This Handbook outlines the guidelines for the professional experience embedded in the Faculty of Education 1st year undergraduate course.

The subjects undertaken within the University context provide knowledge and skills about teaching and learning in Primary Education. However it is within the school context that preservice teachers can begin to make the vital connections between the theory and practice.

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 Prohibited Employment Declaration at the beginning of their University degree before undertaking practical work. Students cannot commence professional experience without signing the declaration. Faculty of Education academic staff liaison have also completed Prohibited Employment Declarations.

The Faculty of Education acknowledges the important role that practising teachers play in the overall education of preservice teachers. The Faculty would like to thank Principals, in-school coordinators and supervising teachers for supporting the Professional Experience program in 2008.

Kim McKeen
Director of Professional Experiences
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Professional Experience Administrative Enquiries
Robyn Lumby
Professional Experience Liaison Officer
Tel: (02) 4221 3578
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Professional Experience Payments

Please direct all requests for payment to:-
Student Services Centre
Faculty of Education
Building 23
University of Wollongong
Wollongong NSW 2522
Telephone: (02) 4221 3578
Fax: (02) 4221 3892
2 FACULTY OF EDUCATION POLICIES AND PROCEDURES

2.1 Professional Conduct

The University of Wollongong Code of Practice- Practical Placement outlines the responsibility of students 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/handbook/codesofprac/cop_pracplace.html

Preservice teachers in the Faculty of Education are expected to act in accordance with University of Wollongong Code of Practice- Practical Placement. The Faculty expects that at all times:

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

Grounds for exclusion from school placement

As a result of extenuating circumstances or professional misconduct a student may be asked by the 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 situations:

- A serious breach of the University Code of Conduct, policies or procedures;
- A serious breach of New South Wales Department of Education, Catholic Education Commission NSW or individual 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 discredits the school, the students or teachers.

If a preservice teacher is excluded from a professional experience the Principal must contact the Faculty of Education immediately. The preservice teacher must meet with their Program Director to discuss their actions and subsequent consequences. 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.
2.2 School Placement

Locations

- Places that are available for preservice teachers at the University of Wollongong are determined at the start of each year and are based on school offers for each preservice program. The Faculty of Education region for professional experience covers schools that are in the Sutherland, Wollongong, Shellharbour, Southern Highlands, Campbelltown and Shoalhaven regions.

- The Faculty of Education Professional Experience Officer is responsible for seeking school places - preservice teachers must NOT approach a school or a teacher to request a placement unless they have applied and gained approval to complete an out of area professional experience.

- Preservice teachers may place an application to the Director of Professional Experiences to complete an out of area professional experience. An out of area professional experience is in a school that is outside the Faculty of Education region (as outlined above). Unless there are extenuating circumstances education students may only complete one out of area professional experience during their preservice teacher training.

- Domestic students may apply to complete their third year professional experience with the DET Beyond the Line or Beyond the Bridge Programs. Places in these programs are very competitive and open to primary and secondary preservice teachers in all undergraduate and Graduate Diploma in Education students.

- Overseas opportunities – Malaysia, Fiji, China and Thailand. These experiences, when offered, have limited places and the cost to attend must be covered by each student. Overseas teaching experiences are not available to students in their first year of study. An education student wishing to nominate for an overseas experience should consult the Deputy Director of his or her particular course, as well as the coordinator of the overseas experience to determine whether or not the teaching experience is appropriate in terms of the student’s program of study. Students enrolled in the one-year Graduate Diploma in Education may nominate an overseas experience in the minor (second) professional experience.

  - Preservice teachers will be able to nominate for only one overseas location.
  - Approval to complete an overseas professional experience is subject to the review of student professional experience report/s and academic progress by the Sub Dean and the relevant program Director.
  - Please Note: overseas experiences may be cancelled at short notice due to health factors or other unforeseen circumstances. It is the student’s responsibility to have the appropriate travel insurance. If this occurs the Faculty will place students in schools within the Faculty of Education region.
  - Please Note: The coordinators of each overseas experience have the sole discretion to send students home who breach the University of Wollongong Code of Conduct- Professional Experience Placements.
**Allocation to schools**

- Students will be automatically allocated to their *first* professional experience through the Professional Experience Administration System. As the allocation is based on each student’s postcode listed in SOLS, it is vital that students ensure that their personal details are correct. For all other professional experiences students will have the opportunity to place preferences in the Professional Experience Administrator prior to school allocation.

- While every effort is made to place preservice teachers in close proximity to their ‘session’ address this cannot be guaranteed as placement is dependent on offers from schools and the number of students in each program.

- Each professional experience must be completed during the scheduled dates designated by the Faculty of Education. Where extenuating circumstances prevent a student from completing their professional experience when scheduled an application for a variation to professional experience may be submitted.

