settings.

University Liaison Lecturer

5.2 Bachelor of Mathematics Education: 2nd Year

Professional Experience Five Rolling Days (Rolling day to be negotiated with the school) during **Dates** weeks beginning August 6, 20, September 3, 17, October 8; Two-week linked block commencing 12 November to 23 November 2012. **Required Number of** 15 days Professional Experience must be completed to satisfy **Professional Experience** attendance requirements. **Days Subject Number** EDPD204 **Reporting Requirements** Professional Teaching Standards Report – 2nd Year 2. Professional Experience Report Reports can be downloaded from http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten. **Lesson Preparation** Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences. Observation and Preservice Teachers are required to attend the timetabled observation **Experiences** periods. When not teaching or observing, Preservice Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, e.g. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge. observing other teachers, including in other KLAs. Minimum Teaching **Rolling Days** Throughout the Rolling Days, Preservice Teachers should be engaged **Allocation** in productive teaching of individuals, small groups, parts of lessons and, where appropriate, whole lessons. This should total about 1.5 to 3 hours each day. During the earlier Rolling Days, the Professional Experience should concentrate on supporting and assisting Preservice Teachers to gain confidence working with secondary pupils. This should be achieved in the following ways: Observation of the Supervising Teacher's lessons. Teaching segments of lessons (e.g. lesson introduction) with other Preservice Teachers or experienced teachers. Teaching small groups. Team teaching. Teaching whole lessons if appropriate. **Two-Week Block** During the two-week block, Preservice Teachers would be expected to teach whole classes for: 14/15x40 minute teaching periods per week plus sport and **6x40** minute timetabled observation periods. OR 11/12x50 minute teaching periods per week plus sport and **5x50** minute timetabled observation periods.

	OR				
	9/10x60 minute teaching periods per week plus sport and 4x60 minute timetabled observation periods.				
Outcomes	By the end of the Professional Experience Preservice Teachers will be able to:				
	Plan, implement and evaluate engaging lessons in Mathematics.				
	Develop further confidence in the skills of teaching Mathematics.				
	Collect a range of appropriate Mathematics resources.				
	• Reflect on their teaching practice against the Graduate Teacher Professional Teaching Standards.				
	• Display awareness of the importance of developing professional interpersonal relationships.				
	Display interest in secondary school students and their welfare.				
	• Reflect on the observations of experienced teachers to develop greater understanding of individual teaching styles.				
University Liaison Lecturer	A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher's development.				

5.3 Bachelor of Mathematics Education: 3rd Year

Professional Experience	Two two-week linked blocks commencing 13 February to 24 February				
Dates	2012 and 18 June to 29 June 2012.				
Required Number of Professional Experience Days	20 days Professional Experience must be completed to satisfy attendance requirements.				
Subject Number	EDPD304				
Reporting Requirements	Professional Teaching Standards Report – 3 rd Year				
	2. Professional Experience Report				
	Reports can be downloaded from -				
	http://www.uow.edu.au/educ/proExperience/reports/index.html and are				
Lancar Duamavation	to be typed - not handwritten. Lesson plans must be prepared for every lesson taught. These plans				
Lesson Preparation	must be presented in written form, to the Supervising Teacher before				
	the lesson is taught. Comments and suggestions can be made,				
	discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections				
	for later reflection and preparation for subsequent Professional Experiences.				
Observation and	Preservice Teachers are required to attend the timetabled observation				
Experiences	periods. When not teaching or observing, Preservice Teachers should participate in professional development in areas that are negotiated with				
	their Supervising Teacher, e.g. reviewing audio-visual materials and				
	current teaching resources, furthering their subject content knowledge,				
Minimum Teaching	observing other teachers, including in other KLAs. Two-Week Blocks				
Allocation	During the weekly blocks Preservice Teachers would be expected to teach				
	whole classes for:				
	17/18x40 minute teaching periods per week plus sport and				
	5x40 minute timetabled observation periods.				
	OR				
	S.I.				
	13/14x50 minute teaching periods per week plus sport and				
	4x50 minute timetabled observation periods.				
	OR				
	11/12x60 minute teaching periods per week plus sport and3x60 minute timetabled observation periods.				
Outcomes	By the end of the Professional Experience Preservice Teachers will be able to:				
	• Demonstrate confidence in teaching a range of subject content within a variety of teaching situations.				
	Display competence in planning, implementing and evaluating				
	lessons in mathematics.				
	• Display competence in the development of professional interpersonal relationships.				
	Further develop a personal teaching style.				
	Recognise and cater for student diversity.				
	Reflect on their teaching practice against the Graduate Teacher				
	Professional Teaching Standards.				

University Liaison Lecturer

 Demonstrate a willingness to contribute to the school beyond the classroom and faculty.

5.4 Bachelor of Mathematics Education: 4th Year

Five Rolling Days (Rolling Day to be negotiated with the school) during **Professional Experience** weeks commencing 5, 19, March, 2, 30 April, 14 May; **Dates** Two-week linked block commencing 18 June to 29 June; Ten Rolling Days (Rolling Day to be negotiated with the school) during weeks commencing 23 July (one day per week for ten weeks) to 8 October 2012. **Required Number of** 25 days Professional Experience must be completed to satisfy **Professional Experience** attendance requirements. **Subject Number** EDUT404 **Reporting Requirements** Professional Teaching Standards Report – 4th Year 2. Professional Experience Report Reports can be downloaded from http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten. **Lesson Preparation** Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of **all** lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences. Observation and Preservice Teachers are required to attend the timetabled observation periods. When not teaching or observing, Preservice Teachers should **Experiences** participate in professional development in areas that are negotiated with their Supervising Teacher, e.g. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other teachers, including in other KLAs. **Minimum Teaching Rolling Days Allocation** Throughout the Rolling Days, Preservice Teachers should be engaged in productive teaching of individuals, small groups, parts of lessons and, where appropriate, whole lessons. This should total about 1.5 to 3 hours each day. **Two-Week Block** During their weekly blocks of teaching, Preservice Teachers would be expected to teach whole classes for: 20/21x40 minute teaching periods per week plus sport and 5x40 minute timetabled observation periods. OR 16/17x50 minute teaching periods per week plus sport and 4x50 minute timetabled observation periods. **OR** 13/14x60 minute teaching periods per week plus sport and 3x60 minute timetabled observation periods.

Outcomes

By the end of the Professional Experience Preservice Teachers will be able to:

- Develop a professional learning plan for the extended Professional Experience.
- Accept professional responsibility in an increasingly independent teaching position.
- Develop positive interpersonal relationships with students and staff.
- Plan, implement, assess and evaluate contemporary units of work and lessons in mathematics designed to maximise student engagement and learning.
- Assess student learning fairly and equitably.
- Further develop the skill of reflection to analyse and improve teaching practice based on the Graduate Teacher Professional Teaching Standards.
- Develop an individual teaching style.
- Contribute positively to the school beyond the classroom and faculty.

University Liaison Lecturer

6 BACHELOR OF SCIENCE EDUCATION	

6.1 Bachelor of Science Education: 1st Year

Primary Placement Professional Experience Four Rolling Days (Thursday) - in a Primary setting, ideally on a Stage 3 **Dates** class, one day per week for four weeks commencing week beginning 12 March 2012. Note that students can be **placed in pairs** during the Rolling Days. **Secondary Placement** Six Rolling Days (Friday) - in a Secondary setting, ideally with at least some exposure to a Stage 4 class, one day per week for six weeks commencing 23 April 2012, followed by a two-week linked block commencing 18 June to 29 June 2012 in the same secondary school. **Required Number of** 20 days - Four days Professional Experience in a Primary school and **Professional Experience** 16 days Professional Experience in a Secondary school must be completed to satisfy attendance requirements. Days **Subject Number** Reporting Requirements **Primary Placement** 1. 1st Year Bachelor of Science Education, Professional Experience Placement - Primary Placement **Secondary Placement** 1. Professional Teaching Standards Report – 1st Year 2. Professional Experience Report Reports can be downloaded from http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten. **Lesson Preparation** During the secondary placement lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences. Observation Preservice Teachers should shadow their Supervising Teacher. They are expected to make detailed observations and compile a reflective diary. They will commence this Professional Experience within the first couple of weeks of their first semester, which for most will only be a matter of a few months since they finished their own schooling. Their observations during their Rolling Days will give them some practical context for their studies on campus. **Minimum Teaching Rolling Days Allocation** Throughout the **primary and secondary school** Rolling Days Preservice Teachers should be assisting their Supervising Teacher in lesson preparation and work with/tutor individuals and small groups during each lesson. Two-Week Block: Secondary Preservice Teachers are not expected to teach whole lessons or whole classes although they may build to this. Preservice Teachers should be allocated to: Teach segments of lessons (e.g. lesson introduction) with other Preservice Teachers or experienced teachers.

Teach small groups.

• Team teach.

It is recommended that Preservice Teachers complete at least two hours of teaching per day with activities using the approaches above. Lesson plans must be prepared in advance for the segment to be taught.

Outcomes

By the end of the Professional Experience Preservice Teachers will be able to:

- Practise and demonstrate developing teaching abilities with both small groups and, where appropriate, the whole class.
- Display awareness of the importance of interpersonal relations and communication skills and extended development of such skills in class and school activities.
- Demonstrate an interest in children, their welfare and activities and growing confidence in working with them.
- Demonstrate a growing confidence in working with children.
- Gain experiences through observation and immersion in the curriculum area.
- Observe and assist the teacher in classroom and school activities.
- Display an understanding of how teachers plan, implement and evaluate lessons in a variety of KLAs.
- Analyse and reflect on their own teaching practice.
- Record management/learning problems that arise as the size of the teaching group increases.
- Develop an appreciation of middle schooling and the transition from primary to secondary school settings.

University Liaison Lecturer

6.2 Bachelor of Science Education: 2nd Year

Five Rolling Days (Rolling day to be negotiated with the school) during **Professional Experience** weeks beginning August 6, 20, September 3, 17, October 8; Two-week **Dates** linked block commencing 12 November to 23 November 2012. **Required Number of** 15 days Professional Experience must be completed to satisfy **Professional Experience** attendance requirements. **Days** Subject Number EDPD206 **Reporting Requirements** Professional Teaching Standards Report – 2nd Year 2. Professional Experience Report Reports can be downloaded from http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten. **Lesson Preparation** Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of **all** lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences. Observation and Preservice Teachers are required to attend the timetabled observation **Experiences** periods. When not teaching or observing, Preservice Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, e.g. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other teachers, including in other KLAs. Minimum Teaching **Rolling Days Allocation** Throughout the Rolling Days, Preservice Teachers should be engaged in productive teaching of individuals, small groups, parts of lessons and, where appropriate, whole lessons. This should total about 1.5 to 3 hours each day. During the earlier Rolling Days, the Professional Experience should concentrate on supporting and assisting Preservice Teachers to gain confidence working with secondary pupils. This should be achieved in the following ways: Observation of the Supervising Teacher's lessons. Teaching segments of lessons (e.g. lesson introduction) with other Preservice Teachers or experienced teachers. Teaching small groups. Team teaching. Teaching whole lessons if appropriate. **Two-Week Block** During the two-week block, Preservice Teachers would be expected to teach whole classes for: 14/15x40 minute teaching periods per week plus sport and **6x40** minute timetabled observation periods. OR 11/12x50 minute teaching periods per week plus sport and

5x50 minute timetabled observation periods.

	OR				
	9/10x60 minute teaching periods per week plus sport and 4x60 minute timetabled observation periods.				
Outcomes	By the end of the Professional Experience Preservice Teachers will be able to:				
	Plan, implement and evaluate engaging lessons in Science.				
	Develop further confidence in the skills of teaching Science.				
	Collect a range of appropriate Science resources.				
	• Reflect on their teaching practice against the Graduate Teacher Professional Teaching Standards.				
	• Display awareness of the importance of developing professional interpersonal relationships.				
	Display interest in secondary school students and their welfare.				
	• Reflect on the observations of experienced teachers to develop greater understanding of individual teaching styles.				
University Liaison Lecturer	A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher's development.				

6.3 Bachelor of Science Education: 3rd Year

Professional Experience Dates	Two two-week linked blocks commencing 13 February to 24 February 2012 and 18 June to 29 June 2012.					
Required Number of	20 days Professional Experience must be completed to satisfy					
Professional Experience Days	attendance requirements.					
Subject Number	EDPD306					
Reporting Requirements	 Professional Teaching Standards Report – 3rd Year Professional Experience Report 					
	Reports can be downloaded from - http://www.uow.edu.au/educ/proExperience/reports/index.html and ar to be typed - not handwritten.					
Lesson Preparation	Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences.					
Observation and Experiences	Preservice Teachers are required to attend the timetabled observation periods. When not teaching or observing, Preservice Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, e.g. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other teachers, including in other KLAs.					
Minimum Teaching	Two-Week Blocks					
Allocation	During the weekly blocks Preservice Teachers would be expected to teach whole classes for: 17/18x40 minute teaching periods per week plus sport and 5x40 minute timetabled observation periods. OR					
	13/14x50 minute teaching periods per week plus sport and 4x50 minute timetabled observation periods.					
	11/12x60 minute teaching periods per week plus sport and 3x60 minute timetabled observation periods.					
Outcomes	By the end of the Professional Experience Preservice Teachers will be able to:					
	 Demonstrate confidence in teaching a range of subject content within a variety of teaching situations. 					
	 Display competence in planning, implementing and evaluating lessons in science. 					
	Display competence in the development of professional					
	interpersonal relationships.					
	Further develop a personal teaching style.					
	Recognise and cater for student diversity.					
	 Reflect on their teaching practice against the Graduate Teacher Professional Teaching Standards. 					

	Demonstrate a willingness to contribute to the school beyond the classroom and faculty.
University Liaison Lecturer	A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher's development.

6.4 Bachelor of Science Education: 4th Year

Professional Experience Dates

Five Rolling Days (Rolling Day to be negotiated with the school) during weeks commencing 5, 19, March, 2, 30 April, 14 May; Two-week linked block commencing 18 June to 29 June; Ten Rolling Days (Rolling Day to be negotiated with the school) during weeks commencing 23 July (one day per week for ten weeks) to 8 October 2012.

Required Number of Professional Experience Days

 $25\,$ days Professional Experience must be completed to satisfy attendance requirements.

Subject Number

EDUT406

Reporting Requirements

- Professional Teaching Standards Report 4th Year
- 2. Professional Experience Report

Reports can be downloaded from -

http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten.

Lesson Preparation

Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher **before** the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of **all** lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences.

Observation and Experiences

Preservice Teachers are required to attend the timetabled observation periods. When not teaching or observing, Preservice Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, e.g. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other teachers, including in other KLAs.

Minimum Teaching Allocation

Rolling Days

Throughout the Rolling Days, Preservice Teachers should be engaged in productive teaching of individuals, small groups, parts of lessons and, where appropriate, whole lessons. This should total about 1.5 to 3 hours each day.

Two-Week Block

During their weekly blocks of teaching, Preservice Teachers would be expected to teach whole classes for:

20/21x40 minute teaching periods per week plus sport and 5x40 minute timetabled observation periods.

OR

16/17x50 minute teaching periods per week plus sport **and 4x50** minute timetabled observation periods.

OR

13/14x60 minute teaching periods per week plus sport and 3x60 minute timetabled observation periods.

Outcomes

By the end of the Professional Experience Preservice Teachers will be able to:

- Develop a professional learning plan for the extended Professional Experience.
- Accept professional responsibility in an increasingly independent teaching position.
- Develop positive interpersonal relationships with students and staff.
- Plan, implement, assess and evaluate contemporary units of work and lessons in science designed to maximise student engagement and learning.
- · Assess student learning fairly and equitably.
- Further develop the skill of reflection to analyse and improve teaching practice based on the Graduate Teacher Professional Teaching Standards.
- Develop an individual teaching style.
- Contribute positively to the school beyond the classroom and faculty.

University Liaison Lecturer

7 GRADUA	TE DIPLOM	A IN EDUC	ATION	

7.1 Graduate Diploma in Education: Primary

7.1.1 Wollongong, Batemans Bay, Bega, Shoalhaven Campuses

Professional Experience Initial three-week block: 19 March to 5 April 2012: **Dates** Minor three-week block: 4 June to 22 June 2012; Major five-week block: 8 October to 9 November 2012. The Initial and Minor Professional Experience placement will be in the same school unless the Preservice Teacher is participating in an overseas Professional Experience for the Minor placement. **Required Number of** 53 days Professional Experience must be completed to satisfy **Professional Experience** attendance requirements. **Days Subject Number** EDGD800 **Reporting Requirements** Initial 1. Graduate Diploma in Education, Professional Teaching Standards Report - INITIAL 2. Professional Experience Report Minor 1. Graduate Diploma in Education, Professional Teaching Standards Report - MINOR 2. Professional Experience Report Maior 1. Graduate Diploma in Education, Professional Teaching Standards Report - MAJOR 2. Professional Experience Report Reports can be downloaded from http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten. **Lesson Preparation** Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of: All lesson plans: Supervising Teacher - Lesson Feedback; Preservice Teacher - Professional Experience Self-Reflection sheets for later reflection and preparation for subsequent Professional Experiences. Observation Throughout the Graduate Diploma in Education Professional Experience Preservice Teachers need to experience the culture of schools and gain experience and understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, teacher-pupil interaction and classroom management strategies. Observation is a critical component of Preservice Teachers development, it is expected that when not teaching, Preservice Teachers observe their Supervising Teachers lessons and where possible observe other teachers within the host school. It is deemed

critical that Preservice Teachers observe a variety of learning

situations to enrich and diversify their approaches to teaching.

Minimum Teaching Allocation

To maintain consistency across all Professional Experiences, a **guide** to the minimum teaching load for all Preservice Teachers is outlined below.

Please Note: These expectations are intended **as a guideline.** The Supervising Teacher and their Preservice Teacher may negotiate either more or less teaching to suit the needs of each individual and the teaching setting.

During the Initial Professional Experience Supervising Teachers should negotiate teaching commitments with their Preservice Teacher as the Professional Experience progresses.

Initial Professional Experience

The expectation in this Initial Professional Experience is that Preservice Teachers will be orientated to the school setting and observe models of good practice from their Supervising Teacher and other teachers in the school, building on these observations to teach lessons to individuals, small groups or the whole class by the last week of their Initial Professional Experience. Team teaching with the Supervising Teacher is possible, and may provide good support in the first and second week of Initial Professional Experience. The expectation is that by **Week Three that one lesson may be taught each day** but this may be negotiated between the Preservice Teacher and Supervising Teacher based on Preservice Teacher development and confidence in taking a whole class for one complete lesson.

Detailed lesson plans **must** be completed and checked by the Supervising Teacher prior to the lesson being taught. Observation may focus on classroom management and other foundational teaching skills or strategies that the Preservice Teacher will draw on in their own teaching.

Week One

The major focus of the first week of the Initial Professional Experience should be on Classroom Observation of teachers and year levels and some experiences tutoring individuals and teaching small groups

Week Two

The Preservice Teacher should begin to teach and manage parts of classroom lessons and organising and teaching small group activities

Week Three

The Preservice Teacher may work towards teaching one class per day.

Minor Professional Experience

Preservice Teachers must arrange to visit their school, meet with their teacher and arrange their timetable **prior to commencing** the minor Professional Experience so that they can **commence teaching on Day One.**

Week One

Plan and implement up to 5 hours of teaching per week including one full block per day with an emphasis on changeover.

Week Two

Plan and implement up to 8 hours of teaching per week including up to two blocks per day.

Week Three

Plan and implement a minimum of one block per day.

Major Professional Experience

Preservice Teachers must arrange to visit their school, meet with their teacher and arrange their timetable **prior** to commencing the Major professional experience so that **they can commence teaching on Day One.**

Week One

Plan and implement up to one to two blocks of teaching per day.

Week Two

Plan and implement up to a half time teacher's load across all KLAs.

Week Three to Five

Increasing workload at the discretion of the Supervising Teacher in negotiation with their Preservice Teacher. Where appropriate Preservice Teachers should be teaching a full teaching load by Week Four of the major Professional Experience.

Outcomes

Initial Professional Experience

By the completion of the **Initial** Professional Experience Preservice Teachers will have:

- 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 and classrooms are organised and managed.
- Gained experiences in the six KLAs through observation and immersion and possible teaching experiences.
- Observed and assisted the teacher in ongoing classroom and school activities.
- Gained experience working with one on one, small groups and successfully teach a whole class.
- Demonstrated an increasing confidence in their teaching and interpersonal relationships with students and staff that will allow them to successfully proceed to their Minor Professional Experience.

Minor Professional Experience

At the conclusion of the **Minor** Professional Experience Preservice Teachers will have:

- Displayed keen awareness of the importance of interpersonal relations and communication skills and extended development of such skills in the classroom, with staff and school activities.
- Demonstrated an interest in children, their welfare and activities and growing confidence in working with them.
- Practiced and demonstrated abilities in basic teaching skills with both small groups and the whole class in an ongoing classroom.
- Gained experiences through observation, team teaching and classroom teaching in the six KLAs.
- Demonstrated ability to plan, implement and evaluate lessons in the some of the six KLAs. Emphasis should be on English, Mathematics, Numeracy and Science and Technology.
- Demonstrated developing knowledge of English, Mathematics, Numeracy and Science and Technology Curriculum Documents and how this translates to unit planning and classroom teaching.
- Displayed the ability to analyse and reflect on their own teaching practice with the view of improving that practice.
- Recognised and catered for student diversity.
- Recorded management/learning challenges and demonstrate the emerging ability to provide methods to address these concerns in future classes.
- Collect and developed a range of resources used for lesson implementation.
- Maintained an effective daybook for daily planning of class activities.
- Completed non-teaching professional tasks, such as preparation or organisation of resources, assisting with other activities such as sport/excursions/clubs/assemblies, playground and bus duties.
- Programmed and assessed student achievement where possible.
- Demonstrated an awareness of whole school policies and procedures.
- Developed an understanding of the school's reporting to parents processes.
- Built up the daily teaching load to a whole day(s) of teaching by the last week of the Minor Professional Experience.
- Built up the teaching load to teach at least two consecutive whole day(s) of teaching.
- Successfully managed timing in the classroom and transitions from one lesson to the next, including lesson beginnings and endings.
- Reflected on their teaching practice against the Graduate Teacher Professional Teaching Standards.
- Be deemed competent to progress to the Major Professional Experience.

Major Professional Experience

By the end of the **Major** Professional Experience Preservice Teachers will have achieved the following:

- Be able to successfully plan a unit of work and document, teach and evaluate a series of lessons in all six KLAs.
- Be able to communicate clearly with students.
- Apply classroom management skills fairly and consistently.
- Demonstrate an understanding of the importance of interpersonal relations and communication skills both in class, school activities with students and colleagues.
- Demonstrate, through their teaching, an understanding of the way in which learners' develop skills and understanding of concepts in all six KLAs.
- Demonstrate an ability to employ technology in the classroom.
- Demonstrate an ability to interact with school staff and students in a variety of school settings.
- Demonstrate an understanding of individual student learning characteristics e.g. learning styles, self-esteem and their impact upon classroom and school behaviour.
- Undertake successfully non teaching professional tasks, such as preparation and organisation of resources, assisting with extracurricular activities such as sport, excursions, assemblies, musical activities, playground, bus duty etc.
- Demonstrate awareness and implement school policies and procedures.
- Demonstrate an understanding of NSW Board of Studies documents.
- Display a professional attitude towards teaching and the teacher's role in the school.

University Liaison Lecturer

7.2 Graduate Diploma in Education: Secondary

7.2.1 Wollongong, Batemans Bay, Bega, Shoalhaven Campuses

Professional Experience Dates

Initial three-week block: 19 March to 5 April 2012; Minor three-week block: 4 June to 22 June 2012; Major five-week block: 8 October to 9 November 2012.

The Initial and Minor Professional Experience placement will be in the same school unless the Preservice Teacher is participating in an overseas Professional Experience for the Minor placement.

Required Number of Professional Experience Days

53 days Professional Experience must be completed to satisfy attendance requirements.

Subject Number

EDGD800

Reporting Requirements

Initial

- Graduate Diploma in Education, Professional Teaching Standards Report – INITIAL
- 2. Professional Experience Report

Minor

- Graduate Diploma in Education, Professional Teaching Standards Report – MINOR
- 2. Professional Experience Report

Major

- Graduate Diploma in Education, Professional Teaching Standards Report – MAJOR
- 2. Professional Experience Report

Reports can be downloaded from -

<u>http://www.uow.edu.au/educ/proExperience/reports/index.html</u> and are to be typed - not handwritten.

Lesson Preparation

Lesson plans **must be prepared** for every lesson taught. These plans must be presented in written form, to the Supervising Teacher **before** the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of:

- All lesson plans;
- Supervising Teacher Lesson Feedback;
- Preservice Teacher Professional Experience Self-Reflection sheets for later reflection and preparation for subsequent Professional Experiences.

Observation

Throughout the Graduate Diploma in Education Professional Experience Preservice Teachers need to experience the culture of schools and gain experience and understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, teacher-pupil interaction and classroom management strategies.

Observation is a critical component of Preservice Teachers development, it is expected that when not teaching, Preservice Teachers observe their Supervising Teachers lessons and where possible observe other teachers within the host school. It is deemed critical that Preservice Teachers observe a variety of learning situations to enrich and diversify their approaches to teaching.

Minimum Teaching Allocation

To maintain consistency across all Professional Experiences, a **guide** to the minimum teaching load for all Preservice Teachers is outlined below.

Please Note: These expectations are intended **as a guideline.** The Supervising Teacher and their Preservice Teacher may negotiate either more or less teaching to suit the needs of each individual and the teaching setting.

During the Initial Professional Experience teachers should negotiate teaching commitments with their Preservice Teacher as the Professional Experience progresses.

Initial Professional Experience

The expectation in this Initial Professional Experience is that Preservice Teachers will be orientated to the school setting and observe models of good practice from their Supervising Teacher and other teachers in the school, building on these observations to teach lessons to individuals, small groups or the whole class by the last week of their Initial Professional Experience. Team teaching with the Supervising Teacher is possible, and may provide good support in the first and second week of Initial Professional Experience. The expectation is that by **Week Three that one lesson may be taught** each day but this may be negotiated between the Preservice Teacher and Supervising Teacher based on Preservice Teacher development and confidence in taking a whole class for one complete lesson.

Detailed lesson plans **must** be completed and checked by the Supervising Teacher prior to the lesson being taught. Observation may focus on classroom management and other foundational teaching skills or strategies that the Preservice Teacher will draw on in their own teaching.

Week One

The major focus of the first week of the Initial Professional Experience should be on classroom observation of teachers and year levels and some experiences working with individuals and teaching small groups.

Week Two

Preservice Teacher should begin to teach and work with small group activities.

Week Three

Preservice Teacher may work towards **teaching one class per day**.

Minor Professional Experience

Preservice Teachers must arrange to visit their school, meet with their teacher and arrange their timetable **prior to commencing** the minor Professional Experience so that they can **commence teaching on Day One.**

The suggested load would be: -

14/15x40 minute teaching periods per week plus sport **and 6x40** minute timetabled observation periods.

OR

11/12x50 minute teaching periods per week plus sport and 5x50 minute timetabled observation periods.

OR

9/10x60 minute teaching periods per week plus sport **and 4x60** minute timetabled observation periods.

Major Professional Experience

Preservice Teachers must arrange to visit their school, meet with their teacher and arrange their timetable **prior** to commencing the **major** Professional Experience so that **they can commence teaching on Day One.**

Preservice Teachers on their Major Professional Experience should be planning units of work that can be taught over their five-week block. The work load stated below is an approximate work load allocation and is at the discretion of the Supervising Teacher.

18/20x40 minute teaching periods per week plus sport **and 4x40** minute timetabled observation periods.

OR

15/16x50 minute teaching periods and 3x50 minute timetabled observation periods.

OR

12/13x60 minute teaching periods **and 2x60** minute timetabled observation periods.

Outcomes

Initial Professional Experience

By the conclusion of the **Initial** Professional Experience Preservice Teachers have:

- Practised and demonstrated developing teaching abilities with one on one situations, small groups and, by the end of Week Two of the Initial Professional Experience successfully teach whole classes.
- Displayed awareness of the importance of interpersonal relations and communication skills and extended development of such skills in class, with other teachers and school activities.
- Demonstrated an interest in children, their welfare and activities

- and a growing confidence in working with them.
- Gained experiences through observation and immersion in a range of classrooms and teachers.
- Developed an understanding of how schools and classrooms are organised and managed.
- Observed and assist the teacher in classroom and a range of school activities.
- Displayed an understanding of how teachers plan, implement and evaluate lessons in their secondary method(s).
- Analysed and reflected on their own teaching practice
- Demonstrated the ability to record management/learning problems that arise and begin to develop strategies to address these issues.
- Demonstrated an increasing confidence in their teaching and interpersonal relationships with students and staff that will allow them to successfully proceed to their Minor Professional Experience.

Minor Professional Experience

At the conclusion of the **Minor** Professional Experience Preservice Teachers will have:

- Demonstrated confidence in teaching a range of subject content within a variety of teaching situations.
- Displayed competence in planning, implementing and evaluating lessons in their subject area(s).
- Displayed keen awareness of the importance of interpersonal relations and communication skills and extended development of such skills in the classroom, with staff and school activities.
- Demonstrated an interest in children, their welfare and activities and a growing confidence in working with them.
- Demonstrated a developing knowledge of the Subject's Curriculum documents and how this translates to unit planning and classroom teaching.
- Displayed competence in the development of professional interpersonal relationships.
- Further developed and articulated a personal teaching style.
- · Recognised and catered for student diversity.
- Reflected on their teaching practice against the Graduate Teacher Professional Teaching Standards.
- Complete non-teaching professional tasks, such as preparation or organisation of resources, assisting with other activities such as sport/excursions/clubs/assemblies, playground and bus duties.
- Analysed and reflected on their own teaching practice with the view of improving that practice.
- Recorded management/learning challenges and have the emerging ability to provide strategies to address these concerns in future classes.
- Collected and developed a range of resources for lesson implementation.
- Maintained an effective daybook for daily planning of class

activities.

- Completed non-teaching professional tasks, such as preparation or organisation of resources, assisting with other activities such as sport/excursions/clubs/assemblies, playground and bus duties.
- Programmed and began to assess student achievement.
- Demonstrated a developing awareness of whole school policies and procedures.
- Developed an understanding of the school's reporting to parents processes.
- Built up the daily teaching load to a whole day(s) of teaching by the last week of the Minor Professional Experience.
- Built up the teaching load to at teach at least two consecutive whole day(s) of teaching in the last week of Minor Professional Experience.
- Successfully managed timing in the classroom and transitions from one lesson to the next, including lesson beginnings and endings.
- Be deemed competent to progress to the Major Professional Experience.

Major Professional Experience

By the end of the **Major** Professional Experience Preservice Teachers will have achieved the following:

- Be able to successfully plan, document, teach and evaluate a unit of work in their subject area(s).
- Be able to communicate clearly with students.
- Apply classroom management skills fairly and consistently.
- Demonstrate an understanding of the importance of interpersonal relations and communication skills both in class, school activities with students and colleagues.
- Demonstrate, through their teaching, an understanding of the way in which learners' develop skills and understanding of concepts in their subject area.
- Demonstrate an ability to employ technology in the classroom.
- Demonstrate an ability to interact with school staff and students in a variety of school settings.
- Demonstrate an understanding of individual student learning characteristics e.g. learning styles, self-esteem and their impact upon classroom and school behaviour.
- Undertake successfully non teaching professional tasks, such as preparation and organisation of resources, assisting with extracurricular activities such as sport, excursions, assemblies, musical activities, playground, bus duty etc.
- Demonstrate awareness and implement school policies and procedures.
- Demonstrate an understanding of NSW Board of Studies documents in their subject area(s).
- Display a professional attitude towards teaching and the teacher's roles in the school.

University Liaison Lecturer

7.3 Graduate Diploma in Education: Primary and Secondary Conversion Students

7.3.1 Wollongong, Batemans Bay, Bega, Shoalhaven Campuses

	emans Bay, Bega, Snoamaven Campuses
Professional Experience Dates	Minor two-week block: 4 June to 15 June 2012; Major three-week block: 8 October to 26 October 2012.
Required Number of Professional Experience Days	25 days Professional Experience must be completed to satisfy attendance requirements.
Subject Number	EDGC801
Reporting Requirements	 Minor 1. Graduate Diploma in Education, Professional Teaching Standards Report – MINOR 2. Professional Experience Report
	 Major 1. Graduate Diploma in Education, Professional Teaching Standards Report – MAJOR 2. Professional Experience Report
	Reports can be downloaded from - http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten.
Lesson Preparation	Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of: • All lesson plans; • Supervising Teacher – Lesson Feedback; • Preservice Teacher – Professional Experience Self-Reflection sheets for later reflection and preparation for subsequent Professional Experiences.
Observation	Throughout the Graduate Diploma in Education Professional Experience Preservice Teachers need to experience the culture of schools and gain experience and understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, teacher-pupil interaction and classroom management strategies.
	Observation is a critical component of Preservice Teachers development, it is expected that when not teaching, Preservice Teachers observe their Supervising Teachers lessons and where possible observe other teachers within the host school. It is deemed critical that Preservice Teachers observe a variety of learning situations to enrich and diversify their approaches to teaching.
Minimum Teaching Allocation	Primary and Secondary Conversion Students are required to complete the following Professional Experience:
	Minor Professional Experience
	Week One Plan and implement at least four hours of teaching for a whole class. Detailed lesson plans must be completed and checked by Supervising

Teacher prior to lesson being taught. **Week Two** Plan and implement up to 10 hours of teaching across a variety of KLAs for Primary Conversion Preservice Teachers or one or two subject areas for Secondary Preservice Teachers. Detailed lesson plans must be completed and checked by Supervising Teacher. **Major Professional Experience** Week One Plan and implement up to 12 hours of teaching including one or two blocks per day (Primary) or two to three, 50 minute periods (Secondary) per day. **Week Two** Plan and implement up to 75% of full time teaching including one or two blocks per day (Primary) and three to four, 50 minute periods (Secondary) per day. **Week Three** Undertake a full time of a first year out teacher's load. **Outcomes For Primary Preservice Teachers** Please refer to Section 7.1. For Secondary Preservice Teachers Please refer to Section 7.2. **University Liaison** A University Liaison Lecturer will be allocated to each school. Liaison Lecturer will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher's development.

7.4 Graduate Diploma in Education: Primary Spring Intake

7.4.1 Wollongong Campus

7.4.1 Wollongong Cam	pus		
Professional Experience Dates		2011 / 2012	2012 / 2012
Dates	Initial:	2011 / 2012	2012 / 2013
	Four-week block	17/10/11 to 11/11/11	8/10/12 to 2/11/12
	Minor: Three-week block	19/3/12 to 5/4/12	Mid March 2013
	Major: Four-week block	4/6/12 to 29/6/12	June/July 2013
Required Number of Professional Experience Days	55 days Professional attendance requiremen		completed to satisfy
Subject Number	EDGD800		
Reporting Requirements	 Initial Graduate Diploma Report – INITIAL Professional Exper 		nal Teaching Standards
	Minor 1. Graduate Diploma Report – MINOR 2. Professional Exper		nal Teaching Standards
	Major1. Graduate Diploma Report – MAJOR2. Professional Exper		nal Teaching Standards
	Reports can be downlo http://www.uow.edu.au/ to be typed - not handw	<u>/educ/proExperience/rep</u>	ports/index.html and are
Lesson Preparation	must be presented in with the lesson is taught. discussed and implementation Teachers are expected.	written form, to the Super Comments and suggernmented prior to imple to keep copies of reflection and prepare	on taught. These plans ervising Teacher before estions can be made, ementation. Preservice all lesson plans and ration for subsequent
Observation	Experience Preservice schools and gain expectassrooms operate. T	Teachers need to exprience and understandine experience also proganisation, teacher-	Education Professional perience the culture of ing of how schools and rovides opportunities to pupil interaction and
	development, it is ex Teachers observe their observe other teachers	r Supervising Teachers within the host school. bserve a variety of learn	Preservice Teachers of teaching, Preservice lessons and if possible It is deemed critical that ning situations to enrich

and diversify their approaches to teaching.

Minimum Teaching Allocation

To maintain consistency across all Professional Experiences, a **guide** to the minimum teaching load for all Preservice Teachers is outlined below.

Please Note: These expectations are intended **as a guideline**. The Supervising Teacher and their Preservice Teacher may negotiate either more or less teaching to suit the needs of each individual and the teaching setting.

During the initial Professional Experience teachers should negotiate teaching commitments with their Preservice Teacher as the Professional Experience progresses.

Initial Professional Experience

Please refer to Section 7.1. for further information on Professional Experience Expectations for Primary Graduate Diploma of Education

Week One

The major focus of the first week of the Initial Professional Experience should be on Classroom Observation of teachers and year levels and some experiences tutoring individuals and teaching small groups.

Week Two

The Preservice Teacher should begin to teach and manage parts of classroom lessons and organising and teaching small group activities.

Week Three to Four

Plan and implement up to ten hours of teaching across all KLAs. Detailed lesson plans **must** be completed and checked by Supervising Teacher prior to the lesson being taught.

The culminating activity of this Professional Experience should be a whole day of teaching where possible.

Minor Professional Experience

Preservice Teachers must arrange to visit their school, meet with their teacher and arrange their timetable **prior to commencing** the minor professional experience so that they can **commence teaching on Day One.**

Week One

Plan and implement up to eight hours of teaching including one full block per day with an emphasis on changeover.

Week Two

Plan and implement approximately 12 hours per week of teaching up to two blocks per day.

Week Three

Teach up to two blocks per day.

Major Professional Experience

Preservice Teachers must arrange to visit their school, meet with their teacher and arrange their timetable **prior** to commencing the major professional experience so that they can **commence teaching on Day One.**

Week One

Plan and implement up to one to two blocks of teaching per day.

Week Two

Plan and implement up to a half time teachers load across all KLAs.

Week Three to Four

Increasing workload at the discretion of the Supervising Teacher in negotiation with their Preservice Teacher. Where appropriate Preservice Teachers should be teaching a full teaching load by week four of the Major Professional Experience.