- To broaden preservice teachers’ understanding of school environments and to provide a range of school experiences students are not permitted to undertake all their professional experiences solely in a denominational or private school system nor return to a previous professional experience school. (Except in the Graduate Diploma of Education where the initial and minor professional experience are linked).

- Because of ethical and professional reasons students will not be able to undertake their professional teaching experiences 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 student to notify the Faculty immediately if they have been placed in a school that breaches this policy.

- Students who have a medical condition, illness, injury or disability that may impact upon on their placement should speak to the Director of Professional Experiences or the Director of the Degree in which they are enrolled. Please ensure that this contact is made as early as possible in the semester. Registration with Disability Services may likely be required in order that suitable reasonable adjustments can be made.

### 2.3 Roles and Responsibilities

#### 2.3.1 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 an in-school coordinator to liaise with the Faculty 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.
2.3.2 In-School Coordinator

The role of 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. Their responsibilities include:

- liaison with the Professional Experience Officer and communicating any changes to placement offered by their school;
- allocating preservice teachers to appropriate supervising teachers and professional learning environments;
- arranging orientation and induction of student(s) to the school;
- be available to meet the student(s) on their first day and ensure they are aware of relevant school policies and procedures;
- ensure preservice teachers are receiving appropriate support and mentoring from their supervising teacher;
- observe a preservice teacher if the supervising teacher has concerns regarding their progress and level of competence;
- inform the University liaison lecturer or the Professional Experience Officer immediately when the school has concerns with preservice teacher competence and/or professional conduct;
- collect and send the professional experience reports, attendance book and pay claims to the University as soon as possible after the conclusion of a professional experience.

2.3.3 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 supervising teachers include:

- discussing and negotiating teaching allocation with the preservice teacher;
- 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;
- provide regular written and oral feedback to students (minimum of three written feedback sheets per week);
- return all other necessary documents to the in-school coordinator as soon as possible;
- inform the in-school coordinator and/or liaison lecturer immediately when a preservice teacher is making unsatisfactory progress or if concerned with their professional conduct.

Teaching / Learning Experience Feedback

Supervising teachers are asked to provide oral and written feedback to students throughout the professional experience. Sample forms for this ongoing informal feedback are provided, however a supervising teacher may prefer to develop their
own format for providing written feedback. It is suggested that at least three written feedback forms are completed and discussed each week during the professional experience. 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.

2.3.4 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 and supervising teachers. Liaison is either by phone, visit and/or email between the supervising teacher and the lecturer. Responsibilities of the liaison lecturer include:

- enhancing the relationship between the Faculty of Education and schools;
- contacting their schools and introducing themselves to the Principal/in-school coordinator and explaining the nature of the liaison for the particular professional experience;
- arranging with 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 program coordinator immediately if a supervising teacher has concerns with a preservice teacher's progress or professional conduct.

2.3.5 Preservice Teacher

Orientation to schools

During the first week in a school (or 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 curricula 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 extra-curricular school programs.

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;
- playground duties and supervision of pupils.

They are expected to undertake observation and planning activities in relation to the class/classes, which will be taught in the practice teaching period.
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.
- 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 adhered to, however the Faculty of Education expects students to be present at least 30 minutes prior to the start of the school day and be available for meetings after school. Preservice teachers must sign the attendance book each day on arrival in the school.
- If an absence must occur due to illness or other extenuating circumstances preservice teachers must contact the Principal, in-school coordinator or supervising teacher through established channels as early as possible. The preservice teacher must complete a leave form and submit it to the In-School Professional experience coordinator when they return to school.
- The leave form must be with a medical certificate for absences of two or more days.
- Preservice teachers must negotiate with their supervising teacher to make up all absences.

Lesson Plans and Reflections

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. Students 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.

The Law

Preservice teachers should be made aware of the safety conditions and procedures of the 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 student. If the preservice teacher is present merely as an observer or working under supervision of the class teacher or teachers, it cannot be argued convincingly that s/he carried responsibility. A preservice teacher should never be left alone in charge of either a classroom or a section of the playground.

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, student teachers should not request the use of photocopying facilities for their own use, for example, copying teachers' programs, syllabus documents, teaching resources, etc. unless negotiated with the school.
Additional Duties

It is an expectation of the University that all preservice teachers participate fully in the life of the school during their practice teaching experience. This includes participating in extra-curricula 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 extra curricular activities. Student 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 their relevant program director.

Preservice Teacher Progress

Where a preservice teacher is making unsatisfactory academic progress or is failing a subject in which a professional experience is embedded, the subject coordinator, in consultation with the program director and director of professional experience, will determine whether the student will be permitted to commence their professional experience.

The supervising teacher, in consultation with the Faculty of Education liaison lecturer, assesses preservice teacher progress during the professional experience. A preservice teacher may be deemed unsatisfactory if the supervising teacher, in consultation with the University determines that the student has not achieved the intended outcomes for the professional experience. Where professional experience is embedded in a subject a fail grade will be awarded for that subject.

2.4 Preservice Teacher Assessment and Reporting Procedures

Preservice teachers enrolled in all programs offered in the Faculty of Education will participate in a range of professional experiences that will provide students with the opportunity to relate theory to practice. These professional experiences are associated with both core and elective subjects and will include the formal professional experience periods and additional in-school and community experiences.

Professional experience is a critical core component of all Faculty of Education pre service teacher education courses. Professional experiences are developmental and are completed sequentially to allow students to build upon earlier teaching/learning experiences and develop their professional competencies.

The professional experience program within each Teacher Education course 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 some instances the assessment may be in consultation with the in-school coordinator and Faculty of Education liaison lecturer. At the conclusion of each professional experience the supervising teacher is responsible for writing the professional experience report.
Reporting in the Bachelor of Primary Education

There are 2 forms of feedback that supervising teachers are asked to provide for their 1st to 3rd year Bachelor of Primary Education preservice teacher – the formal end of block teaching report (used for DET interviews etc.) and the more informal feedback provided at the conclusion of teaching/learning experiences. Informal observations will assist the classroom teacher to fulfil the requirements of the end of block report.

Supervising teachers are asked to provide an end of block written feedback to all students from 1st to 3rd year in the Bachelor of Primary Education Professional Experience Booklet (included in the Professional Experience pack). This report (and Evidence Guide) is based on Elements and Aspects of the NSW Institute of Teachers Professional Teaching Standards for the Graduate Teacher. For each of these Elements & Aspects, an Evidence Guide statement has been developed (see appendix 1) to assist supervising teachers in guiding Preservice Teachers’ learning and in the reporting process.

Each evidence statement is to be recognized as a guide only and not assumed to be definitive, prescriptive or necessary in all circumstances.

This written feedback should be given to the preservice teacher and when possible time should be taken to discuss the feedback, and for setting future goals and plans. Preservice teachers are expected to incorporate these reports into their portfolio that can then be used for self-reflection and future development.

For students undertaking their first professional experience placement, many aspects will only be present in Developing (D) form. It is expected however that each aspect has been evident to a reasonable extent.

Regular informal (written and/or oral) feedback provided by the supervising teacher throughout the professional experience will ensure that the preservice teacher is fully aware of aspects of their teaching that require further development. This process will ensure that the final professional experience report presents no ‘surprises’ to the preservice teacher and that the report is an honest assessment of progress throughout the professional experience. The report should reflect the feedback provided to the preservice teacher on their lesson observation forms.

Professional experience reports are increasingly important particularly in terms of future employment and supervising teachers are asked to give detailed final reports. This report is not an employment reference but a true statement of progress that can be used to develop future teaching goals. Preservice teachers and supervisors should note that the Department of Education and Training (DET) will ask to see reports when an application is submitted for a teaching position.

The completed Professional Experience report booklet becomes a part of the student’s employment portfolio, therefore the original copy must be signed in blue pen and must be given to the student. The preservice teacher is responsible for photocopying their report booklet and presenting it to the Faculty SSC for verification.

During their final professional experience (the Internship) a preservice teacher must demonstrate that they have attained the NSW Institute of Teachers Professional Teaching Standards prescribed for Graduate Teachers. Students must display the
ability to carry out the duties required of a teacher and demonstrate commitment and enthusiasm towards the teaching profession.

**Determining the Grade**

At the conclusion of each professional experience the supervising teacher will determine whether the preservice teacher has made satisfactory progress in the following three domains: Professional Knowledge, Professional Practice and Professional Commitment. If there is a **significant weakness** in one or more domain a preservice teacher should be assessed as **not making satisfactory progress**. In such instances a student will not be permitted to progress to the next professional experience in their course.

**2.5 Identifying and Reporting students ‘At Risk’**

A preservice teacher may be identified ‘at risk’ by either their supervising teacher or the in-school coordinator. ‘At risk’ indicates that a student is not making satisfactory progress and is unlikely to meet the expectations for the professional experience if the areas of concern are not addressed.

If a preservice teacher has not responded to feedback or directions from their supervising teacher or in-school coordinator and continues to either:

a) not meet the required standard of teaching for that professional experience or

b) breach school or Faculty policies and procedures they should be identified ‘at risk’.

Examples of reasons why a preservice teacher may be identified ‘at risk’ include:

- Breaches School and University policies;
- Poor or inappropriate communication either in and/ or out of the classroom with children and / or other school staff;
- Failure to write lesson plans/programs and present to supervising teacher prior to lessons;
- Poor attitude and behaviour that reflects disinterest in teaching as a profession;
- Poor development of classroom management procedures;
- Significant weakness in one or more of the three domains of teaching.