Outcomes

Initial Professional Experience

By the completion of the **Initial** Professional Experience Preservice Teachers will have:

- 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 and classrooms are organised and managed.
- Gained experiences in the six KLAs through observation and immersion and possible teaching experiences.
- Observed and assisted the teacher in ongoing classroom and school activities.
- Gained experience working with one on one, small groups and successfully teach a whole class.
- Demonstrated an increasing confidence in their teaching and interpersonal relationships with students and staff that will allow them to successfully proceed to their Minor Professional Experience.

Minor Professional Experience

At the conclusion of the **Minor** Professional Experience Preservice Teachers will have:

Displayed keen awareness of the importance of interpersonal

- relations and communication skills and extended development of such skills in the classroom, with staff and school activities.
- Demonstrated an interest in children, their welfare and activities and growing confidence in working with them.
- Practiced and demonstrated abilities in basic teaching skills with both small groups and the whole class in an ongoing classroom.
- Gained experiences through observation, team teaching and classroom teaching in the six KLAs.
- Demonstrated ability to plan, implement and evaluate lessons in the some of the six KLAs. Emphasis should be on English, Mathematics, Numeracy and Science and Technology.
- Demonstrated developing knowledge of English, Mathematics, Numeracy and Science and Technology Curriculum Documents and how this translates to unit planning and classroom teaching.
- Displayed the ability to analyse and reflect on their own teaching practice with the view of improving that practice.
- Recognised and catered for student diversity.
- Recorded management/learning challenges and demonstrate the emerging ability to provide methods to address these concerns in future classes.
- Collect and developed a range of resources used for lesson implementation.
- Maintained an effective daybook for daily planning of class activities.
- Completed non-teaching professional tasks, such as preparation or organisation of resources, assisting with other activities such as sport/excursions/clubs/assemblies, playground and bus duties.
- Programmed and assessed student achievement where possible.
- Demonstrated an awareness of whole school policies and procedures.
- Developed an understanding of the school's reporting to parents processes.
- Built up the daily teaching load to a whole day(s) of teaching by the last week of the Minor Professional Experience.
- Built up the teaching load to at teach at least two consecutive whole day(s) of teaching.
- Successfully managed timing in the classroom and transitions from one lesson to the next, including lesson beginnings and endings.
- Reflected on their teaching practice against the Graduate Teacher Professional Teaching Standards.
- Be deemed competent to progress to the Major Professional Experience.

Major Professional Experience

By the end of the **Major** Professional Experience Preservice Teachers will have achieved the following:

- Be able to successfully plan a unit of work and document, teach and evaluate a series of lessons in all six KLAs.
- Be able to communicate clearly with students.

- Apply classroom management skills fairly and consistently.
- Demonstrate an understanding of the importance of interpersonal relations and communication skills both in class, school activities with students and colleagues.
- Demonstrate, through their teaching, an understanding of the way in which learners' develop skills and understanding of concepts in all six KLAs.
- Demonstrate an ability to employ technology in the classroom.
- Demonstrate an ability to interact with school staff and students in a variety of school settings.
- Demonstrate an understanding of individual student learning characteristics e.g. learning styles, self-esteem and their impact upon classroom and school behaviour.
- Undertake successfully non teaching professional tasks, such as preparation and organisation of resources, assisting with extracurricular activities such as sport, excursions, assemblies, musical activities, playground, bus duty etc.
- Demonstrate awareness and implement school policies and procedures.
- Demonstrate an understanding of NSW Board of Studies documents.
- Display a professional attitude towards teaching and the teacher's role in the school.

University Liaison Lecturer

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher's development.

7.5 Graduate Diploma in Education: Primary and Secondary Part-time – 3 Semesters

7.5.1 Bega, Batemans Bay, Shoalhaven Campuses Only

	Bay, Shoalhaven Can	npuses Only	
Professional Experience Dates		Year A (2012 / 2013)	Year B (2011 / 2012)
	Initial Four-week block	8/10/12 to 2/11/12	October 2011
	Minor Three-week block	Mid March 2013	March 2012
	Major Four-week block	June 2013	June 2012
Required Number of Professional Experience Days	55 days Professional attendance requiremen	•	completed to satisfy
Subject Number	EDGD800		
Reporting Requirements	Initial 1. Graduate Diploma Report – INITIAL 2. Professional Exper		nal Teaching Standards
	Minor 1. Graduate Diploma Report – MINOR 2. Professional Experi		nal Teaching Standards
	Major 1. Graduate Diploma Report – MAJOR 2. Professional Experi		nal Teaching Standards
	Reports can be downlowhttp://www.uow.edu.au/ to be typed - not handw	<u>/educ/proExperience/rep</u>	oorts/index.html and are
Lesson Preparation	must be presented in v the lesson is taught. discussed and imple Teachers are expecte reflections for later	written form, to the Super Comments and suggreen mented prior to imple ed to keep copies of reflection and prepare	on taught. These plans ervising Teacher before estions can be made, ementation. Preservice all lesson plans and ration for subsequent
Observation	reflections for later reflection and preparation for subsequent Professional Experiences. Throughout the Graduate Diploma in Education Professional Experience Preservice Teachers need to experience the culture of schools and gain experience and understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, teacher-pupil interaction and classroom management strategies.		
	development, it is ex Teachers observe their observe other teachers	spected that when no r Supervising Teachers within the host school. bserve a variety of learn	Preservice Teachers t teaching, Preservice lessons and if possible It is deemed critical that ning situations to enrich
Minimum Teaching Allocation	To maintain consister Graduate Diploma in	ncy across all teachir	ng methods within the elow are the minimum riences.

Please Note: These expectations are intended **as a guideline**. The Supervising Teacher and their Preservice Teacher may negotiate either more or less teaching to suit the needs of each individual and the teaching setting.

During the initial Professional Experience teachers should negotiate teaching commitments with their Preservice Teacher as the Professional Experience progresses.

*Students in part-time mode are recommended to volunteer to local schools and work as teaching support during their two years studying the GDE to gain further experience.

Initial Professional Experience

Please refer to Section 7.1. for further information on Professional Experience Expectations for Primary Graduate Diploma of Education

Week One

The major focus of the first week of the Initial Professional Experience should be on Classroom Observation of teachers and year levels and some experiences tutoring individuals and teaching small groups.

Week Two

The Preservice Teacher should begin to teach and manage parts of classroom lessons and organising and teaching small group activities.

Week Three to Four

Plan and implement up to ten hours of teaching across all KLAs. Detailed lesson plans **must** be completed and checked by Supervising Teacher prior to the lesson being taught.

The culminating activity of this Professional Experience should be a whole day of teaching where possible.

Minor Professional Experience

Preservice Teachers must arrange to visit their school, meet with their teacher and arrange their timetable **prior to commencing** the minor professional experience so that they can **commence teaching on Day One.**

Week One

Plan and implement up to eight hours of teaching including one full block per day with an emphasis on changeover.

Week Two

Plan and implement approximately up to 12 hours per week of teaching up to two blocks per day.

Week Three

Teach up to two blocks per day.

Major Professional Experience

Preservice Teachers must arrange to visit their school, meet with their teacher and arrange their timetable **prior** to commencing the major professional experience so that they can **commence teaching on Day One.**

Week One

Plan and implement up to one to two blocks of teaching per day.

Week Two

Plan and implement up to a half time teachers load across all KLAs.

Week Three to Four

Increasing workload at the discretion of the Supervising Teacher in negotiation with their Preservice Teacher. Where appropriate Preservice Teachers should be teaching a full teaching load by week four of the Major Professional Experience.

Outcomes

For Primary Preservice Teachers

Please refer to Section 7.1.

For Secondary Preservice Teachers

Please refer to Section 7.2.

University Liaison Lecturer

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher's development.

7.6 Graduate Diploma in Education: Primary and Secondary Part-time4 Semesters

7.6.1 Bega, Batemans Bay, Shoalhaven Campuses Only

Students complete all Professional Experience in their second year when undertaking 4 semester part time program. They are strongly advised to undertake volunteer work in schools during their first year.

For Primary Preservice Teachers

Please refer to Section 7.1.

For Secondary Preservice Teachers

Please refer to Section 7.2.

APPENDICES		



Professional Experience Evidence Guides

The Professional Experience Evidence Guides have been developed to assist Supervising Teachers and Preservice Teachers to determine teaching progress. The Evidence Guides have been aligned to elements and aspects of the New South Wales Institute of Teachers Professional Teaching Standards for a Graduate Teacher. The Evidence Guides provide examples of indicators in the early and later stages of teacher education courses to assist Supervising Teachers to determine Preservice Teacher development.

Professional Knowledge

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

	EARLY STAGE PRESERVICE TEACHERS 1 st and 2 nd Year Professional Experience	LATER STAGE PRESERVICE TEACHERS 3 rd and 4 th Year Professional Experience
GRADOATE TEACHER STANDARDS		Or
	Initial and Minor Professional Experience	Major Professional Experience
Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content/discipline(s) (1.1.1)	Accurately answers content-related questions from students.	Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanations and linking of content and outcomes to syllabus documents.
Demonstrate research-based knowledge of the pedagogies of the content/discipline(s) taught (1.1.2)	Displays essential knowledge and understanding related to relevant content.	Links content and shows how various elements of a topic are related.
		Accurately highlights key features in demonstrations.
		Encourages students to generalise and transfer their knowledge to solve problems.
Design and implement lesson sequences using knowledge of NSW syllabus documents or other curriculum requirements of the Education Act (1.1.3)	Uses school program as a basis for effective lesson plans.	Demonstrates knowledge of relevant K-6 syllabus documents and requirements through lesson development and identification of outcomes.
		Uses relevant Years 7-10 and Years 11-12 syllabuses to promote quality learning.
Demonstrate current knowledge and proficiency in the use of the following ICT skills:	Uses ICT skills for administrative tasks.	Develops tasks that incorporate ICTs.
 Basic operational skills IT skills Software evaluation skills 		
 Effective user of the internet Pedagogical skills for classroom management (1.1.4) 		Conducts lessons that incorporate ICTs and makes necessary modifications for pedagogical
		тападетеп.

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ELEMENT 2. PRESERVICE TEACHERS KNOW THEIR STUDENTS AND HOW THEY LEARN		
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GRADUATE TEACHER STANDARDS	EARLY STAGE PRESERVICE TEACHERS 1st and 2nd Year Professional Experience Or	LATER STAGE PRESERVICE TEACHERS 3rd and 4th Year Professional Experience Or
	Initial and Minor Professional Experience	Major Professional Experience
Demonstrate a developing knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning	Seeks to build understanding of the students as well as their cultural, religious and social backgrounds.	Plans lessons and programs that are culturally sensitive.
(2.1.1)	Considers ways to meet school programs and policies relating to inclusivity.	Begins to incorporate global issues into lesson and unit planning.
		Presents controversial issues in a sensitive manner.
		Encourages students to express and explore their values and attitudes.
Demonstrate a developing knowledge of the typical stages of students' physical, social and intellectual development as well as an awareness of exceptions to general patterns (2.1.2)	Identifies achievable outcomes for students in their lessons.	Commencing to identify students' specific physical, social and intellectual learning needs. Plans developmentally appropriate lessons.
		Communicates and interacts in ways appropriate to the students' developmental stages.
Demonstrate a developing knowledge of students' different approaches to learning (2.1.3)	Demonstrates a developing awareness of and responses to differences in students' learning styles and needs through approaches to lesson planning and teaching.	Uses a variety of teaching styles to suit the learning styles of students. Plans for appropriate modified and extension work
	Plans to cater effectively for differing learning abilities and styles.	for students. Articulates the reasons for modifications to their
		teaching.
Demonstrate a developing knowledge and understanding of how students' skills, interests and prior achievements and their impact on learning (2.1.4)	Seeks knowledge of students' backgrounds, interests and capacities in an appropriate manner.	Programs and plans to cater for student abilities and interests and school needs. Aims to take account of students' skills, interest and backgrounds to guide and inform teaching, communication and professional interactions.
Demonstrate knowledge and understanding of specific strategies for teaching: • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • NESB students • Students with Challenging Behaviours (2.1.5)	Acknowledges and is respectful of diversity, demonstrating this in approaches to teaching, learning and student interactions.	Selects strategies to provide for relevant learning experiences appropriate to a range of students, aiming for engagement, sequencing and significance. Demonstrates an understanding of cross-curricular policies.

Demonstrate knowledge of a range of literacy strategies to meet the needs of Attempts through choice all students including:	Attempts through choice of resources, strategies and	Major Professional Experience
e of a range of literacy strategies to meet the needs of		
Towns Others Islander of Idente		Incorporates a range of literacy strategies into daily
	questioning to attend to different student fearning	practice.
	needs.	
Students with Special Education Needs	<u>A</u>	Accommodates for students with a range of
NESB students		achievement levels.
Students with Challenging Behaviours		
(2.1.6)		

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

	EABLY STAGE DRESERVICE TEACHEDS	I ATER STAGE DRESERVICE TEACHERS
GRADUATE TEACHER STANDARDS	1° and 2°° Year Professional Experience Or	3° and 4" Year Professional Experience Or
	Initial and Minor Professional Experience	Major Professional Experience
Demonstrate the capacity to identify and articulate clear and appropriate	Writes detailed lesson plans that identify learning	Prepares students for what they are about to learn.
learning goals in lesson preparation	outcomes.	
(3.1.1)		Identifies clear and appropriate learning goals with
	Prepares resources and material in advance of	respect to syllabus documents and specific learning
	teaching.	needs of the group.
Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes	Writes lesson plans which detail such goals through use of objectives and outcomes, specifying content.	Link learning outcomes to relevant syllabus outcomes.
(3.1.2)	pedagogy and assessment, as well as sequencing,	
	in consultation with supervisor.	Experiments with a variety of strategies to achieve
		learning outcomes.
	Matches learning outcomes, content and teaching	
	strategies to class level.	Creates interesting lessons where students are
		engaged and on task.
		and and property of project of and and and
		Recognises barriers to learning and develops
		strategies to address them.
Select and organise subject/content in logical, sequential and structured ways to address student learning outcomes	Plans for sequential development of learning outcomes and activities.	Plans and delivers lessons structured in relation to clear and appropriate outcomes, timing, sequencing and attention to diversity
	Begins to assign appropriate time/weighting to	
	achieve learning outcomes in lesson/unit planning.	Assigns appropriate time/weighting to achieve
	Constant of the control of the contr	learning outcomes in lesson/unit planning.
	rialis productive use of lesson time.	
		Links learning experiences to draw together the
Demonstrate knowledge of a range of appropriate and engaging resources	Uses current and relevant resources in consultation	Developing knowledge of a range of appropriate and

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GRADUATE TEACHER STANDARDS	EARLY STAGE PRESERVICE TEACHERS 1 st and 2 nd Year Professional Experience Or	LATER STAGE PRESERVICE TEACHERS 3 rd and 4 th Year Professional Experience Or
	Initial and Minor Professional Experience	Major Professional Experience
and materials to support students' leaming (3.1.4)	with their supervisory teacher to ensure accurate content is presented in lesson.	engaging materials and resources and commencing to incorporate these into teaching practice.
	Reviews current/relevant teaching resources to	Plans and develops creative and developmentally
	Includes motivational strategies in their lessons.	appropriate rearring activities.
Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes	Considers appropriate assessment strategies when developing lessons/units.	Plans for assessment which is varied, fair and appropriate to learning outcomes.
	Uses informal assessment information to monitor student learning.	Develops and implements assessment tasks in consultation with the supervisor.
		Uses formal assessment information to monitor student learning.
Demonstrate knowledge of the link between outcomes and assessment strategies (3.1.6)	Incorporates learning outcomes into lesson plans.	Explains the form and purpose of any assessment tasks to students and provides feedback as to its significance to their learning outcomes.
		Uses standards and outcomes in making judgements about student achievement.
Gives helpful and timely oral and written feedback to students (3.1.7)	Ensures prompt marking or assessment of work.	Responds to student progress, re-teaching where necessary.
	Uses a variety of feedback, providing it as soon as possible.	Builds appropriate reinforcement and feedback into lesson plans.
	Gives constructive and justifiable feedback to students about their achievement.	Gives feedback to enhance student performance and provides corrective instruction where appropriate.
	Provides appropriate encouragement.	
Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor students' progress (3.1.8)	Follows school record keeping policies, processes and practices.	Develops record keeping procedures consistent with school policies and practices.
		Demonstrates understanding of record-keeping processes and systems consistent with school policy and practice.
Demonstrate a growing awareness of the principles and practices of reporting to students, parents and caregivers (3.1.9)	Discusses student achievement with Supervising Teacher.	Maintains records and discusses assessment results with Supervising Teacher and support staff where appropriate.

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GRADUATE TEACHER STANDARDS	EARLY STAGE PRESERVICE TEACHERS 1 st and 2 nd Year Professional Experience Or	LATER STAGE PRESERVICE TEACHERS 3 rd and 4 th Year Professional Experience Or
	Initial and Minor Professional Experience	Major Professional Experience
Demonstrate a developing understanding of the principles and practices for	Shows a developing capacity to evaluate teaching	Discusses assessment results with Supervising
using student assessment results to reflect on lesson sequences and inform	including relevant assessment data to adjust	Teacher to inform future planning requirements.
further planning of teaching and learning	subsequent planning and teaching.	
(3.1.10)		Builds appropriate assessment strategies into
		lesson/unit planning as a feedback mechanism.

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	4. PRESERVICE

	EABLY STAGE DRESERVICE TEACHERS	ATER STAGE PRESERVICE TEACHERS
SDANIATE TEACHED STANDADDS	1 st and 2 nd Year Professional Experience	3 rd and 4 th Year Professional Experience
GRADUATE LEACHER STAINDARDS	. JO	Or
	Initial and Minor Professional Experience	Major Professional Experience
Demonstrate effective use of the English language in communicating with students	Demonstrates written and oral language skills appropriate to the teaching profession.	Uses effective oral communication skills, including grammatically acceptable English.
(4.1.1)	Provides clear, concise and appropriate directions to students.	Uses precise vocabulary and technical terms, speaks loudly enough for all students to hear, uses voice effectively with respect to pitch, strength, speed and
		confidence for the level or stage. Provides clear explanations, precise instructions and
		effective demonstrations.
Demonstrate a range of questioning techniques designed to support student	Asks closed and open ended questions.	Aims to employ a range of questioning techniques, using a variety of questions, such as open-ended and
(4.1.2)	Allows time for students to respond to questions.	closed questions.
	Uses questioning to involve all students.	Acknowledges and values student responses.
	Encourages and responds to students' questions appropriately.	Asks questions in a logical sequence that encourage students to think.
Listen to students and engage them in classroom discussion (4.1.3)	Articulates directions clearly, communicates in a clear, concise and appropriate manner.	Checks for understanding through observation and questioning.
	Asks questions to stimulate and guide discussion. Involves students in tasks quickly.	Commencing to use effective discussion techniques and to support the development of students' skills in this area.
		Aims to maximise individual involvement in learning.

Use student group structures as appropriate to address teaching and	Developing skills and awareness in selecting	Allocates groups that are designed to facilitate
learning goals	appropriate strategies, resources and structures to foster interest and support for student learning.	learning.
	User group structures recognised by Supervising Teacher.	Developing an awareness of diverse grouping structures to facilitate learning, combined with appropriate management strategies.
Uses a range of teaching strategies and resources including ICT and other technologies to foster interest and support learning (4.1.5)	Aims to select resources and strategies that are appropriate and meaningful to students' learning needs.	Successfully implements a variety of teaching strategies and use of resources.
	Demonstrates willingness to implement a variety of teaching strategies and resources.	Is aware of a number of relevant ICT resources and possibilities for their incorporation into teaching.