It is essential preservice teachers are notified as early as possible in the professional experience the areas of their teaching or professional behaviour that need significant development. Early notification will reinforce the expectations of the professional experience and allow sufficient opportunity to address the concerns.
## ‘At Risk’ Process

### Step 1: Initial Concerns and Support
The preservice teacher is notified through written and oral feedback of the areas of their teaching and/or professional behaviour that are of concern and offered support to address the concerns. NB: If a serious breach of school or Faculty policy occurs, the in-school coordinator should contact the Faculty immediately and complete the ‘At Risk’ form.

### Step 2: Ongoing concerns and Notification
Where concerns have not been addressed by the preservice teacher, the supervising teacher notifies the in-school professional experience coordinator as early as possible.

### Step 3: The ‘At Risk’ form is completed
The supervising teacher, the in-school professional experience coordinator, and preservice teacher work together to evaluate the concerns and suggest possible strategies to improve the identified areas of concern / weakness.

### Step 4: Addressing Concerns and Support Strategies
If, after the indicated time frame to address concerns, further unsatisfactory practice occurs after implementation of specific support - the school must contact the liaison lecturer to arrange a meeting at the school to discuss the preservice teachers unsatisfactory progress and complete page 2 of the notification form. The liaison lecturer must inform Deputy Director of the relevant program.

### Step 5: Unsatisfactory progress continues.
The school notifies the liaison lecturer. After consultation with the teacher, liaison lecturer and the preservice teacher, the Professional Experience Director, or their Faculty representative will make final recommendations concerning future action.
3 PROFESSIONAL EXPERIENCE PROGRAM BACHELOR OF PRIMARY EDUCATION 1ST YEAR

3.1 The First Year Professional Experience

The first year professional experience is made up of two in-school components, the Wednesday In-school Experience Program and a two (2) week block.

Professional Experience Dates 2008

• First Year Primary students were placed in Primary Schools for 10 consecutive Wednesdays.
• The professional experience block is for two weeks: 12th – 22nd June 2008 inclusive

Outcomes of the First Year in-school and 2 week professional experiences

By the end of the In-school Experience and Professional Experience Block 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 Key Learning Areas 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;
• show an increase in confidence that will allow them to successfully proceed to their second teaching professional experience.

3.2 Program Overview and Foci

The In-school Experience Program

During the In-school Experience Program first year preservice teachers were immersed in the culture of schools and gained an understanding of how schools and classrooms operated. This immersion provided preservice teachers with greater opportunities to make the links between the theories and pedagogies of the Key Learning Areas that they study at university and what occurs in the classroom. The experience also provided opportunities for preservice teachers to observe classroom organisation, teacher-pupil interaction and behaviour management strategies.

During the Wednesday In-school experience program preservice teachers supported teachers in tasks that may have included but were not limited to:

• working one-on-one with a child (in the classroom);
• supervising small groups;
• reading to a group or the whole class;
• helping to prepare school plays, musical concerts, and other experiences.
The First Year 2-week Professional Experience Block

This professional experience is usually carried out at the same school where the (Wednesday) In school Experience Program was undertaken. This allows the student to have continuity and consolidation of the routines of the school and classrooms where they have observing and visiting.

A pattern of increasing teaching responsibility is recommended. The amount of teaching is at the discretion of the supervising teacher. Supervising teachers and professional experience coordinators may, as a guide, like to consider the following suggestions but these are not mandatory.

**Week One**
Preservice teachers should plan and implement at least **six hours of teaching** with activities that focus on individuals, small groups and whole class. Lesson plans will be prepared for the supervising teacher to review before teaching occurs. Supervising teachers should provide written feedback to their preservice teacher on at least four of these lessons.

**Week Two**
Preservice teachers should complete at least **eight hours of teaching** during the second week. The goal for the end of this week is for students to plan and teach a full session involving class organisation and/or consecutive lessons. Lesson plans will to be prepared for the supervising teacher to review before teaching occurs.
Throughout block professional experience preservice teachers should spend time when not teaching:

- observing class activities;
- team teaching with their supervising teacher;
- working with small groups.

Preservice teachers will prepare Lesson Plans for every lesson taught. The format of these ‘plans’ is at the discretion of each supervising teacher. Lesson 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 (this is usually in the form of an on-going day book).

Supervising teachers are asked to provide written feedback to students on the form(s) provided. This written feedback should be given to the student and when possible time taken to discuss the feedback, and for setting future goals and plans. Preservice teachers are expected to incorporate these reports into their portfolio that can then be used for self-reflection and future development.

Preservice teachers are expected to complete at least four of these forms per week to reflect on and evaluate their lessons. Where possible preservice teacher’s reflections of his or her own lessons should be shared with the supervising teacher.
UNSATISFACTORY PROGRESS NOTIFICATION

Student: ...........................................................................................................
School: ...........................................................................................................
Supervising Teacher: ......................................................................................
Date: ..............................

INITIAL IDENTIFICATION

Areas causing concern:
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Recommendations and follow up measures:
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Signed:

Student Teacher: ............................................................. Date: ..............................
Supervising Teacher: .......................................................... Date: ..............................
In-school coordinator: ......................................................... Date: ..............................
FOLLOW-UP IF “UNSATISFACTORY PROGRESS” CONTINUES

Date: .............................................

Further areas of concern and follow up measures:
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Student signature: ............................................. Date: ..............................

Supervising Teacher: ............................................. Date: ............................

Recommendations:
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Liaison Lecturer: ............................................. Date: ..............................
This feedback sheet provides a structure for observing, reporting, reflecting and commenting on a particular lesson taught by a student. It should be used at least three times per week by the supervising teacher and discussed with the student as an addition to other oral and written comments that form the basis of the feedback provided for students throughout professional experience.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Lesson:</th>
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<tbody>
<tr>
<td>School:</td>
<td>Date:</td>
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S (Satisfactory) displayed evidence of development
U (Unsatisfactory) display little/no evidence of development
Comment where applicable

### PROFESSIONAL KNOWLEDGE - PREPARATION

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<th>COMMENT</th>
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- Lesson plan written and presented prior to lesson
- Lesson plan has appropriate structure and sequence
- Outcomes realistic/achievable
- Content is appropriate

### PROFESSIONAL PRACTICE - COMMUNICATION

<table>
<thead>
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<th>S</th>
<th>U</th>
<th>COMMENT</th>
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</table>

- Gave clear, appropriate instructions
- Spoke fluently modeling correct speech
- Modeled correct written communication
- Made effective use of non-verbal communication
- Encouraged/listened to learner initiatives
## PROFESSIONAL PRACTICE - IMPLEMENTATION

<table>
<thead>
<tr>
<th>S</th>
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<th>COMMENT</th>
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<tbody>
<tr>
<td>Resources appropriate and well organised</td>
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<tr>
<td>Used appropriate introductory procedures</td>
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<td>Motivated students</td>
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<td>Used questioning effectively</td>
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<td>Used positive reinforcement</td>
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<td>Maintained effective pacing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of subject content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognised and provided for individual differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used appropriate closing procedures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## PROFESSIONAL PRACTICE - CLASSROOM MANAGEMENT

<table>
<thead>
<tr>
<th>S</th>
<th>U</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established and maintained effective management strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed awareness of different learning situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anticipated potential problems and adjusted teaching accordingly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set realistic goals for learner behaviour</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Summary and Recommendations:

- ...
- ...
- ...
- ...
- ...

### Supervising Teacher/s:

- ...

### Student Teacher:

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

<table>
<thead>
<tr>
<th>Student:</th>
<th>Lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Please rank your performance using the following scale:
- **S** (Satisfactory) I feel that I have demonstrated evidence of development
- **U** (Unsatisfactory) I feel that I have not demonstrated evidence of development in this lesson

**Comment** where applicable

### Professional Knowledge - Preparation

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>U</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan written and presented prior to lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson plan has appropriate structure and sequence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes realistic/achievable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content is appropriate</td>
<td></td>
<td></td>
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</tbody>
</table>

### Professional Practice - Communication

<table>
<thead>
<tr>
<th></th>
<th>S</th>
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<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>Gave clear, appropriate instructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spoke fluently modeling correct speech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeled correct written communication</td>
<td></td>
<td></td>
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<tr>
<td>Made effective use of non-verbal communication</td>
<td></td>
<td></td>
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<tr>
<td>Encouraged/listened to learner initiatives</td>
<td></td>
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</tbody>
</table>
### PROFESSIONAL PRACTICE - IMPLEMENTATION

<table>
<thead>
<tr>
<th>S</th>
<th>U</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources appropriate and well organised</td>
<td></td>
<td></td>
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<tr>
<td>Used appropriate introductory procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivated students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used questioning effectively</td>
<td></td>
<td></td>
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<tr>
<td>Used positive reinforcement</td>
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<td></td>
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### PROFESSIONAL PRACTICE - CLASSROOM MANAGEMENT

<table>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Set realistic goals for learner behaviour</td>
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<td></td>
</tr>
</tbody>
</table>

**GOALS FOR FUTURE LESSONS:**

- ...
- ...
- ...
- ...
- ...

**Student Teacher:**

**Supervising Teacher:**

**Date:**
The following is an evidence guide that supervising teachers may find useful to help them complete the Professional Experience Report Booklet. The evidence guide has been developed by the Faculty of Education in order to provide practical classroom examples of the Professional Teaching Standards (as prescribed by the NSWIT) in the classroom context.