ELEMENT 5. PRESERVICE TEACHERS CREATE AND MAINTAIN SAFE AND		CHALLENGING LEARNING ENVIRONMENTS THROUGH USE OF CLASSROOM MANAGEMENT SKILLS
		LATER STAGE PRESERVICE TEACHERS
GRADUATE TEACHER STANDARDS	1 st and 2 nd Year Professional Experience Or	3 rd and 4 ^{rn} Year Professional Experience Or
		Major Professional Experience
Demonstrate a variety of strategies to develop rapport with students (5.1.1)	Interacts positively with students outside the classroom setting.	Models and articulates expected behaviour.
		Implements clear expectations and consequences.
	Displays genuine interest in and concern for all	
	students.	Is respectful and caring in interactions.
	Displays enthusiasm verbally and non-verbally.	
Establish supportive learning environments where students feel safe to risk	Works towards establishing and maintaining focus in	Values and respects students' opinions and
full participation (5.1.2)	learning.	contributions.
	Communicates value and respect for different	Provides opportunities for maximum student
	learning needs and contributions.	participation.
	Promotes a learning environment where students	Provides an environment in which all students are
	діуе апа гесеіуе гееараск.	motivated to learn.
Demonstrate strategies to create a positive environment supporting student effort and learning	Affirms students' efforts publicly and privately.	Uses verbal and non-verbal communication for student learning and management.
(5.1.3)	Positions self to monitor the total learning	•
	environment.	Sets realistic expectations and goals, encourages student endeavour
	Uses verbal encouragement and praise to individuals	
	and groups.	
Provide clear directions for classroom activities and engage students in purposeful learning activities	Displays appropriate voice intonation, pace and projection.	Aims to establish, maintain and articulate explicit routines and is attempting to reinforce them
(5.1.4)		consistently, supported by effective time
	Reinforces classroom routines.	management.
	Explains and negotiates student goals and expectations.	
Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom	Remains calm and fair.	Recognises and reacts to positive and negative non- verbal responses.
(5.1.5)	Aims to apply disciplinary practices that are appropriate and consistent.	Displays effective conflict resolution skills.
	Positions self to monitor the total learning environment.	Commencing to be proactive, 'reading' the climate of the classroom and aiming at implementing responses.
	Incorporates appropriate management strategies into lesson planning.	

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GRADUATE TEACHER STANDARDS	EARLY STAGE PRESERVICE TEACHERS 1 st and 2 nd Year Professional Experience Or	LATER STAGE PRESERVICE TEACHERS 3 rd and 4 th Year Professional Experience Or
	Initial and Minor Professional Experience	Major Professional Experience
Demonstrate knowledge of principles and practices for managing classroom	Follows classroom management system.	Understands the need to work within an identifiable
discipline (5.1.6)	Welfare / classroom management system, a Attempts to manage discipline problems with developing and respectfully.	welfare / classroom management system, alming to handle discipline problems with developing professional indoment
	and respection.	Anticipator notantial problems and adjusts tracking
		accordingly.
Understand specific requirements for ensuring student safety in schools (5.1.7)	Understands mandatory policies, and with guidance able to implement appropriate safety and risk	Implements school and system policies and procedures for ensuring student safety.
	management procedures.	
	Understands school welfare and discipline policy and	Demonstrates vigilance with respect to safety.
	procedures.	
	Plans for safe use of learning activities, equipment	
	and racilities.	

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

ELEMENT OF PRESERVICE LEAGUEDS CONTINOALE FINER PROFESSIONAL MICHAEL AND PRACTICE	IOI ESSIONAL NIVOWEED AND LINA IIOE	
	EARLY STAGE PRESERVICE TEACHERS LATER	LATER STAGE PRESERVICE TEACHERS
CBADIIATE TEACHED STANDABDS	1st and 2nd Year Professional Experience 3rd and	3 rd and 4 th Year Professional Experience
	Initial and Minor Professional Experience Major Pr	Major Professional Experience
Demonstrate a capacity to reflect critically on and improve teaching practice	Seeks advice from colleagues to guide reflective self- Monitors and evaluates how their teaching meets the	Monitors and evaluates how their teaching meets the
(6.1.1)	analysis of teaching performance, shows willingness	needs of students.
	to adapt in response to such advice/assistance.	
		Identifies strengths and limitations in their teaching.
	Demonstrates an ability to analyse a single teaching	
	performance.	Critically evaluates their teaching units based on a
		variety of feedback.
	Keeps written reflections on each lesson, reflecting	
	on how and what students learned.	Analyses teaching performance over an extended
		period of time.
Demonstrate knowledge of the professional standards framework and its	Engages in self-reflection in aspects of Professional	Develops a professional portfolio of evidence
impact on the professional life of a teacher	Knowledge, Practice and Commitment.	supporting claims against each of the Professional
(6.1.2)		Teaching Standards.
Demonstrate knowledge of the available professional development	Seeks opportunities within the school for professional	Sets realistic short and long term teaching goals.
opportunities and the importance of personal planning to ongoing professional	learning.	
growth		Realistically analyses the achievement towards
(6.1.3)	Sets short term teaching goals.	teaching goals.

		STAGE PRESERVICE TEACHERS
GRADIIATE TEACHER STANDARDS	1 st and 2 nd Year Professional Experience 3 rd and	3 rd and 4 th Year Professional Experience
	Initial and Minor Professional Experience Major P	Major Professional Experience
		Attends in school professional development activities
		and seminars.
Demonstrate knowledge of the importance of teamwork in an educational	Undertakes team teaching and planning with mentor	Demonstrates the potential to work collaboratively, is
context	teacher and/or other stage/faculty teachers.	open to constructive feedback, guidance and
(6.1.4)		professional discussion.
	Attends and interacts appropriately at staff/team	
	meetings.	Makes positive contribution to school community.
Accept and respond to constructive feedback to improve and refine teaching and learning practices	Justifies and incorporates appropriate modifications to their teaching.	Modifies planning and teaching that reflects collegial feedback.
(6.1.5)		
	Seeks advice from colleagues to guide reflective self	Indicates an awareness of own capacity and
	analysis of teaching performance.	professional learning needs, as well as keenness to
		seek opportunities for on-going development as a
	Demonstrates a willingness to listen.	teacher.
Prepare for and contribute to discussions about the teaching profession or subject/content	Contributes to staff meetings through attendance.	Shares and discusses professional issues with colleagues.
(6.1.6)	Joins discussion groups.	
		Demonstrates ability to articulate beliefs about
	Discusses teaching practice and subject content with Supervising Teacher.	teaching and learning.
Explore educational ideas and issues through research (6.1.7)	Listens to professional discussions.	Contributes to discussion of current affairs relating to education.
		Communicates personal reflections on links between theory and practice.
		Reflects on a broad range of influences of teaching practice.
Recognises the range of policies and policy documents that teachers in NSW may need to comply with following employment in a school (6.1.8)	Confers with Supervising Teacher to ensure compliance with policies.	Demonstrates understanding of policy documents through professional practice.

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	EARLY STAGE PRESERVICE TEACHERS	LATER STAGE PRESERVICE TEACHERS
GRADUATE TEACHER STANDARDS	1 st and 2 nd Year Professional Experience Or	3 rd and 4 th Year Professional Experience Or
	Initial and Minor Professional Experience	Major Professional Experience
Demonstrate the capacity to communicate effectively with parents and	Communicates and interacts in different settings	Uses appropriate language, written and oral, that is
caregivers	within the school.	sensitive to the backgrounds and needs of students,
(7.1.1)		families and caregivers.

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GRADUATE TEACHER STANDARDS	ARLY STAGE PRESERVICE TEACHERS and 2 nd Year Professional Experience	LATER STAGE PRESERVICE TEACHERS
		Or
	Initial and Minor Professional Experience	Major Protessional Experience
Demonstrate an understanding of the importance of effective home-school links and processes for reporting student progress to parents and caregivers (7 1 2)	Demonstrates interests in developing appropriate and professional home-school communications.	Understands the relationship between school staff and student home support networks.
		Demonstrates understanding of school protocols for reporting to parents and caregivers.
Demonstrate the importance of involving parents and caregivers in the educative process and the use of a limited number of strategies to seek that	Employs appropriate and respectful professional communication with school staff, visitors, parents and	Demonstrates capacity to articulate student progress to parents and caregivers.
involvement (7.1.3)	caregivers.	Observes parent – teacher meetings when the opportunity arises.
Demonstrate the capacity to work effectively with external professionals, teachers' aides and community-based personnel to enhance student learning opportunities (7.1.4)	Interacts professionally with personnel associated with the school.	Employs appropriate and respectful professional communication with students, teachers and school support staff.
		Develops positive relationships with school-based colleagues.
Understands regulations and statutes related to teachers' responsibilities and students' rights (7.1.5)	Demonstrates an understanding of relevant regulatory requirements and issues of confidentiality.	Adheres to professional ethics, code of conduct and school regulations.
Demonstrate the capacity to liaise communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local	Employs appropriate and respectful professional communication with students, teachers, school	Demonstrates empathy for others.
community (7.1.6)	support staff and community members.	Adheres to professional standards expected by the school, system and community.
	Models accepted professional standards of language and dress.	



Unsatisfactory Progress Phase 1: Initial Identification

INSTRUCTIONS

- The Liaison Lecturer and/or Supervising Teacher in consultation and in the presence of the Preservice Teacher completes
 Phase 1 of the Unsatisfactory Progress form and offers support to the Preservice Teacher to address the areas of concern.
 A realistic timeframe for development to be demonstrated is clearly indicated.
- 2. A copy of Phase 1 of the Unsatisfactory Progress form to be submitted to the Director of relevant program and the PEX Unit (pex-enquiries@uow.edu.au).
- 3. A PEX Associate will be assigned to the Preservice Teacher who is now on Phase 1.

		STUDENT DETAILS	S	
Student Name			Student No.	
School				
Supervising Teacher			Date	
1 3	Δ	REAS CAUSING CON	CERN	
	^	III_AO OAGOING GON	O E I II I	
				ATION
	SUGGESTIONS FO	R DEVELOPMENT/M	INIMUM EXPECT	ATION
		SIGN OFF		
Preservice Teacher sign	ature			Date
Supervising Teacher sig				Date
Academic Liaison Lectur				Date
Program Director				Date



Unsatisfactory Progress Phase 2: Unsatisfactory Progress Continues

INSTRUCTIONS

- The PEX Associate and/or the Supervising Teacher in consultation and in the presence of the Preservice Teacher completes Phase 2 of the Unsatisfactory Progress form. The PEX Associate will monitor the Preservice Teacher's progress carefully and provide further guidance and written and agreed upon goals that the Preservice Teacher MUST meet within a stipulated timeframe.
- 2. A copy of Phase 2 of the Unsatisfactory Progress form to be submitted to the Director of relevant program and the PEX Unit (pex-enquiries@uow.edu.au).

		STUDENT	DETAILS			
Student Name				Student No.		
School						
Supervising Teacher				Date		
		AREAS CAUSI	NG CONCERN			
5	SUGGESTIONS	FOR DEVELOPI	/IENT / MINIMUN	M EXPECTATION	NC	
		SIGN	OFF			
Preservice Teacher si				Dat		
Supervising Teacher s				Dat		
Academic Liaison Lec	turer			Dat		
Program Director				Dat	.e	



Unsatisfactory Progress Phase 3: Final Recommendations

INSTRUCTIONS

- 1. If, within the timeframe outlined, the Preservice Teacher continues to not demonstrate evidence of developing capacity, the Supervising Teacher contacts the PEX Associate immediately.
- 2. The PEX Associate, Supervising Teacher, Director of relevant program and/or Senior Executive and Preservice Teacher discuss the areas of concern and determine possible reasons why there has been no progress demonstrated. In consultation with the relevant Program Director and/or Senior Executive, final recommendations regarding the Preservice Teacher's current Professional Experience will be determined.
- 3. Phase 3 of the Unsatisfactory Progress form to be completed and a copy submitted to the PEX Unit (pex-enquiries@uow.edu.au).

()	,,	STUDEN	T DETAIL	_S		
Student Name			School			
Supervising Teacher			Date			
EVIDENCE OF DE	VELOPING CAP	ACITY HAS N	OT BEEN	DEMONSTRAT	TED IN THE	FOLLOWING
Professional Knowledge	e <i>Element</i>		AIN(S):	nent 2 🔲		
Professional Practice	Element			nent 4	Eleme	ent 5
		<u> </u>			Elettie	ento 🗀
Professional Commitme	ent <i>Element</i>	_		nent 7 🗌		
		RECOMMI	ENDATIO	N5		
		SIGI	N OFF			
Preservice Teacher sig					Date	
Supervising Teacher signatures	•				Date	
Academic Liaison Lectu Program Director signa					Date Date	

Lesson Plans: Sample Proforma

PDHPE K-6 Lesson Plan Proforma

Teacher's name:	Stage /Class:
Strand/s:	Lesson number:
Lesson Outcomes:	Indicators:

Learning and Teaching Strategies	Key Teaching Points	Equipment/ Resources
Introduction		nesources
Body		

Learning and Teaching Strategies	Key Teaching Points	Equipment/ Resources
Oanalwaian		
Conclusion		
Observational Focus:(What am I observing to indica	te students have achieved the	e outcomes, make a
judgment on learning and understanding?)		
Reflection:		

PDHPE 7 - 10 Lesson Plan Proforma

Teacher's name:	Stage /Year/Class:
Strand/s:	Lesson number:
Knowledge/Understanding Outcomes:	Skills/Values:
Students will Learn About	Students will Learn to

Learning and Teaching Strategies	Key Teaching Points	Equipment/ Resources
• Introduction		
• Body		

Learning and Teaching Strategies	Key Teaching Points	Equipment/ Resources
Conclusion		
Observational Focus : (What am I observing to indicating judgment on learning and understanding?)	ate students have achieved th	e outcomes, make a
Reflection:		

SUGGESTED LESSON PLAN AND LESSON REFLECTION FORMAT

CL	ASS YEAR LEVEL:		DATE:
TC	OPIC:		KLA:
1.	PREPARATION		
a.		previous learning experiences ent level, entering attitudes, o	s, prior knowledge, needs and interests, skills, ultural and social differences.
b.	Purpose of the lesso	n – Why are you teaching this	lesson to the children in your class at this time?
c.		- What do you expect the child tcomes and indicators from s	dren to know or to be able to do as a result of replaced values and values of the val
d.	Teaching strategy fo	cus e.g. narration, demonstra	tion, cooperative learning.
e.	Resources – What re	sources will you need to help	the children achieve the learning outcomes?
f.	Assessment – Think terms of children's lea		essed and how this lesson will be evaluated in
	PRESENTATION [In e		(and possibly other teachers) will do and how
ler	timated Time (state ngth of time for each rt of the lesson)	INTRODUCTION Indicate: attention gaining devices focus for lesson, references performance and clarification	to previous work, key questions, expectations of
		BODY Indicate: each distinct step. A new st	ep is required each time students or teachers r. In each sequence, indicate teacher skills /
		CLOSURE May include:	

3. LESSON REFLECTION

Context

 Describe what happened in the lesson, referring back to the strategies considered in your presentation (1 page)

forecast future activities/follow-up as appropriate

review/summary of lesson content

feedback to students regarding their efforts in relation to stated outcomes

Reflection

- What positive and negative feelings do you have about the lesson?
- To what extent were the children successful in achieving the learning outcomes? How do you know? (Consider individual differences and the children's learning in the light of initial considerations.)
- Did you achieve what you set out to in the purpose of the lesson? Why? Why not? How do you know?
- What were the strengths and weaknesses of: the activities; the resources; your teaching (communication, presentation, management strategies)?
- Why did the lesson proceed as it did? What factors affected its implementation?
- What were your main learnings from this lesson?

Action

- How might you teach the lesson differently if you were to teach it again?
- Consider ongoing planning what are you going to do next?

Whitton, D., Sinclair, C., Barker, K. Nanlohy, P. & Nosworthy, M. (2004). *Learning for Teaching: Teaching for learning.* South Melbourne: Social Science Press. (p.251)

LESSON PLAN

KLA:		Class:		Date:	Time:	
OUTCOMES Syllabus outcome: What syllabus outcome dc Specific Lesson Outcome: What will the learners be a Learners will be able to	ne: <i>utcome o</i> Outcome arners be able to	OUTCOMES Syllabus outcome: What syllabus outcome does this lesson contribute to? What will the learners be able to do as a result of this lesson? Learners will be able to	INDICATORS What evidence will demonstrate learners' attainment of outcome/s?	rate learners' attainme	nt of outcome/s?	
		TEACHING AND I	HING AND LEARNING ACTIONS			
ORIENTATION		minutes	REFLECTION		minutes	es
How will I focus	learners'	How will I focus learners' attention on task? What resources will I need?	How will I consolidate lesson concepts/skills?	n concepts/skills?	What resources will I need?	¿p
How will I motivate learners?	ate learne		-	e for learners to share	What opportunities are there for learners to share / explain / justify their learning?	
How will I acces	s learner	How will I access learners' prior knowledge?	How will I challenge learning?	35		
			How will I extend learning?			
CONTENT	TIME	GUIDED DISCOVERY	GROUP STRUCTURE	ASSESSMENT	RESOURCES	
What am I teaching?	How long	What is my explicit teaching action? - explain, demonstrate, model, role play	How do I organise the learners to maximise			nc
Concepts, Skills, Understanding	will each step	What questions will support learning? - how? what? where? when? why?	teaching and learning effectiveness?	What am I How am I assessing?	n I teaching? ing? What do the learners	
	take?	EXPLORATION	TA - teacher assisted TM - teacher monitored SD - self directed		need to complete the task?	
		What activities will allow learners to construct their own understanding of the concept?	:			
			How will I accommodate special needs?			
		EXTENSION How will I extend the lesson focus for advanced				
-		learners?				

McLeod, J.H. & Reynolds, R. (2003). Planning for Learning. Tuggerah: Social Science Press. (p.127)

GDE SUGGESTED GENERAL LESSON PLAN FORMAT

<u> </u>	CENTER OF THE PROPERTY OF THE	SOIT I LAIT I OIGHAT
DATE:	SUBJECT:	TOPIC:
BLOCK or PERIOD:	CLASS:	
SYLLABUS OUTCOMES and indicators:		
LEARNING INTENTION: The	Big Idea'	
CONCEPTS TO BE DI	EVELOPED: Students learn ab	out
	TO BE DEVELOPED: Students	
	ow students have met the Lear udents know they have met the	
FOCUS QUESTIONS (& Answ	vers)/ PLANNED DEMONSTRA	TIONS
RESOURCES/AIDS:		

LESSON ACTIVITIES	Teaching considerations including organisation, management, OH & S Issues should be highlighted	What are the students doing?
TIME	TEACHER DOES:	STUDENTS WILL DO:
Introduction:		
Body:		
Closure:		
EVALUATION/SELF-ASSESSMENT:	SSESSMENT:	
Noelene Weatherby-Fell, 2011		



Supervising Teacher - Lesson Feedback

Lesson

Instructions

This is a recommended structure for observing, reflecting and commenting on a particular lesson taught by a Preservice Teacher. It should be used **at least three times per week by the Supervising Teacher and discussed with the Preservice Teacher** as an addition to other oral and written comments that form the basis of the feedback provided for Preservice Teachers.