Should you have any inquiries please contact the Primary Professional Experience Coordinator:

Dr Phil Fitzsimmons (4221 4435), or if unavailable Dr. Nicola Johnson (4221 3878).
PROFESSIONAL KNOWLEDGE

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

<table>
<thead>
<tr>
<th>EVIDENCE GUIDES</th>
<th>ASPECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanations and linking of content and outcomes to syllabus documents. Accurately answers content-related questions from students.</td>
<td>Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content / discipline (1.1.1)</td>
</tr>
<tr>
<td>Demonstrates knowledge of relevant syllabus documents &amp; requirements through lesson development &amp; identification of outcomes.</td>
<td>Design and implement lesson sequences using knowledge of NSW syllabus documents or other curriculum requirements of the Education Act (1.1.3)</td>
</tr>
<tr>
<td>Designs lesson plans that display logical sequencing of activities. Selects strategies to provide for relevant learning experiences appropriate to a range of students, aiming for engagement, sequencing &amp; significance.</td>
<td>Demonstrate current knowledge and proficiency in the use of the following ICT skills: • Basic operational skills • IT skills • Software evaluation skills • Effective user of the internet • Pedagogical skills for classroom management (1.1.4)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>EVIDENCE GUIDES</th>
<th>ASPECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeks to build understanding of the students as well as their cultural, religious and socioeconomic backgrounds.</td>
<td>Demonstrate a developing knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. (2.1.1)</td>
</tr>
<tr>
<td>Commencing to identify students’ specific physical, social &amp; intellectual learning needs &amp; to develop appropriate teaching responses. Communicates and interacts in ways appropriate to the students’ developmental stages.</td>
<td>Demonstrate a developing knowledge of the typical stages of students’ physical, social and intellectual development as well as an awareness of exceptions to general patterns (2.1.2)</td>
</tr>
<tr>
<td>EVIDENCE GUIDES</td>
<td>ASPECTS</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Through approaches to lesson planning &amp; teaching demonstrates a developing</td>
<td>Demonstrate a developing knowledge of students’ different approaches to</td>
</tr>
<tr>
<td>awareness of &amp; responses to differences in students’ learning styles &amp; needs.</td>
<td>learning (2.1.3)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks knowledge of students’ backgrounds, interests &amp; capacities in an</td>
<td>Demonstrate a developing knowledge and understanding of how students’</td>
</tr>
<tr>
<td>appropriate manner.</td>
<td>skills, interests and prior achievements and their impact on learning</td>
</tr>
<tr>
<td></td>
<td>(2.1.4)</td>
</tr>
<tr>
<td>Aims to take account of such knowledge to guide &amp; inform teaching,</td>
<td></td>
</tr>
<tr>
<td>communication &amp; professional interactions.</td>
<td></td>
</tr>
<tr>
<td>Acknowledges &amp; is respectful of diversity, demonstrating this in approaches</td>
<td>Demonstrate knowledge and understanding of specific strategies for</td>
</tr>
<tr>
<td>to teaching, learning &amp; student interactions</td>
<td>teaching:</td>
</tr>
<tr>
<td></td>
<td>• Aboriginal and Torres Strait Islander students</td>
</tr>
<tr>
<td></td>
<td>• Students with special education needs</td>
</tr>
<tr>
<td></td>
<td>• NESB students</td>
</tr>
<tr>
<td></td>
<td>• Students with Challenging behaviours</td>
</tr>
<tr>
<td>Attempts through choice of resources, strategies, questioning etc to attend</td>
<td>(2.1.5)</td>
</tr>
<tr>
<td>to different student learning needs</td>
<td></td>
</tr>
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<td></td>
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</tr>
<tr>
<td>PROFESSIONAL PRACTICE</td>
<td></td>
</tr>
<tr>
<td>ELEMENT 3. PRESERVICE TEACHERS PLAN, ASSESS AND REPORT</td>
<td></td>
</tr>
<tr>
<td>FOR EFFECTIVE LEARNING</td>
<td></td>
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<td></td>
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<tr>
<td>EVIDENCE GUIDES</td>
<td>ASPECTS</td>
</tr>
<tr>
<td>Identifies clear &amp; appropriate learning goals with respect to syllabus</td>
<td>Demonstrate the capacity to identify and articulate clear and</td>
</tr>
<tr>
<td>documents &amp; specific learning needs of the group.</td>
<td>appropriate learning goals in lesson preparation</td>
</tr>
<tr>
<td></td>
<td>(3.1.1)</td>
</tr>
<tr>
<td>EVIDENCE GUIDES</td>
<td>ASPECTS</td>
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<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Writes lesson plans which detail such goals through use of objectives &amp; outcomes, specifying content, pedagogy &amp; assessment, as well as sequencing, in consultation with supervisor.</strong></td>
<td>Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes (3.1.2)</td>
</tr>
<tr>
<td>Creates interesting lessons where students are engaged and on task.</td>
<td>Select and organise subject/content in logical, sequential and structured ways to address student learning outcomes (3.1.3)</td>
</tr>
<tr>
<td><strong>Plans &amp; delivers lessons structured in relation to clear &amp; appropriate outcomes, timing, sequencing and attention to diversity.</strong></td>
<td>Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students' learning (3.1.4)</td>
</tr>
<tr>
<td><strong>Developing knowledge of a range of appropriate &amp; engaging materials &amp; resources &amp; commencing to incorporate these into teaching practice.</strong></td>
<td>Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes (3.1.5)</td>
</tr>
<tr>
<td><strong>Gives helpful and timely oral feedback to students</strong></td>
<td>Demonstrate knowledge of the link between outcomes and assessment strategies (3.1.6)</td>
</tr>
<tr>
<td><strong>Explains the form &amp; purpose of any assessment tasks to students &amp; provides feedback as to its significance to their learning outcomes</strong></td>
<td>Gives helpful and timely oral and written feedback to students (3.1.7)</td>
</tr>
<tr>
<td><strong>Ensures prompt marking or assessment of work.</strong></td>
<td>Gives helpful and timely oral and written feedback to students (3.1.7)</td>
</tr>
<tr>
<td><strong>Developing understanding of record-keeping processes and systems consistent with school policy and practice.</strong></td>
<td>Gives helpful and timely oral and written feedback to students (3.1.7)</td>
</tr>
<tr>
<td><strong>Recording &amp; discussing assessment results collaboratively with supervising teacher.</strong></td>
<td>Gives helpful and timely oral and written feedback to students (3.1.7)</td>
</tr>
<tr>
<td><strong>Developing an understanding of a range of assessment strategies &amp; aiming to incorporate assessment into planning for teaching &amp; learning.</strong></td>
<td>Gives helpful and timely oral and written feedback to students (3.1.7)</td>
</tr>
<tr>
<td>Shows a developing capacity to evaluate teaching including relevant assessment data to adjust subsequent planning and teaching.</td>
<td>Gives helpful and timely oral and written feedback to students (3.1.7)</td>
</tr>
</tbody>
</table>
## ELEMENT 4. PRESERVICE TEACHERS COMMUNICATE EFFECTIVELY WITH THEIR STUDENTS

<table>
<thead>
<tr>
<th>EVIDENCE GUIDES</th>
<th>ASPECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses effective oral communication skills, including grammatically acceptable English. Uses precise vocabulary and technical terms, speaks loudly enough for all students to hear, uses voice effectively with respect to pitch, strength, speed and confidence for the level or stage.</td>
<td>Demonstrate effective use of the English language in communicating with students (4.1.1)</td>
</tr>
<tr>
<td>Aims to employ a range of questioning techniques, using a variety of questions, such as open-ended and closed questions. Provides opportunities for students to respond. Acknowledges and values student responses</td>
<td>Demonstrate a range of questioning techniques designed to support student learning (4.1.2)</td>
</tr>
<tr>
<td>Commencing to use effective discussion techniques and to support the development of students’ skills in this area. Communicate clear directions to students about learning goals Articulates directions clearly, communicates in a clear, concise and appropriate manner.</td>
<td>Listen to students and engage them in classroom discussion (4.1.3)</td>
</tr>
<tr>
<td>Developing skills &amp; awareness in selecting appropriate strategies, resources &amp; structures to foster interest &amp; support for student learning. Developing an awareness of diverse grouping structures to facilitate learning, combined with appropriate management strategies.</td>
<td>Use student group structures as appropriate to address teaching and learning goals (4.1.4)</td>
</tr>
</tbody>
</table>

## ELEMENT 5. PRESERVICE TEACHERS CREATE AND MAINTAIN SAFE AND CHALLENGING LEARNING ENVIRONMENTS THROUGH USE OF CLASSROOM MANAGEMENT SKILLS

<table>
<thead>
<tr>
<th>EVIDENCE GUIDES</th>
<th>ASPECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Models &amp; articulates expected behaviour, implements clear expectations and consequences, is respectful and caring in interactions, shows interest in all students.</td>
<td>Demonstrate a variety of strategies to develop rapport with students (5.1.1)</td>
</tr>
<tr>
<td>Works towards establishing &amp; maintaining focus in learning, Communicates value &amp; respect for different learning needs &amp; contributions.</td>
<td>Establish supportive learning environments where students feel safe to risk full participation (5.1.2)</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDES | ASPECTS
---|---
Sets realistic expectations and goals, encourages student endeavour. Affirms students’ efforts publicly and privately. | Demonstrate strategies to create a positive environment supporting student effort and learning (5.1.3)
Aims to establish, maintain & articulate explicit routines & is attempting to reinforce them consistently, supported by effective time management. | Provide clear directions for classroom activities and engage students in purposeful learning activities (5.1.4)
Aims to apply disciplinary practices that are appropriate and consistent. Remains calm and fair. Commencing to be proactive, ‘reading’ the climate of the classroom and aiming at implementing responses. | Demonstrate a developing knowledge of practical approaches to managing student behaviour and their applications in the classroom (5.1.5)
Understands the need to work within an identifiable welfare / classroom management system, aiming to handle discipline problems quickly, fairly & respectfully with developing professional judgment. | Demonstrate a developing knowledge of principles and practices for managing classroom discipline (5.1.6)
Understands mandatory policies, and with guidance able to implement appropriate safety & risk management procedures, Demonstrates vigilance with respect to safety. | Understand specific requirements for ensuring student safety in schools (5.1.7)