Preservice Teacher Details

School					Date						
	/5		ey								
N/A Not applicable/No	1 Student has demonstrated	r each Standard, cl			nt has cons	sistently	4 Stu	dent ha	s demo	onstrate	d
opportunity to demonstrate	limited evidence of capacity	evidence of deve			rated evide					beyond	
capacity in this aspect	in this aspect	capacity in this a			in this asp		expec	tations		Profess	
							Exper	ience			
	Profes	sional Know	/ledge - <i>P</i>	reparat	ion						
							N/A	1	2	3	4
Lesson plan completed a	and presented prior to the	lesson.	Yes 🗌		No						
Lesson plan has approp	riate outcomes / appropria	ate content / st	ructure and	d sequen	ce.						
Teaching strategies and	resources - appropriate	and current.									
Teaching space / resour	ces and materials checke	d and prepare	d prior to th	ne lesson	١.						
Comments											
	Profess	sional Practi	ce - Imple	ementa	tion						
	Profess	sional Practi	ce - Imple	ementa	tion		N/A	1	2	3	4
Used appropriate introdu		sional Practi	ce - Imple	ementa	tion			1	2	3	4
Used appropriate introdu Involved students in task	uctory procedures.	sional Practi	ce - Imple	ementa	tion						
Involved students in task	uctory procedures.		•	ementa	tion						
Involved students in task Displayed knowledge an	uctory procedures. (s. d understanding of subjec	ct content focu	S.								
Involved students in task Displayed knowledge an Motivated students / use	uctory procedures. ks. d understanding of subject d positive reinforcement a	ct content focu	S.								
Involved students in task Displayed knowledge an Motivated students / use Used questioning technic	uctory procedures. (s. d understanding of subjected positive reinforcement and appears of the control of the c	ct content focu and praise to in all students.	s. ndividuals a								
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Involved students in task Displayed knowledge an Motivated students / use Used questioning technic Assigned appropriate tin Recognised and provide Used appropriate closing	uctory procedures. (s. d understanding of subjected positive reinforcement and ques effectively to involve the weighting to achieve led for individual difference	ct content focu and praise to in all students. arning outcom	s. ndividuals a								
Involved students in task Displayed knowledge an Motivated students / use Used questioning technic Assigned appropriate tin Recognised and provide Used appropriate closing	uctory procedures. (S.) d understanding of subjected positive reinforcement and ques effectively to involve the weighting to achieve led for individual difference	ct content focu and praise to in all students. arning outcom	s. ndividuals a								
Involved students in task Displayed knowledge an Motivated students / use Used questioning technic Assigned appropriate tin Recognised and provide Used appropriate closing	uctory procedures. (S.) d understanding of subjected positive reinforcement and ques effectively to involve the weighting to achieve led for individual difference	ct content focu and praise to in all students. arning outcom	s. ndividuals a								
Involved students in task Displayed knowledge an Motivated students / use Used questioning techni- Assigned appropriate tin Recognised and provide Used appropriate closing	uctory procedures. (S.) d understanding of subjected positive reinforcement and ques effectively to involve the weighting to achieve led for individual difference	ct content focu and praise to in all students. arning outcom	s. ndividuals a								

Student Name

	(For	Key each Standard, check the box ap	nlicable)					
N/A Not applicable/No opportunity to demonstrate capacity in this aspect	nsistently lence of pect	4 Student has demonstrated evidence of capacity beyond expectations for this Professional Experience						
	Professi	ional Practice - <i>Comn</i>	nunication			а: <u>Е</u> лрс	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
0				N/A	1	2	3	4
	appropriate directions to st ice intonation, pace and pr				+ + +		\vdash	
Modelled written and ora	l language skills appropriat		on.					
Made effective use of not					<u> </u>	$\frac{\Box}{\Box}$		
Displayed enthusiasm ve Comments	rbally and non-verbally.			Ш		ш	Ш	
	Professional	Practice – <i>Classroon</i>	n Management					
Established and maintain	ned effective management	etratogiae		N/A	1	2	3	4
	nforcing classroom routines							
Used disciplinary practice	es that were appropriate ar	nd consistent.						
	r the total environment and	maintained an awarenes	S.		-	<u>-</u> -		
	fferent learning situations. Diems and adjusted teachin	ng accordingly					╫	
Set realistic goals for lear		ig accordingly.						
	P	rofessional Commitm	ent					
Demonstrates a genuine	interest and concern for st			Never	Usua	lly		vays
Accepts constructive feed	dback to improve and refine	e teaching.		Never	Usua	•	Alv	vays
Communicates and intera	acts effectively and approp	riately with colleagues.		Never	Usua	lly		vays
	Recomm	mendations for Future	Lessons					
Preservice Teacher signa	ature			Date				
Supervising Teacher sign				Date				



Cooperating Teacher - Lesson Feedback Instructions

Lesson

This is a recommended structure for observing, reflecting and commenting on a particular lesson taught by an Intern. It should be used at least three times per week by the Cooperating Teacher and discussed with the Intern as an addition to other oral and written comments that form the basis of the feedback provided for Interns. Intern Details

School			Date						
		Key							
N/A Nist soulisable (Nis		ach Standard, check the box app			4 1				
N/A Not applicable/No opportunity to demonstrate	Intern has demonstrated limited evidence of capacity	2 Intern has demonstrated evidence of developing	3 Intern has co demonstrated e			ntern ha dence o			
capacity in this aspect	in this aspect	capacity in this aspect	capacity in this			ectation			ona
					Inte	rnship			
	Profess	ional Knowledge - <i>Pre</i>	eparation						
					N/A	1	2	3	4
		propriate content / structur	e and sequer	nce.	<u> </u>				
	resources – appropriate a								
	ces and materials checke	d and prepared prior to th	e lesson.						
Comments									
	Professi	onal Practice - Impler	nentation						
					N/A	1	2	3	4
Used appropriate introdu	uctory procedures.								
Involved students in tasl	ks.								
Displayed knowledge ar	nd understanding of subje	ct content focus.							
		and praise to individuals a	nd groups.						
	iques effectively to involve		<u> </u>						
	ne/weighting to achieve le								
	ed for individual difference								
Used appropriate closing		<u> </u>				ΙĒ			Ī
Comments	g p. 000 da. 00.								
Comments									

Intern Name

		/For	Key each Standard, check the box ap	onliachla)					
N/A Not applicable/No opportunity to demonstrate capacity in this aspect	Intern has demonstrate evidence of capacity in the	ed limited	Intern has demonstrated evidence of developing capacity in this aspect	Intern has consistently demonstrated evidence capacity in this aspect	of evid	tern has dence of coectations	apacity	beyond	
		Profess	ional Practice - Comn	nunication					
Gave clear concise	and appropriate dire	ctions to	etudente		N/A	1	2	3	4
	ite voice intonation, p					+ =			
Modelled written an	d oral language skills	appropria	ate to the teaching profess	sion.					
	of non-verbal commu sm verbally and non-v					$+ \vdash$	\vdash	\dashv	
Comments	sin verbally and non-	rerbaily.]		
	Pro	fessiona	l Practice – <i>Classrool</i>	m Management	N/A		2	2	4
Established and ma	intained effective ma	nagemen	t strategies.		N/A	1	2	3	4
Was consistent whe	n reinforcing classro	om routine	es and expectations.						
	actices that were app		and consistent. d maintained an awarene	00	-				
	of different learning			55.			╁		\dashv
Anticipated potentia	l problems and adjus								
Set realistic goals for Comments	or learner behaviour.								
		F	Professional Commitn	nent					
Demonstrates a ger	nuine interest and cor		students and the teaching		Nev		Jsually		ways
Accepts constructive	e feedback to improv	e and refi	ne teaching.		Nev	er l	Jsually	Al	u ways □
Communicates and	interacts effectively a	and appro	priately with colleagues.		Nev	er l	Jsually	Al	ways
		Recom	mendations for Futur	e Lessons					
Intern cianaturo					Date				
Intern signature	er signature				Date				
Cooperating Teache	er signature				Date				



Preservice Teacher - Professional Experience Self-Reflection

Lesson

Instructions

Preservice Teacher Details

This feedback sheet provides a structure for reflecting and commenting on a particular lesson which you have taught. Preservice Teachers should use this reflective checklist **at least one lesson per day.**

			ט	ate							
					1						
	Please rank y	our perfor	rmance using the	e followir	ng scale:						
	-	-	Key								
N/A Not applicable/No	1 I have demonstrated		demonstrated		consistently			e den			
opportunity to demonstr capacity in this aspect	rate limited evidence of capacity in this aspect		e of developing in this aspect		trated evidence of in this aspect			ce of cations			ona
capacity in this aspect	·							sional			
	Profess	sional Kı	nowledge – <i>Pi</i>	reparati	ion						
						N	/A	1	2	3	4
	leted and presented prior to		Yes 🗌		No 🗌						
	ppropriate outcomes / appro			and sequ	ence.	_					
	es and resources – appropria										
	resources and materials ched	cked and p	prepared prior to	the less	on.						
Comments											
	Profess	sional Pr	actice – <i>Imple</i>	ementat	ion						
	Profess	sional Pr	actice – <i>Imple</i>	ementat	ion	N.	/A	1	2	3	4
Used appropriate i	Profess	sional Pr	actice – <i>Imple</i>	ementat	ion		/A	1	2	3	4
Used appropriate i	introductory procedures.	sional Pr	actice – <i>Imple</i>	ementat	ion		_		2 		
Involved students	introductory procedures.			ementat	ion				2		
Involved students Displayed knowled	introductory procedures. in tasks.	oject conte	ent focus.						2		
Involved students Displayed knowled Motivated students	introductory procedures. in tasks. Ige and understanding of sul	oject conte nt and pra	ent focus.						2 		
Involved students Displayed knowled Motivated students Used questioning to	introductory procedures. in tasks. Ige and understanding of sul s / used positive reinforceme	bject conte nt and pra olve all stu	ent focus. iise to individuali dents.								
Involved students Displayed knowled Motivated students Used questioning to Assigned appropria	introductory procedures. in tasks. dge and understanding of substances of understanding of substances of used positive reinforceme	oject conte nt and pra olve all stu e learning	ent focus. iise to individuali dents.								
Involved students Displayed knowled Motivated students Used questioning t Assigned appropri Recognised and p	introductory procedures. in tasks. dge and understanding of substance positive reinforceme techniques effectively to invo- ate time/weighting to achieve	oject conte nt and pra olve all stu e learning	ent focus. iise to individuali dents.								
Involved students Displayed knowled Motivated students Used questioning t Assigned appropri Recognised and p	introductory procedures. in tasks. dge and understanding of substanting of substanting of substanting of substanting to involve the substanting to achieve to individual difference.	oject conte nt and pra olve all stu e learning	ent focus. iise to individuali dents.								
Involved students Displayed knowled Motivated students Used questioning t Assigned approprii Recognised and p Used appropriate of	introductory procedures. in tasks. dge and understanding of substanting of substanting of substanting of substanting to involve the substanting to achieve to individual difference.	oject conte nt and pra olve all stu e learning	ent focus. iise to individuali dents.								
Involved students Displayed knowled Motivated students Used questioning t Assigned approprii Recognised and p Used appropriate of	introductory procedures. in tasks. dge and understanding of substanting of substanting of substanting of substanting to involve the substanting to achieve to individual difference.	oject conte nt and pra olve all stu e learning	ent focus. iise to individuali dents.								
Involved students Displayed knowled Motivated students Used questioning t Assigned approprii Recognised and p Used appropriate of	introductory procedures. in tasks. dge and understanding of substanting of substanting of substanting of substanting to involve the substanting to achieve to individual difference.	oject conte nt and pra olve all stu e learning	ent focus. iise to individuali dents.								
Involved students Displayed knowled Motivated students Used questioning t Assigned approprii Recognised and p Used appropriate of	introductory procedures. in tasks. dge and understanding of substanting of substanting of substanting of substanting to involve the substanting to achieve to individual difference.	oject conte nt and pra olve all stu e learning	ent focus. iise to individuali dents.								
Involved students Displayed knowled Motivated students Used questioning t Assigned approprii Recognised and p Used appropriate of	introductory procedures. in tasks. dge and understanding of substanting of substanting of substanting of substanting to involve the substanting to achieve to individual difference.	oject conte nt and pra olve all stu e learning	ent focus. iise to individuali dents.								
Involved students Displayed knowled Motivated students Used questioning t Assigned approprii Recognised and p Used appropriate of	introductory procedures. in tasks. dge and understanding of substanting of substanting of substanting of substanting to involve the substanting to achieve to individual difference.	oject conte nt and pra olve all stu e learning	ent focus. iise to individuali dents.								
Involved students Displayed knowled Motivated students Used questioning t Assigned approprii Recognised and p Used appropriate of	introductory procedures. in tasks. dge and understanding of substanting of substanting of substanting of substanting to involve the substanting to achieve to individual difference.	oject conte nt and pra olve all stu e learning	ent focus. iise to individuali dents.								
Involved students Displayed knowled Motivated students Used questioning t Assigned approprii Recognised and p Used appropriate of	introductory procedures. in tasks. dge and understanding of substanting of substanting of substanting of substanting to involve the substanting to achieve to individual difference.	oject conte nt and pra olve all stu e learning	ent focus. iise to individuali dents.								
Involved students Displayed knowled Motivated students Used questioning t Assigned approprii Recognised and p Used appropriate of	introductory procedures. in tasks. dge and understanding of substanting of substanting of substanting to involve techniques effectively to involve time/weighting to achieve to rovided for individual different	oject conte nt and pra olve all stu e learning	ent focus. iise to individuali dents.								
Involved students Displayed knowled Motivated students Used questioning t Assigned approprii Recognised and p Used appropriate of	introductory procedures. in tasks. dge and understanding of substanting of substanting of substanting to involve techniques effectively to involve time/weighting to achieve to rovided for individual different	oject conte nt and pra olve all stu e learning	ent focus. iise to individuali dents.								

Student name

		Key					
opportunity to demonstrate limi	have demonstrated ited evidence of capacity his aspect	2 I have demonstrated evidence of developing capacity in this aspect	I have consistently demonstrated eviden capacity in this aspect	ice of	4 I have evidence expectati Profession	of capac ons for th	city beyond nis
	Professio	nal Practice – <i>Comm</i>	nunication		FIOIESSIC	ла шхре	Herice
				1	V/A 1	2	3 4
Gave clear, concise and ap							
Displayed appropriate voice							
Modelled written and oral la			ession.				
Made effective use of non-v Displayed enthusiasm verba							
Comments	ally and non-verbally.	•			<u> </u>	<u> </u>	
	Professional	Practice – <i>Classroon</i>	n Management	1	N/A 1	2	3 4
Established and maintained							
Was consistent when reinfo							
Used disciplinary practices							
Positioned self to monitor th			ness.		<u> </u>		
Showed awareness of different and particular and pa							
Anticipated potential proble Set realistic goals for learner		ching accordingly.					
Comments	ei Deliavioui.					- -	
I demonstrate a genuine int		ofessional Commitme		Ne	ever l	Jsually	Always
I accept constructive feedba			ng profession.			☐ Jsually	Always
I communicate and interact	<u> </u>			[Jsually	Always
r communicate and interact				_			
Preservice Teacher signatu		endations for Future		Date			
Supervising Teacher signat				Date			



Intern - Professional Experience Self-Reflection

Instructions

Intern Details

This feedback sheet provides a structure for reflecting and commenting on a particular lesson which you have taught. Interns should use this reflective checklist **at least one lesson per day**.

School									
			Date						
			2 4.10						
	Please ran	k your performance using	the followin	a scale.					
	1 10000 1011	Key	y trio ionowiii	g coale.					
N/A Not applicable/No opportunity to demonstr capacity in this aspect	in this aspect	2 I have demonstrated evidence of developing capacity in this aspect	demons	e consistently trated evidence of in this aspect	evide	ave der nce of nd expensi	capac	ity	this
	Profe	essional Knowledge -	- Preparati	on	,				
					N/A	1	2	3	4
	nas appropriate outcomes		tructure and	sequence.	\perp	ᆛᆜ	닏	닏	ᆜ
	and resources – approp		or to the least			무	H		1
Comments	esources and materials ch	necked and prepared pric	or to the lesso	on.			ΙП		Ш
	Profe	ssional Practice – <i>Im</i>	plementati	ion					
	Profe	ssional Practice – <i>Im</i>	plementati	ion	N/A	1	2	3	4
Used appropriate in	Profe	ssional Practice – <i>Im</i>	plementati	ion	N/A	1	2	3	4
Used appropriate in Involved students in	ntroductory procedures.	ssional Practice – <i>Im</i>	plementati	ion		_			
Involved students in Displayed knowled	ntroductory procedures. n tasks. ge and understanding of s	subject content focus.							
Involved students in Displayed knowled Motivated students	ntroductory procedures. n tasks. ge and understanding of s / used positive reinforcen	subject content focus. ment and praise to individ							
Involved students in Displayed knowled Motivated students Used questioning to	ntroductory procedures. In tasks. Ige and understanding of some continuous and understanding of some continuous effectively to in	subject content focus. ment and praise to individ							
Involved students in Displayed knowled Motivated students Used questioning to Assigned appropria	ntroductory procedures. In tasks. Ige and understanding of some continuous effectively to interest the time/weighting to achie	subject content focus. ment and praise to individ nvolve all students. eve learning outcomes.							
Involved students in Displayed knowled Motivated students Used questioning to Assigned appropriate Recognised and processions.	ntroductory procedures. In tasks. Ige and understanding of some continuous effectively to interest time/weighting to achieve the continuous differences.	subject content focus. ment and praise to individ nvolve all students. eve learning outcomes.							
Involved students in Displayed knowled Motivated students Used questioning to Assigned appropria	ntroductory procedures. In tasks. Ige and understanding of some continuous effectively to interest time/weighting to achieve the continuous differences.	subject content focus. ment and praise to individ nvolve all students. eve learning outcomes.							

		Key				
N/A Not applicable/No opportunity to demonstrate capacity in this aspect	I have demonstrated limited evidence of capacity in this aspect	2 I have demonstrated evidence of developing capacity in this aspect	3 I have consistently demonstrated evidence of capacity in this aspect	evid	have demons ence of capa and expectati	city
обрасту и и и и и и и и и и и и и и и и и и и	•				rnship	
	Professio	nal Practice – Comm	unication	N/A	1 2	3 4
Gave clear, concise an	d appropriate directions to	o students.				
Displayed appropriate	voice intonation, pace and	d projection.				
	ral language skills approp		ession.			
	on-verbal communication verbally and non-verbally			- H−	 	
Comments	verbally and non-verbally	•				
	Professional I	Practice – <i>Classroom</i>	Management			
Fatablish	de al affaction			N/A	1 2	3 4
	ained effective manageme einforcing classroom rout			H		
	ices that were appropriate			$\vdash \vdash$		HH
	tor the total environment		eness.			
Showed awareness of	different learning situatior	ns.				
	oblems and adjusted tead	ching accordingly.				
Set realistic goals for le	earner behaviour.					
	Der	ofessional Commitme				
I demonstrate a genuin	e interest and concern fo			Never	Usually	Always
· ·			ng protoccion.	Never	Usually	☐ ☐ Always
·	edback to improve and re	•				
I communicate and inte	eract effectively and appro	priately with colleagues.		<i>Never</i> □	Usually	<i>Always</i> □
	Recommo	endations for Future	Lessons			
Intern signature			Date			
Cooperating Teacher s	ignature		Date			



Professional Teaching Standards Report - 1st Year

Studen	t Name			5	Student Number					
Course		☐ Bachelor of Physical & H☐ Bachelor of Primary Edu		n [Bachelor of Mathem Bachelor of Science			ion		
Teachi	ng Focus	Primary (Stage/Year)		Secondary	y (Year/Subject Matter)				
School				Profession	nal Experience length		days			
Superv	ising Teacher									
		(5	Ke	•	l!\					
opportuni	applicable/No ity to demonstrate in this aspect	Student has demonstrated limited evidence of capacity in this aspect	each Standard, che 2 Student has de evidence of deve capacity in this as	emonstrated eloping	Student has consistently demonstrated evidence of capacity in this aspect					
		PRO	OFESSIONAL	KNOWLE	DGE		10163310	ла схр	SHEFFICE	
Elemer	nt 1: Teachers	know their subject content	and how to te	ach that co	ntent to their studen	ts.				
						N/A	1	2	3	4
1.1.1	the content/dis		•							
1.1.3		plement lesson sequences us ulum requirements of the Edu		of the NSW	/ syllabus documents					
Eleme	nt 2: Teache	rs know their students a	nd how they	learn.						
						N/A	1	2	3	4
2.1.1	Demonstrate k religious backo	knowledge, respect and under grounds of students and how	rstanding of the these factors m	e social, ethr nay affect lea	nic, cultural and arning.					
		PF	ROFESSIONA	AL PRACTI	ICE					
Element 3: Teachers plan, assess and report for effective learning.										
Elemer	nt 3: Teachers	plan, assess and report for	effective lear	ning.						
Elemer	nt 3: Teachers	plan, assess and report for	effective lear	ning.		N/A	1	2	3	4
3.1.1	Demonstrate t	he capacity to identify and art			te learning goals in	N/A	1	2	3	4
	Demonstrate t lesson prepara Plan and imple	he capacity to identify and art ation. ement coherent lessons and le	iculate clear an	nd appropria						
3.1.1	Demonstrate tilesson prepara Plan and implestudents and a Select and org	he capacity to identify and art ation. ement coherent lessons and le address learning outcomes. ganise subject/content in logic	iculate clear an	nd appropria	designed to engage					
3.1.1	Demonstrate tilesson prepara Plan and implestudents and a Select and org student learnir Demonstrate k	he capacity to identify and art ation. ement coherent lessons and le address learning outcomes. ganise subject/content in logic ng outcomes. knowledge of a range of appro	iculate clear an esson sequenc al, sequential a	nd appropriates that are cand structure	designed to engage ed ways to address					
3.1.1 3.1.2 3.1.3	Demonstrate tilesson prepara Plan and implestudents and a Select and org student learnir Demonstrate k support studer	he capacity to identify and art ation. ement coherent lessons and le address learning outcomes. ganise subject/content in logic ng outcomes. knowledge of a range of appro	iculate clear an esson sequence al, sequential a opriate and eng	nd appropriates that are countries are countries are countries are considered.	designed to engage ed ways to address					
3.1.1 3.1.2 3.1.3 3.1.4 3.1.7	Demonstrate t lesson prepara Plan and imple students and a Select and org student learnir Demonstrate k support studer Give helpful ar	he capacity to identify and art ation. ement coherent lessons and leaddress learning outcomes. ganise subject/content in logic outcomes. knowledge of a range of appronts' learning.	iculate clear an esson sequence al, sequential a opriate and eng	nd appropriates that are cand structure aging resounts.	designed to engage ed ways to address					
3.1.1 3.1.2 3.1.3 3.1.4 3.1.7	Demonstrate t lesson prepara Plan and imple students and a Select and org student learnir Demonstrate k support studer Give helpful ar	he capacity to identify and art ation. ement coherent lessons and leaddress learning outcomes. ganise subject/content in logic ng outcomes. knowledge of a range of approats' learning. and timely oral and written feed	iculate clear an esson sequence al, sequential a opriate and eng	nd appropriates that are cand structure aging resounts.	designed to engage ed ways to address					
3.1.1 3.1.2 3.1.3 3.1.4 3.1.7	Demonstrate tilesson prepara Plan and implestudents and a Select and orgstudent learnin Demonstrate k support studer Give helpful ar at 4: Teachers Communicate	he capacity to identify and art ation. ement coherent lessons and leaddress learning outcomes. ganise subject/content in logic no outcomes. knowledge of a range of approacts' learning. and timely oral and written feed communicate effectively we clear directions to students all	esson sequence al, sequential a opriate and eng dback to studen ith their stude	nd appropriates that are count are count are counts.	designed to engage ed ways to address					4
3.1.1 3.1.2 3.1.3 3.1.4 3.1.7 Elemer 4.1.1 4.1.3	Demonstrate tilesson prepara Plan and implestudents and a Select and org student learning Demonstrate kilosupport student Give helpful ar that 4: Teachers Communicate Listen to stude	he capacity to identify and art ation. ement coherent lessons and leaddress learning outcomes. ganise subject/content in logicing outcomes. knowledge of a range of appronts' learning. Individual timely oral and written feed communicate effectively we clear directions to students all ents and engage them in class	esson sequence al, sequential a opriate and engolback to studen ith their stude bout learning groom discussion	nd appropriates that are controlled and structure agging resounts. nts. oals.	designed to engage ed ways to address cross and materials to		1		3	4
3.1.1 3.1.2 3.1.3 3.1.4 3.1.7 Elemer 4.1.1 4.1.3	Demonstrate tilesson prepara Plan and implestudents and a Select and org student learnin Demonstrate k support studen Give helpful ar at 4: Teachers Communicate Listen to student 5: Teachers	he capacity to identify and art ation. ement coherent lessons and leaddress learning outcomes. ganise subject/content in logicing outcomes. knowledge of a range of approacts' learning. Ind timely oral and written feed communicate effectively with the communicate and ents and engage them in class create and maintain safe are	esson sequence al, sequential a opriate and engolback to studen ith their stude bout learning groom discussion	nd appropriates that are controlled and structure agging resounts. nts. oals.	designed to engage ed ways to address cross and materials to		1		3	4
3.1.1 3.1.2 3.1.3 3.1.4 3.1.7 Elemer 4.1.1 4.1.3	Demonstrate tilesson prepara Plan and implestudents and a Select and org student learnin Demonstrate k support studen Give helpful ar at 4: Teachers Communicate Listen to student 5: Teachers	he capacity to identify and art ation. ement coherent lessons and leaddress learning outcomes. ganise subject/content in logicing outcomes. knowledge of a range of appronts' learning. Individual timely oral and written feed communicate effectively we clear directions to students all ents and engage them in class	esson sequence al, sequential a opriate and engolback to studen ith their stude bout learning groom discussion	nd appropriates that are conditional are condi	designed to engage ed ways to address cross and materials to		1		3	4
3.1.1 3.1.2 3.1.3 3.1.4 3.1.7 Elemer 4.1.1 4.1.3	Demonstrate to lesson prepara Plan and imples students and a Select and orgestudent learning Demonstrate keepsort student Give helpful arm to 4: Teachers Communicate Listen to student 5: Teachers managem	he capacity to identify and art ation. ement coherent lessons and leaddress learning outcomes. ganise subject/content in logicing outcomes. knowledge of a range of approacts' learning. Ind timely oral and written feed communicate effectively with the communicate and ents and engage them in class create and maintain safe are	esson sequence al, sequential a opriate and eng alback to studen ith their stude bout learning go sroom discussiond challenging	nd appropriates that are count are c	designed to engage ed ways to address arces and materials to	N/A	1 		3 0	4
3.1.1 3.1.2 3.1.3 3.1.4 3.1.7 Element	Demonstrate t lesson prepara Plan and imple students and a Select and org student learnir Demonstrate k support studer Give helpful ar t 4: Teachers Communicate Listen to stude t 5: Teachers managem Demonstrate a Establish supp	he capacity to identify and artation. ement coherent lessons and leaddress learning outcomes. ganise subject/content in logic no outcomes. knowledge of a range of approats' learning. Ind timely oral and written feed communicate effectively we clear directions to students alents and engage them in class create and maintain safe are and stills.	esson sequence al, sequential a opriate and engolaback to studen ith their stude bout learning gestroom discussiond challenging	and appropriates that are contained attractured aging resources. Ints.	designed to engage ed ways to address arces and materials to environments through	N/A Unit the unit N/A	1 se of c	2	3 	4
3.1.1 3.1.2 3.1.3 3.1.4 3.1.7 Elemer 4.1.1 4.1.3 Elemer	Demonstrate to lesson preparate lesson preparate lesson preparate lesson preparate lesson preparate lesson preparate lesson participation.	he capacity to identify and art ation. ement coherent lessons and leaddress learning outcomes. ganise subject/content in logic and outcomes. knowledge of a range of approacts learning. and timely oral and written feed communicate effectively with the communicate and ents and engage them in class create and maintain safe are and series skills.	esson sequence al, sequential a opriate and engolaback to studential their stude bout learning gos room discussion challenging top rapport with where students	and appropriates that are contained attructure aging resourts. Ints. I	designed to engage ed ways to address cross and materials to cross and materials through	N/A N/A N/A	1		3 0 0	4
3.1.1 3.1.2 3.1.3 3.1.4 3.1.7 Elemer 4.1.1 4.1.3 Elemer 5.1.1 5.1.2	Demonstrate t lesson prepara Plan and imple students and a Select and org student learnir Demonstrate k support studer Give helpful ar At 4: Teachers Communicate Listen to stude tisten to stude to student Demonstrate a Establish supp participation. Demonstrate s learning.	he capacity to identify and art ation. ement coherent lessons and leaddress learning outcomes. ganise subject/content in logic and outcomes. knowledge of a range of approacts' learning. and timely oral and written feed communicate effectively with the communicate and ents and engage them in class create and maintain safe are and series skills. A variety of strategies to developation.	esson sequence al, sequential a opriate and engolaback to studential their stude bout learning gos room discussion challenging top rapport with where students environment su	and appropriates that are contained attructure aging resources. Ints.	designed to engage ed ways to address frees and materials to environments through a risk full fudent effort and	NVA NVA NVA NVA	1	2 	3 0 0	4

				Key							
opportuni	applicable/No ty to demonstrate n this aspect	Student has demonstrated limited evidence of capacity in this aspect	2 Student has evidence of de capacity in this	eveloping	Student has consistent demonstrated evidence o capacity in this aspect	3				ond	
		PRO	DFESSIONA	L COMMIT	MENT						
Elemen	Element 6: Teachers continually improve their professional knowledge and practice.										
						N/A	1	2	3	4	
6.1.1 Demonstrate a capacity to reflect critically on and improve teaching practice.											
6.1.4	Demonstrate know	wledge of the importance of	of teamwork in	an education	nal context.						
6.1.5	Accept constructiv	ve feedback to improve and	d refine teach	ing and learni	ing practices.						
Elemen	nt 7: Teachers are	e actively engaged memb	ers of their p	profession ar	nd the wider commur	nity.					
						N/A	1	2	3	4	
7.1.5	Understand regularights.	ations and statutes related	to teachers' r	esponsibilities	s and students'						
7.1.6		capacity to liaise, communegivers, colleagues , indust									
	with parents, caregivers, colleagues, industry and the local community. RECOMMENDATION (Check one box only to indicate the overall assessment.)										
□ На	s satisfied the requir	rements for this Professional E	Experience.	☐ Has no	t satisfied the requireme	ents for	this Pro	fession	al Expe	rience.	
Supervi	Supervising Teacher signature										
Preserv	rice Teacher signat	ture				Date					

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Professional Teaching Standards Report - 2nd Year

Student Name					Student Number					
Course	☐ Bachelor of Ph☐ Bachelor of Pri		lealth Education	1	☐ Bachelor of Mathematics☐ Bachelor of Science Educ		n			
Teaching Focus	Primary (Stage/Ye	ear)		Secondar	y (Year/Subject Matter)					
School				Professio	nal Experience length	days				
Supervising Te	icher									
		(For	Key each Standard, ched		licable)					
N/A Not applicable opportunity to democrapacity in this aspect.	nstrate limited evidence of	onstrated	2 Student has de evidence of devel capacity in this as	monstrated oping	3 Student has consistently demonstrated evidence of capacity in this aspect	4 Student evidence of expectation Profession	of capa	acity b	eyond	
		PR	OFESSIONAL	KNOWLE	EDGE					
Element 1: T	eachers know their su	bject co	ntent and how	w to teach	that content to their st	udents.				
						N/A	1	2	3	4
con	ent/discipline(s).			,	f enquiry and structure of the					
	gn and implement lesson r curriculum requirements			dge of the N	ISW syllabus documents or					
Element 2: T	eachers know their st	udents a	nd how they	learn.						
						N/A	1	2	3	4
	ionstrate knowledge, resp grounds of students and h				ethnic, cultural and religious J.					
2.1.3 Der	onstrate knowledge of stu	ıdents' difl	ferent approach	es to learni	ng.					
		Р	ROFESSIONA	AL PRACT	ICE					
Element 3: T	eachers plan, assess	and repo	ort for effectiv	e learning	g.					
						N/A	1	2	3	4
	onstrate the capacity to identify to identify to identify the identify to identify the identification the identi	lentify and	l articulate clear	and appro	priate learning goals in					
	and implement coherent ents and address learning			ences that a	are designed to engage					
stuc	ct and organise subject/co ent learning outcomes.				•					
sup	onstrate knowledge of a roort students' learning.	ange of a	ppropriate and e	engaging re	sources and materials to					
3.1.7 Give	helpful and timely oral an	d written 1	feedback to stud	dents.						
Element 4: T	eachers communicate	effectiv	ely with their	students						
						N/A	1	2	3	4
	municate clear directions									
	onstrate a range of questi		<u> </u>		rt student learning.					
	en to students and engage									
	student group structures a									
	a range of teaching strate er interest and support lear		resources include	ding ICT ar	d other technologies to					

NA Not represented to proposition of commentation of the proposition			V.	NV							
equipment place limited evidence of capacity in this aspect limited evidence of capacity		(For e	each Standard, che	eck the box appl							
Classroom management skills.	opportunity to demonstrate capacity in this aspect	limited evidence of capacity in this aspect	evidence of devi capacity in this a	eloping aspect````	demonstrated evidence capacity in this aspect	of	evidend expecta Profess	ce of ca ations f sional E	apacity for this Experie	beyor ence	
5.1.1 Demonstrate a variety of strategies to develop rapport with all students.			afe and chall	lenging lea	rning environme	nts thro	ough	the (use (of	
S.1.2 Establish supportive learning environments where students feel safe to risk full participation.	Classic	John management skins.					N/A	1	2	3	4
5.1.3 Demonstrate strategies to create a positive environment supporting student effort and learning. 5.1.4 Provide clear directions for classroom activities and engage students in purposeful learning activities. 5.1.5 Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom. 5.1.6 Demonstrate knowledge of principles and practices for managing classroom discipline. 5.1.7 Understand specific requirements for ensuring student safety in schools. PROFESSIONAL COMMITMENT Element 6: Teachers continually improve their professional knowledge and practice. NA 1 2 3 4 6.1.1 Demonstrate a capacity to reflect critically on and improve teaching practice. 6.1.4 Demonstrate knowledge of the importance of teamwork in an educational context. 6.1.5 Accept constructive feedback to improve and refine teaching and learning practices. 6.1.6 Prepare for and contribute to discussions about the teaching profession or subject/content. Element 7: Teachers are actively engaged members of their profession and the wider community. Professional the vider community. RECOMMENDATION (Check one box only to indicate the overall assessment.) Has satisfied the requirements for this Professional Experience.	5.1.1 Demonstra	te a variety of strategies to de	velop rapport	with all stude	ents.						
learning.	5.1.2 Establish s	upportive learning environmer	nts where stud	ents feel safe	e to risk full participa	tion.					
S.1.5 Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom. 5.1.6 Demonstrate knowledge of principles and practices for managing classroom discipline. 5.1.7 Understand specific requirements for ensuring student safety in schools. PROFESSIONAL COMMITMENT Element 6: Teachers continually improve their professional knowledge and practice. N/A 1 2 3 4 6.1.1 Demonstrate a capacity to reflect critically on and improve teaching practice. 6.1.4 Demonstrate knowledge of the importance of teamwork in an educational context. 6.1.5 Accept constructive feedback to improve and refine teaching and learning practices. 6.1.6 Prepare for and contribute to discussions about the teaching profession or subject/content. Element 7: Teachers are actively engaged members of their profession and the wider community. Element 7: Teachers are actively engaged members of their profession and the wider community. RECOMMENDATION (Check one box only to indicate the overall assessment.) Has satisfied the requirements for this Professional Experience. Date D		te strategies to create a positi	ve environmer	nt supporting	student effort and						
applications in the classroom. 5.1.6 Demonstrate knowledge of principles and practices for managing classroom discipline. 5.1.7 Understand specific requirements for ensuring student safety in schools. PROFESSIONAL COMMITMENT Element 6: Teachers continually improve their professional knowledge and practice. N/A 1 2 3 4 6.1.1 Demonstrate a capacity to reflect critically on and improve teaching practice. 6.1.4 Demonstrate knowledge of the importance of teamwork in an educational context. 6.1.5 Accept constructive feedback to improve and refine teaching and learning practices. 6.1.6 Prepare for and contribute to discussions about the teaching profession or subject/content. Chief Treachers are actively engaged members of their profession and the wider community. Element 7: Teachers are actively engaged members of their profession and the wider community. The Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community. RECOMMENDATION (Check one box only to indicate the overall assessment.) RECOMMENDATION (Check one box only to indicate the overall assessment) Has not satisfied the requirements for this Professional Experience. Date	activities.										
5.1.6 Demonstrate knowledge of principles and practices for managing classroom discipline. 5.1.7 Understand specific requirements for ensuring student safety in schools. PROFESSIONAL COMMITMENT Element 6: Teachers continually improve their professional knowledge and practice. N/A 1 2 3 4 6.1.1 Demonstrate a capacity to reflect critically on and improve teaching practice. 6.1.4 Demonstrate knowledge of the importance of teamwork in an educational context. 6.1.5 Accept constructive feedback to improve and refine teaching and learning practices. 6.1.6 Prepare for and contribute to discussions about the teaching profession or subject/content. Demonstrate regulations and statutes related to teachers' responsibilities and students' rights. 7.1.5 Understand regulations and statutes related to teachers' responsibilities and students' rights. RECOMMENDATION (Check one box only to indicate the overall assessment.) Has not satisfied the requirements for this Professional Experience.			roaches to ma	naging stude	ent behaviour and the	eir					
PROFESSIONAL COMMITMENT Element 6: Teachers continually improve their professional knowledge and practice. NA 1 2 3 4			d practices for	managing cl	assroom discipline.						
Element 6: Teachers continually improve their professional knowledge and practice. N/A 1 2 3 4	5.1.7 Understand	d specific requirements for ens	suring student	safety in sch	ools.						
6.1.1 Demonstrate a capacity to reflect critically on and improve teaching practice.		PRC	FESSIONAL	COMMITM	MENT						
6.1.1 Demonstrate a capacity to reflect critically on and improve teaching practice. 6.1.4 Demonstrate knowledge of the importance of teamwork in an educational context. 6.1.5 Accept constructive feedback to improve and refine teaching and learning practices. 6.1.6 Prepare for and contribute to discussions about the teaching profession or subject/content. Element 7: Teachers are actively engaged members of their profession and the wider community. 7.1.5 Understand regulations and statutes related to teachers' responsibilities and students' rights. 7.1.6 Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues industry and the local community. RECOMMENDATION (Check one box only to indicate the overall assessment.) BECOMMENDATION (Check one box only to indicate the overall assessment.) Has not satisfied the requirements for this Professional Experience. Date	Element 6: Teache	rs continually improve th	eir professi	onal knowl	ledge and practic	e.					
6.1.4 Demonstrate knowledge of the importance of teamwork in an educational context. 6.1.5 Accept constructive feedback to improve and refine teaching and learning practices. 6.1.6 Prepare for and contribute to discussions about the teaching profession or subject/content. Element 7: Teachers are actively engaged members of their profession and the wider community. N/A 1 2 3 4 7.1.5 Understand regulations and statutes related to teachers' responsibilities and students' rights. 7.1.6 Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community. RECOMMENDATION (Check one box only to indicate the overall assessment.) RECOMMENDATION (Check one box only to indicate the overall assessment.) Date							N/A	1	2	3	4
6.1.5 Accept constructive feedback to improve and refine teaching and learning practices. 6.1.6 Prepare for and contribute to discussions about the teaching profession or subject/content. Content 7: Teachers are actively engaged members of their profession and the wider community. N/A 1 2 3 4 7.1.5 Understand regulations and statutes related to teachers' responsibilities and students' rights. 7.1.6 Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community. RECOMMENDATION (Check one box only to indicate the overall assessment.) Has not satisfied the requirements for this Professional Experience. Supervising Teacher signature Date	6.1.1 Demonstra	te a capacity to reflect criticall	y on and impro	ove teaching	practice.						
Element 7: Teachers are actively engaged members of their profession and the wider community. Teachers are actively engaged members of their profession and the wider community. N/A 1 2 3 4	6.1.4 Demonstra	te knowledge of the important	ce of teamwork	k in an educa	ational context.						
Element 7: Teachers are actively engaged members of their profession and the wider community. N/A 1 2 3 4	6.1.5 Accept cor	structive feedback to improve	and refine tea	ching and le	arning practices.						
7.1.5 Understand regulations and statutes related to teachers' responsibilities and students' rights. 7.1.6 Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community. RECOMMENDATION (Check one box only to indicate the overall assessment.) Has satisfied the requirements for this Professional Experience. Supervising Teacher signature Date	6.1.6 Prepare for	r and contribute to discussions	about the tea	ching profes	sion or subject/conte	ent.					
7.1.5 Understand regulations and statutes related to teachers' responsibilities and students' rights. 7.1.6 Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community. RECOMMENDATION (Check one box only to indicate the overall assessment.) Has satisfied the requirements for this Professional Experience. Supervising Teacher signature Date	Element 7: Teache	rs are actively engaged r	nembers of	their profe	ssion and the wid	ler com		ity.			
7.1.6 Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community. RECOMMENDATION (Check one box only to indicate the overall assessment.) Has satisfied the requirements for this Professional Experience. Has not satisfied the requirements for this Professional Experience. Supervising Teacher signature Date								1	2	3	4
with parents, caregivers, colleagues, industry and the local community. RECOMMENDATION (Check one box only to indicate the overall assessment.) Has satisfied the requirements for this Professional Experience. Supervising Teacher signature Date											
(Check one box only to indicate the overall assessment.) ☐ Has satisfied the requirements for this Professional Experience. ☐ Has not satisfied the requirements for this Professional Experience. ☐ Date						ely					
(Check one box only to indicate the overall assessment.) ☐ Has satisfied the requirements for this Professional Experience. ☐ Has not satisfied the requirements for this Professional Experience. ☐ Date											
☐ Has satisfied the requirements for this Professional Experience. ☐ Has not satisfied the requirements for this Professional Experience. Supervising Teacher signature ☐ Date			RECOMME	ENDATION							
Supervising Teacher signature Date		(Check one bo	x only to indica	ate the overa	all assessment.)						
Supervising Teacher signature Date											
		<u> </u>	xperience.	☐ Has not	satisfied the requireme	ents for th	nis Prof	essio	nal Ex	perie	nce.
Preservice Teacher signature Date	Supervising Teache	Supervising Teacher signature Date									
	Preservice Teacher	signature				Date					

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Professional Teaching Standards Report - 3rd Year

Student Name				Student Number					
Course	☐ Bachelor of Physical & I☐ Bachelor of Primary Edu			☐ Bachelor of Mathematic ☐ Bachelor of Science Ed		on			
Teaching Focus	Primary (Stage/Year)		Seconda	ry (Year/Subject Matter)					
School			Professio	nal Experience length	days				
Supervising Teacher				•					
		Key							
	(For	each Standard, check		olicable)					
N/A Not applicable/No opportunity to demonstrate capacity in this aspect	Student has demonstrated limited evidence of capacity in this aspect	2 Student has den evidence of develo capacity in this asp	ping	3 Student has consistently demonstrated evidence of capacity in this aspect	4 Student evidence of expectation Profession	of capa	city b this	eyono	
	PR	OFESSIONAL I	KNOWLE	EDGE					
Element 1: Teache	rs know their subject co	ontent and how	to teacl	h that content to their s	tudents.				
					N/A	1	2	3	4
1.1.1 Demonstra content/dis	te relevant knowledge of the cipline(s).	central concepts	, modes o	f enquiry and structure of th	е 🗆				
1.1.3 Design and	l implement lesson sequence culum requirements of the Ed		ge of the N	NSW syllabus documents or					
1.1.4 Demonstra	te current knowledge and pro		se of the fo	ollowing:					
	operational skills nation technology skills								
	are evaluation skills								
	tive use of the internet								
	gogical skills for classroom n								
Element 2: Teache	rs know their students a	and now they is	earn.		N/A	1	2	3	4
2.1.1 Demonstra	te knowledge, respect and u	nderstanding of th	he social	ethnic cultural and religious					
	ds of students and how these								
	te knowledge of the typical s nt as well as an awareness o								
2.1.3 Demonstra	te knowledge of students' dif	ferent approache	s to learni	ng.					
2.1.5 Demonstra for teaching	te knowledge and understan	ding of specific st	trategies	-					
	ginal and Torres Strait Island	der students							
 Stude 	ents with Special Education N	Needs							
	English Speaking Backgroun								
	ents with Challenging Behavi te knowledge of a range of li		to the me	at the needs of all students	\perp				
including:	ie miowieuge of a fallye of il	ieracy strategies		et the needs of all studelits		_			
 Abori 	ginal and Torres Strait Island								
	ents with Special Education N								
	English Speaking Backgroun								
• Stude	ents with Challenging Behavi	ours							

Key

N/A Not applicable/No opportunity to demonstrate capacity in this aspect

1 Student has demonstrated limited evidence of capacity in this aspect

(For each Standard, check the box applicable)

ied

2 Student has demonstrated
evidence of developing
capacity in this aspect

3 Student has consistently
demonstrated evidence of
capacity in this aspect

4 Student has demonstrated evidence of capacity beyond expectations for this Professional Experience

PROFESSIONAL PRACTICE											
Element	3: Teachers plan, assess and report for effective learning.										
		N/A	1	2	3	4					
3.1.1	Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation.										
3.1.2	Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes.										
3.1.3	Select and organise subject/content in logical, sequential and structured ways to address student learning outcomes.										
3.1.4	Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students' learning.										
3.1.5	Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes.										
3.1.6	Demonstrate knowledge of the link between outcomes and assessment strategies.										
3.1.7	Give helpful and timely oral and written feedback to students.										
3.1.8	Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor students' progress.										
Element	4: Teachers communicate effectively with their students.										
		N/A	1	2	3	4					
4.1.1	Communicate clear directions to students about learning goals.										
4.1.2	Demonstrate a range of questioning techniques designed to support student learning.										
4.1.3	Listen to students and engage them in classroom discussion.										
4.1.4	Use student group structures as appropriate to address teaching and learning goals.										
4.1.5	Use a range of teaching strategies, and resources including ICT and other technologies to foster interest and support learning.										
Element	5: Teachers create and maintain safe and challenging learning environments thro	ugh th	ne us	se o	f						
	classroom management skills.	N/A	1	2	3	4					
5.1.1	Demonstrate a variety of strategies to develop rapport with all students.			$\overline{\Box}$	Ī	_					
5.1.2	Establish supportive learning environments where students feel safe to risk full participation.										
5.1.3	Demonstrate strategies to create a positive environment supporting student effort and learning.										
5.1.4	Provide clear directions for classroom activities and engage students in purposeful learning										
	activities.										
5.1.5	Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom.				_						
5.1.6	Demonstrate knowledge of principles and practices for managing classroom discipline.										
5.1.7	Understand specific requirements for ensuring student safety in schools.										
	PROFESSIONAL COMMITMENT										
Element	6: Teachers continually improve their professional knowledge and practice.										
		N/A	1	2	3	4					
6.1.1	Demonstrate a capacity to reflect critically on and improve teaching practice.										
6.1.4	Demonstrate knowledge of the importance of teamwork in an educational context.										
6.1.5	Accept constructive feedback to improve and refine teaching and learning practices.										
6.1.6	Prepare for and contribute to discussions about the teaching profession or subject/content.										

	(For	K eeach Standard, ch	ey eck the box appl	licable)								
N/A Not applicable/No opportunity to demonstrate capacity in this aspect	Student has demonstrated limited evidence of capacity in this aspect	dence of capacity in this aspect					eyond					
Element 7: Teachers	Element 7: Teachers are actively engaged members of their profession and the wider community.											
					N/A	1	2	3	4			
7.1.1 Demonstrate	the capacity to communica	te effectively v	vith parents, o	caregivers.								
7.1.5 Understand regulations and statutes related to teachers' responsibilities and students' rights.												
7.1.6 Demonstrate the capacity to liaise, communicate and interact effectively and appropriately wit parents, caregivers, colleagues , industry and the local community.												
RECOMMENDATION (Check one box only to indicate the overall assessment.)												
☐ Has satisfied the requirements for this Professional Experience. ☐ Has not satisfied the requirements for t					this Profes	ssion	al Exp	erier	nce.			
Supervising Teacher signature D					Date							
Preservice Teacher sig	nature				Date							

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Professional Teaching Standards Report - 4th Year

Student Name				Student Number					
Course	☐ Bachelor of Mathematics	Education							
	☐ Bachelor of Science Edu	cation							
Teaching Focus	Secondary (Year/Subject M	atter)							
School			Professio	nal Experience length	days				
Supervising Teacher									
	(Fax	Key	. tha hav and	disable)					
N/A Not applicable/No	1 Student has demonstrated	each Standard, check 2 Student has dem	onstrated	3 Student has consistently	4 Studer				
opportunity to demonstrate capacity in this aspect	limited evidence of capacity in this aspect	evidence of develor capacity in this aspe	•	demonstrated evidence of capacity in this aspect	evidence expectation Profession	ons for	this		i
	PRO	DFESSIONAL K	KNOWLE	EDGE		'			
Element 1: Teache	ers know their subject co	ntent and how	to teach	n that content to their	students				
					N/A	1	2	3	4
1.1.1 Demonstra content/dis	te relevant knowledge of the cipline(s).	central concepts,	modes of	f enquiry and structure of	the				
	ite research-based knowledge	of the pedagogi	es of the	content/discipline(s) taugh	nt. 🗆				
	d implement lesson sequence culum requirements of the Edu		ge of the N	ISW syllabus documents	or 🗆				
	ite current knowledge and pro		e of the fo	ollowing:					
 Basic 	operational skills	nal skills							1
	mation technology skills								1
	vare evaluation skills tive use of the internet								ı
	igogical skills for classroom m	anagement.							1
	ers know their students a		earn.						
					N/A	1	2	3	4
	ite knowledge, respect and under ds of students and how these				us				
	te knowledge of the typical stant as well as an awareness of								
0.4.0	te knowledge of students' diff	•							
	ite knowledge and understand ints and their impact on learni		skills, inte	rests and prior					
2.1.5 Demonstra	te knowledge and understand		rategies						
for teaching	-	ar atudanta							
	iginal and Torres Strait Island ents with Special Education N								
	English Speaking Background								
 Stude 	ents with Challenging Behavio	ours							
2.1.6 Demonstra including:	te knowledge of a range of lite	eracy strategies t	to the mee	et the needs of all student	s				
Abor	iginal and Torres Strait Island								
	ents with Special Education N								
	English Speaking Background								
• Stude	ents with Challenging Behavio						1	1	1

N/A Not applicable/No opportunity to demonstrate capacity in this aspect

1 Student has demonstrated limited evidence of capacity in this aspect

Key

(For each Standard, check the box applicable)

led
2 Student has demonstrated evidence of developing demonstrated evidence of capacity in this aspect

4 Student has demonstrated evidence of capacity beyond expectations for this Professional Experience

	PROFESSIONAL PRACTICE					
Element	3: Teachers plan, assess and report for effective learning.					
		N/A	1	2	3	4
3.1.1	Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation.					
3.1.2	Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes.					
3.1.3	Select and organise subject/content in logical, sequential and structured ways to address student learning outcomes.					
3.1.4	Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students' learning.					
3.1.5	Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes.					
3.1.6	Demonstrate knowledge of the link between outcomes and assessment strategies.					
3.1.7	Give helpful and timely oral and written feedback to students.					
3.1.8	Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor students' progress.					
3.1.9	Demonstrate an understanding of the principles and practices of reporting to students, parents and caregivers.					
3.1.10	Demonstrate an understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning.					
Element	4: Teachers communicate effectively with their students.					
		N/A	1	2	3	4
4.1.1	Communicate clear directions to students about learning goals.					
4.1.2	Demonstrate a range of questioning techniques designed to support student learning.					
4.1.3	Listen to students and engage them in classroom discussion.					
4.1.4	Use student group structures as appropriate to address teaching and learning goals.					
4.1.5						
Element	foster interest and support learning. 5: Teachers create and maintain safe and challenging learning environments thro	ugh th	ie us	se o	f	
	classroom management skills.	N/A	1	2	3	4
classroom management skills. 5.1.1 Demonstrate a variety of strategies to develop rapport with all students.						- -
5.1.1	Establish supportive learning environments where students feel safe to risk full participation.					
				屵		
5.1.3	Demonstrate strategies to create a positive environment supporting student effort and learning.					-
5.1.4	Provide clear directions for classroom activities and engage students in purposeful learning activities.					
5.1.5	Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom.					
5.1.6	Demonstrate knowledge of principles and practices for managing classroom discipline.					
5.1.7	Understand specific requirements for ensuring student safety in schools.					
Clamont	PROFESSIONAL COMMITMENT					
Element	6: Teachers continually improve their professional knowledge and practice.	N/A	1	2	3	4
6.1.1	Demonstrate a capacity to reflect critically on and improve teaching practice.					- -
	Demonstrate a capacity to reliect critically on and improve teaching practice. Demonstrate knowledge of the professional standards framework and its impact on the					
6.1.2	professional life of a teacher.					
	Demonstrate knowledge of the available professional development opportunities and the				Ш	
6.1.3	importance of personal planning to ongoing professional growth.			Щ	\vdash	\vdash
6.1.4	importance of personal planning to ongoing professional growth. Demonstrate knowledge of the importance of teamwork in an educational context.					
	importance of personal planning to ongoing professional growth.					

6.1.7 Explore e									
	the range of policies and poli h following employment in a s		that teacher	rs in NSW may need to					
, , , , , , , , , , , , , , , , , , ,		Ke	ey	disable)					
N/A Not applicable/No opportunity to demonstrate capacity in this aspect	Student has demonstrated limited evidence of capacity in this aspect	each Standard, ch 2 Student has c evidence of dev capacity in this a	demonstrated eloping	Student has consistently demonstrated evidence of capacity in this aspect	4 Student has demonstrated evidence of capacity beyond expectations for this Professional Experience				
Element 7: Teache	ers are actively engaged	members of	their profe	ession and the wider co	mmunit	у.			
					N/A	1	2	3	4
7.1.1 Demonstra	te the capacity to communica	te effectively v	vith parents,	caregivers.					
7.1.2 Demonstrate an understanding of the importance of effective home-school links and proces for reporting student progress to parents/caregivers.									
7.1.3 Demonstrate the importance of involving parents and caregivers in the educative process and the use of a limited number of strategies to seek that involvement.									
7.1.4 Demonstrate the capacity to work effectively with external professionals, teachers' aides and community-based personnel to enhance student learning opportunities.									
	d regulations and statutes rela								
	te the capacity to liaise, comraregivers, colleagues, industr								
p	,								
	(Chack and b	RECOMMI		l all assessment.)					
	(Clieck offe bi	ox offig to fridic	ale lile over	all assessifierti.)					
☐ Has satisfied the red	uirements for this Professional E	xperience.	☐ Has no t	t satisfied the requirements for	this Profe	ssiona	al Exp	erier	nce.
Supervising Teache	r signature	Date)						
Preservice Teacher	Preservice Teacher signature Date								

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Graduate Diploma in Education
Professional Teaching Standards Report – INITIAL

Student Na	ame		udent Number							
Caumaa		☐ Graduate Diploma in E	ducation (Prima	ry)	•					
Course		☐ Graduate Diploma in E	ducation (Secon	ndary) Me	ethod					
Teaching F	ocus	Primary (Stage/Year)		Secondary	(Year/Subject Matter)					
School				Profession	al Experience length	day	/S			
Supervisin	g Teacher				·					
										•
			Key							
N/A Not appl	icable/No	1 Student has demonstrated	each Standard, check 2 Student has der		3 Student has consistently	4 Stude	ent has	demo	nstrate	ed
opportunity to		limited evidence of capacity in	evidence of develo		demonstrated evidence of	evidenc expecta			beyon	d
capacity in thi	is aspect	this aspect	capacity in this asp	peci	capacity in this aspect	Professi			nce	
	PROFESSIONAL KNOWLEDGE									
Element	1: Teachers	s know their subject co	ntent and how	v to teach	that content to their st	udent	s.			
						N/A	1	2	3	4
1.1.1	Demonstrate the content/o	relevant knowledge of the discipline(s).	central concepts	s, modes of	enquiry and structure of					
1.1.3		mplement lesson sequences		lge of the N	SW syllabus documents					
=1		culum requirements of the E								
Element	2: Teachers	s know their students a	na now they i	earn.				_		
						N/A	1	2	3	4
2.1.1	2.1.1 Demonstrate knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.							╽╙╽		
	rongiodo bao		ROFESSIONA		_					
Element	3: Teachers	s plan, assess and repo	ort for effective	e learning	J.					
						N/A	1	2	3	4
3.1.2		olement coherent lessons ar I address learning outcomes		nces that a	re designed to engage					
3.1.3		rganise subject/content in lo ning outcomes.	ogical, sequentia	l and struct	ured ways to address					
3.1.7	Give helpful	and timely oral and written f	eedback to stud	lents.						
Element	4: Teachers	s communicate effective	ely with their	students.						
						N/A	1	2	3	4
4.1.1	Communicat	e clear directions to student	ts about learning	goals.						
4.1.3	Listen to stud	dents and engage them in cl	lassroom discus	sion.						
Element		s create and maintain sa	afe and challe	enging lea	rning environments th	rough	the	use	of	
	classroc	om management skills.					1			
						N/A	1	2	3	4
5.1.1		a willingness to develop rap	· ·							
5.1.3	learning.	strategies to create a positi		•						
5.1.4	Provide clear activities.	r directions for classroom ac	ctivities and enga	age student	ts in purposeful learning					

	/Fan a		(ey check the box app	diaghta)								
N/A Not applicable/No opportunity to demonstrate capacity in this aspect	Student has demonstrated limited evidence of capacity in this aspect		as demonstrated developing	Student has consistently demonstrated evidence of capacity in this aspect	4 Student has demonstrated evidence of capacity beyond expectations for this Professional Experience							
PROFESSIONAL COMMITMENT												
Element 6: Teachers continually improve their professional knowledge and practice.												
						1	2	3	4			
6.1.1 Demonstrate a	capacity to reflect critically	on and imp	rove teaching	practice.								
6.1.4 Demonstrate kn	owledge of the importance	e of teamwo	rk in an educa	ational context.								
6.1.5 Accept constructive feedback to improve and refine teaching and learning practices.			arning practices.									
Element 7: Teachers are actively engaged members of their profession and the wider community.												
					N/A	1	2	3	4			
7.1.5 Understand reg	ulations and statutes relate	ed to teache	rs' responsibi	lities and students' rights.								
	e capacity to liaise, commi regivers, colleagues , indu											
	(Check one box		IENDATION cate the ove	erall assessment.)								
☐ Has satisfied the requirem	ents for this Professional Exp	perience.	☐ Has not	satisfied the requirements for	this Prof	ession	ıal Exp	erier	nce.			
Supervising Teacher signat	ure	Date	9									
Preservice Teacher signatu	re	Date	Э									

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Graduate Diploma in Education Professional Teaching Standards Report – MINOR

Student Name)				Student Number						
Course		☐ Graduate Diploma in E	ducation (Pri	mary)	<u> </u>						
		Graduate Diploma in E	Education (Sec	condary)	Method						
Teaching Focu	us	Primary (Stage/Year)		Secondary (Ye	ear/Subject Matter)						
School				Professional E	Experience length		days				
Supervising Te	eacher				<u> </u>						
			each Standard, c	(ey heck the box appli							
N/A Not applicable opportunity to democapacity in this asp	onstrate	Student has demonstrated limited evidence of capacity in this aspect	2 Student has evidence of de capacity in this		Student has consistently demonstrated evidence of capacity in this aspect	e	Student vidence o expectatio Profession	of capa	acity b	eyond	
		PRO	OFESSIONA	AL KNOWLEI	DGE						
Element 1: T	Teachers	know their subject cor	ntent and ho	ow to teach t	that content to their	stude					
							N/A	1	2	3	4
	emonstrate intent/disci	relevant knowledge of the pline(s).	central conce	epts, modes of	enquiry and structure o	f the					
		mplement lesson sequence lum requirements of the Ed		ledge of the N	SW syllabus documents	s or					
Element 2: T	Teachers	know their students ar	nd how they	/ learn.							
							N/A	1	2	3	4
		knowledge, respect and up of students and how these				ous					
2.1.3 De	emonstrate	knowledge of students' dif	ferent approa	ches to learnin	ng.						
		Pl	ROFESSION	VAL PRACTI	CE						
Element 3: T	Teachers	plan, assess and repo	rt for effecti	ive learning.							
							N/A	1	2	3	4
	emonstrate sson prepa	the capacity to identify and ration.	d articulate cle	ear and approp	oriate learning goals in						
		element coherent lessons a address learning outcome		quences that a	re designed to engage						
3.1.3 Se	elect and o	rganise subject/content in le		ntial and struct	rured ways to address						
3.1.4 De	emonstrate	knowledge of a range of a ents' learning.	ppropriate an	d engaging res	sources and materials to)					
		and timely oral and written	feedback to s	tudents.							
Element 4: T	Teachers	communicate effective	ely with thei	ir students.							
							N/A	1	2	3	4
		e clear directions to studen		0 0							
		ents and engage them in classroom discussion.									
		of teaching strategies, and at and support learning.	resources inc	cluding ICT and	d other technologies to						

Key										
opportunity to demonstrate capacity in this aspect limited evidence of capacity in this aspect capacity in this capacity capacity in this capacity in this capacity in this capacity in this capacity capacity in this capacity capacity in this capacity	evidence o expectatio	Student has demonstrated ridence of capacity beyond rectations for this rofessional Experience								
Element 5: Teachers create and maintain safe and challenging learning environments throclassroom management skills.	ough th	ne us	se o	f						
Classicom management skins.	N/A	1	2	3	4					
5.1.1 Demonstrate a variety of strategies to develop rapport with all students.										
5.1.2 Establish supportive learning environments where students feel safe to risk full participation.										
5.1.3 Demonstrate strategies to create a positive environment supporting student effort and learning.										
5.1.4 Provide clear directions for classroom activities and engage students in purposeful learning activities.										
5.1.5 Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom.										
5.1.6 Demonstrate knowledge of principles and practices for managing classroom discipline.										
5.1.7 Understand specific requirements for ensuring student safety in schools.										
PROFESSIONAL COMMITMENT										
Element 6: Teachers continually improve their professional knowledge and practice.										
	N/A	1	2	3	4					
6.1.1 Demonstrate a capacity to reflect critically on and improve teaching practice.										
6.1.4 Demonstrate knowledge of the importance of teamwork in an educational context.										
6.1.5 Accept constructive feedback to improve and refine teaching and learning practices.										
Element 7: Teachers are actively engaged members of their profession and the wider com										
	N/A	1	2	3	4					
7.1.5 Understand regulations and statutes related to teachers' responsibilities and students' rights. 7.1.6 Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with										
7.1.6 Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community.										
RECOMMENDATION (Check one box only to indicate the overall assessment.)										
☐ Has satisfied the requirements for this Professional Experience. ☐ Has not satisfied the requirements for the	nis Profe	ssion	al Ex	perie	nce.					
Supervising Teacher signature Date										
Preservice Teacher signature Date										

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Initials					



Graduate Diploma in Education Professional Teaching Standards Report – MAJOR

Student Na	ame				Student Number						
Course		☐ Graduate Diploma in E	ducation (Pr	rimary)							
		☐ Graduate Diploma in E	ducation (Se	econdary)	Method						
Teaching I	Focus	Primary (Stage/Year) Secondary (Year/Subject Matter)									
School				Professional I	Experience length		days				
Supervisin	g Teacher										
				_							
		(For e	each Standard,	Key check the box appl	icable)						
N/A Not appli opportunity to capacity in this	demonstrate	1 Student has demonstrated limited evidence of capacity in this aspect 2 Student has demonstrated evidence of developing capacity in this aspect 3 Student has consistently demonstrated evidence of capacity in this aspect				ev	4 Student has demonstrated evidence of capacity beyond expectations for this Professional Experience				
		PRO	OFESSION	IAL KNOWLE	EDGE						
Element	1: Teachers	s know their subject co	ntent and	how to teach	that content to thei	r stud	dents.				
							N/A	1	2	3	4
1.1.1 Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content/discipline(s).											
1.1.2						jht.					
1.1.3	1.1.3 Design and implement lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.										
1.1.4	Demonstrate	current knowledge and pro		ne use of the fo	llowing:						
		perational skills ation technology skills									
		re evaluation skills									
		ve use of the internet									
Flement		ogical skills for classroom m s know their students a									
Liement	Z. Teachers	s know then students a	iid iiow tii	cy icarri.			N/A	1	2	3	4
2.1.1		knowledge, respect and un of students and how these				ous					
2.1.2	Demonstrate	knowledge of the typical sta	ages of stud	lent's physical,	social and intellectual						
2.1.3		as well as an awareness of				\longrightarrow					
2.1.4	Demonstrate	e knowledge of students' different approaches to learning. e knowledge and understanding of students' skills, interests and prior									
2.1.5		s and their impact on learning knowledge and understand		fic strategies							
	for teaching:	-		J							
		nal and Torres Strait Islander students ts with Special Education Needs									
		nglish Speaking Background									
	 Studen 	ts with Challenging Behavio	ours								
2.1.6	including:	-	knowledge of a range of literacy strategies to the meet the needs of all students								
		nal and Torres Strait Islande									
		ts with Special Education N									
		nglish Speaking Background students ts with Challenging Behaviours									

Key (For each Standard, check the box applicable) N/A Not applicable/No 1 Student has demonstrated 2 Student has demonstrated 3 Student has consistently 4 Student has demonstrated opportunity to demonstrate limited evidence of capacity in evidence of developing demonstrated evidence of evidence of capacity beyond expectations for this capacity in this aspect this aspect capacity in this aspect capacity in this aspect Professional Experience PROFESSIONAL PRACTICE Element 3: Teachers plan, assess and report for effective learning. N/A 1 2 3 4 Demonstrate the capacity to identify and articulate clear and appropriate learning goals in \Box 3.1.1 П lesson preparation. Plan and implement coherent lessons and lesson sequences that are designed to engage 3.1.2 П П students and address learning outcomes. 3.1.3 Select and organise subject/content in logical, sequential and structured ways to address П student learning outcomes Demonstrate knowledge of a range of appropriate and engaging resources and materials to 3.1.4 support students' learning. 3.1.5 Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes 3.1.6 Demonstrate knowledge of the link between outcomes and assessment strategies. П 3.1.7 Give helpful and timely oral and written feedback to students. П 3.1.8 Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor П П П П students' progress. 3.1.9 Demonstrate an understanding of the principles and practices of reporting to students, parents and caregivers. Demonstrate an understanding of the principles and practices for using student assessment 3.1.10 П П results to reflect on lesson sequences and inform further planning of teaching and learning. Element 4: Teachers communicate effectively with their students. N/A 3 1 2 4 4.1.1 Communicate clear directions to students about learning goals. П П П П 4.1.2 Demonstrate a range of questioning techniques designed to support student learning. П П Listen to students and engage them in classroom discussion. 4.1.3 4.1.4 Use student group structures as appropriate to address teaching and learning goals. П 4.1.5 Use a range of teaching strategies, and resources including ICT and other technologies to foster interest and support learning. Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills. N/A 1 2 3 4 5.1.1 Demonstrate a variety of strategies to develop rapport with all students. П П П Г

applications in the classroom. Demonstrate knowledge of principles and practices for managing classroom discipline. 5.1.6 5.1.7 Understand specific requirements for ensuring student safety in schools. \Box ΙI П ΙI PROFESSIONAL COMMITMENT Element 6: Teachers continually improve their professional knowledge and practice. N/A 1 2 3 4 6.1.1 Demonstrate a capacity to reflect critically on and improve teaching practice. П П П П П Demonstrate knowledge of the professional standards framework and its impact on the 6.1.2 professional life of a teacher. 6.1.3 Demonstrate knowledge of the available professional development opportunities and the importance of personal planning to ongoing professional growth.

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

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

Demonstrate knowledge of practical approaches to managing student behaviour and their

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

5.1.2

5.1.3

5.1.4

5.1.5

activities.

П

П

П

 \Box

П

П

Key									
(For each Standard, check the box applicable) N/A Not applicable/No opportunity to demonstrated capacity in this aspect (For each Standard, check the box applicable) 2 Student has demonstrated evidence of capacity in this aspect 2 Student has demonstrated evidence of capacity in this aspect 3 Student has consistently demonstrated evidence of capacity beyond capacity in this aspect 4 Student has demonstrated evidence of capacity in this aspect 5 Student has consistently demonstrated evidence of capacity in this aspect 6 Student has consistently demonstrated evidence of capacity in this aspect 8 Student has consistently demonstrated evidence of capacity in this aspect 9 Student has consistently demonstrated evidence of capacity in this aspect 9 Student has consistently demonstrated evidence of capacity in this aspect 9 Student has consistently demonstrated evidence of capacity in this aspect									
6.1.4 Demonstrate	knowledge of the important	ce of teamwor	rk in an educa	ational context.					
6.1.5 Accept constructive feedback to improve and refine teaching and learning practices.									
6.1.6 Prepare for a	nd contribute to discussions	s about the te	aching profes	sion or subject/content.					
6.1.7 Explore educ	cational ideas and issues th	rough researd	ch.						
	e range of policies and policie		that teachers	s in NSW may need to					
Element 7: Teachers	are actively engaged r	nembers of	their profe	ssion and the wider con	nmunit	у.			
					N/A	1	2	3	4
7.1.1 Demonstrate the capacity to communicate effectively with parents, caregivers.									
7.1.2 Demonstrate an understanding of the importance of effective home-school links and processes for reporting student progress to parents/caregivers.									
7.1.3 Demonstrate the importance of involving parents and caregivers in the educative process and the use of a limited number of strategies to seek that involvement.									
7.1.5 Understand r									
7.1.6 Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues , industry and the local community.									
RECOMMENDATION (Check one box only to indicate the overall assessment.)									
<u> </u>	☐ Has satisfied the requirements for this Professional Experience. ☐ Has not satisfied the requirements for this Professional Experience.					nce.			
Supervising Teacher s	signature		Date						
Preservice Teacher sig	gnature		Date						

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Received					
Initials					



1st Year Bachelor of Mathematics Education 1st Year Bachelor of Science Education Professional Experience Report - Primary Placement

Student Name		Student Number			
Course	☐ Bachelor of Mathematics Education	☐ Bachelor of Scient	r of Science Education		
Teaching Focus	Primary (Stage/Year)				
School		Professional Experience length	days	3	
Supervising Teacher					
	se and appropriate directions to students.	☐ Rarely	Usually	☐ Always	
Models written and teaching profession	d oral language skills appropriate to the n.	Rarely	Usually	☐ Always	
	sm verbally and non verbally.	Rarely	Usually	☐ Always	
	ative both in and out of the classroom setting	Rarely	Usually	☐ Always	
	ring teacher willingly.	Rarely	Usually	☐ Always	
	with individual students and small groups.	☐ Rarely	Usually	☐ Always	
the teaching profe		☐ Rarely	Usually	☐ Always	
	ve feedback and advice.	Rarely	Usually	☐ Always	
colleagues.	d interacts effectively and appropriately with	☐ Rarely	Usually	☐ Always	
10. Models appropriate behaviour.	e professional standards of dress and	☐ Rarely	Usually	☐ Always	
RECOMMENDATIONS					
					
Has satisfied the	requirements for this Professional Ha	s not satisfied the req	uirements for t	his	
Experience	•	ofessional Experience	•		
Supervising Teacher s	ignature	Date		Jse Only ithout Faculty stamp.	
Preservice Teacher sig	gnature	Date			
			Received	//	
İ		1	Initials		



Professional Experience Report

Name						Student Num	ber		
Course	☐ Bachelor of Physical & Health Education☐ Bachelor of Primary Education☐ Graduate Diploma in Education (Primary				☐ Graduate Diploma in Education (Secondary)☐ Bachelor of Mathematics Education☐ Bachelor of Science Education			ation	
Undergraduate	☐ 1 st	2 nd	☐ 3 rd	☐ 4 th	GDE	Method/s Initial	☐ Mii	nor	☐ Major
Teaching Focus		 <i>(Stage/Year/</i> ary <i>(Year/</i>		latter)				101	Iviajoi
School			•	,		Professional Experience le	ength		days
Supervising Teacher									
			PRO	FESSION	AL KNOW	LEDGE			
Element 1: Know Element 2: Know					each that o	content to the	eir student.		
			PR	OFESSIO	NAL PRAG	CTICE			
Element 3: Plans	, assesse	s and rep	orts for	effective I	earning.				

PROFES	SSIONAL PRACTIC	CE
Element 4: Communicates effectively with their s Element 5: Creates and maintains safe and challe management skills.		nvironments through the use of classroom
PDOFF00	NONAL COMMITM	
	SIONAL COMMITM	
Element 6: Continually improves their profession Element 7: Actively engages with members of the		
RECOMMENDATION((S) EOD ELITLIDE (
RECOMMENDATION	3) FOR FUTURE D	DEVELOPMENT
	OMMENDATION indicate the overall a	ssessment.)
☐ Has satisfied the requirements for this Professional Experience	e ∏ Has not s	natisfied the requirements for this Professional Experience.
Supervising Teacher signature	Date	autorea the requirements for the Professional Expension.
Preservice Teacher signature	Date	
		Office Use Only Original not valid without Faculty stamp.



Internship Report

Surname		Given names						
Student No.								
	☐ Bachelor of Physica	l and Health Edu	ucation – 4 th Year	-				
	☐ Bachelor of Physica							
Course	☐ Bachelor of Primary	Education – 4 th	Year					
	☐ Bachelor of Primary	Bachelor of Primary Education – 4 th Year Hons						
School								
Cooperating Teacher								
Dates of Internship	to			Stage/Class				
Assessed with refer	Aspects and Eleme	ents of Teaching achers Profession	g Competence al Teaching Standard	s for Graduate Te	eachers			
	of subject content and how to	teach that conte	ent to students.					
Comments								
Element 2: Knowledge o	of students and how they lear	n.						
Comments	•							

Professional Practice: Element 3, 4 and 5			
	Capacity to plan, assess and report for effective learning.		
Comments			
	Capacity to communicate effectively with students.		
Comments			
Element 5:	Capacity to create and maintain safe and challenging learning environments through the use of classroom		
Comments	management skills.		
Comments			

Profession	nal Commitment: Elements 6 and 7
Element 6:	Capacity to continually improve professional knowledge and practice.
Comments	
F1 . 7	
Element 7:	Understanding of and commitment to being an actively engaged member of the profession and the wider
	community.
Element 7: Comments	community.
	community.

Further Comment	•			
Further Comment	5			
		RECOMMENDAT	ION	
I certify that this Ir	ntern has comm	pleted the period of Internship sho	wn at the front of th	is report and assess him/her as
		(Tick one box only to indicate the or	verall assessment.)	
Successful	The Intern der	nonstrated through this Internship tha	t they have reached t	he Graduate Teacher stage.
	T			and the second of the second o
☐ Unsuccessful	standards of t	and teaching performance was gene ne Graduate Teacher stage.	erally weak with some	serious deticiencies in meeting the
Cooperating Teach			Date	
, J	<u> </u>	Intern Signatur		
		I acknowledge that I have re	ad this report.	
Intern signature		5	Date	
				Office Hee Only

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Received	//				
Initials					



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.
- 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

Nowra Distribution Centre NSW 2541 Fav: 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

		Fax: 02 4448 0889							
			Perso	onal Details					
Student name					Studer	nt No.			
Course					Year				
School				,					
Private address									
during absence					- . I				
					Tel				
				Details					
Period of absence	e	From		//		То		/ /	
Number of days absent (excludes Saturday, Sunday, holidays)									
			Reasor	n for Absen	ce				
☐ Injury/Illness		Other <i>(please st</i>							
Did the injury occur while undertaking Professional Experience commitments?									
Was the injury sustained whilst travelling to or from the school been allocated?					n you h	ave	Yes	s 🗌 No	
If Yes is ticked for either of the above, you must contact the Professional Experience Unit on 4221 3578.									
Medical Certificate (A Medical Certificate is			wo or more day	s.)			☐ Yes	S No	
			Stude	nt Signatur	е				
Student signature				Date					
	5	School Princ	ipal or In S	School Coo	rdina	tor S	ignatur	е	
Arrangements have been made with the Supervising Teacher for the student to make up the absence(s).									
Signed			Position				Date		
The day/days miss	☐ Yes								
Make up days were		/			/ /				