PROFESSIONAL COMMITMENT

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

| EVIDENCE GUIDES | ASPECT |
---|---|
Seeks advice from colleagues to guide reflective self-analysis of teaching performance, shows willingness to adapt in response to such advice/assistance. | Demonstrate a capacity to reflect critically on and improve teaching practice (6.1.1)
Demonstrates the potential to work collaboratively, is open to constructive feedback, guidance & professional discussion. | Demonstrate knowledge of the importance of teamwork in an educational context (6.1.2)
Attends in school professional development activities and seminars Completed Professional Development reflection plans | Demonstrate knowledge of the available professional development opportunities and the importance of personal planning to ongoing professional growth (6.1.3)
Undertakes team teaching and planning with mentor teacher and/or other stage teachers | Demonstrate knowledge of the importance of teamwork in an educational context (6.1.4)
Indicates an awareness of own capacity & professional learning needs, as well as | Accept and respond to constructive feedback to improve and refine teaching
<table>
<thead>
<tr>
<th>EVIDENCE GUIDES</th>
<th>ASPECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>keenness to seek opportunities for ongoing development as a teacher.</td>
<td>and learning practices (6.1.5)</td>
</tr>
<tr>
<td>Contributes to staff meetings through attendance</td>
<td>Prepare for and contribute to discussions about the teaching profession or subject/content (6.1.6)</td>
</tr>
<tr>
<td>Joins discussion groups</td>
<td></td>
</tr>
<tr>
<td>Contributes and listens to professional discussions</td>
<td>Explore educational ideas and issues through research (6.1.7)</td>
</tr>
<tr>
<td>Uses policy documents to prepare for teaching and learning experiences</td>
<td>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)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>EVIDENCE GUIDES</th>
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</tr>
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<tbody>
<tr>
<td>Understands &amp; has an interest in appropriate &amp; professional home / school communication and protocols. Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families and caregivers.</td>
<td>Demonstrates effective use of the English language in communicating with parents and caregivers where opportunity arises (7.1.1)</td>
</tr>
<tr>
<td>Interacts professionally with personnel associated with the school</td>
<td>Demonstrate the capacity to work effectively with others in the profession including ancillary staff and community-based personnel to enhance student learning opportunities (7.1.2)</td>
</tr>
<tr>
<td>Employs appropriate &amp; respectful professional communication with teachers &amp; parents.</td>
<td>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 (7.1.3)</td>
</tr>
<tr>
<td>Joins parent – teacher meetings when the opportunity arises</td>
<td>Demonstrate the capacity to work effectively with external professionals, teachers’ aides and community-based personnel to enhance student learning opportunities (7.1.4)</td>
</tr>
<tr>
<td>Employs appropriate &amp; respectful professional communication with students, teachers &amp; school support staff</td>
<td></td>
</tr>
<tr>
<td>EVIDENCE GUIDES</td>
<td>ASPECT</td>
</tr>
<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>Demonstrates an understanding of relevant regulatory requirements and issues of confidentiality.</td>
<td>Understands regulations and statutes related to teachers’ responsibilities and students’ rights (7.1.5)</td>
</tr>
<tr>
<td>Employs appropriate &amp; respectful professional communication with students, teachers, school support staff &amp; community members.</td>
<td>Demonstrate the capacity to liaise communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community (7.1.6)</td>
</tr>
</tbody>
</table>
APPLICATION FOR LEAVE DURING PROFESSIONAL EXPERIENCE

Name:………………………… Course:…………………… Year:………………
School:………………………………………………………………………… Class(es):……
Private Address during absence:
…....................................................................................................................
…....................................................................................................................
…....................................................................................................................
…....................................................................................................................
Phone:……………………
Period of Leave applied for:
From:………………………… To:……………………………………………………………..
Number of Days Absent (excluding Saturdays, Sundays and Holidays):………
Reason for Leave:
…....................................................................................................................
…....................................................................................................................
…....................................................................................................................
Medical Certificate from Dr…. Is attached
(Certificate required for all sick leave of 2 or more days.)

Is leave applied for the result of an injury or sickness arising out of, and in the course of your professional experience teaching commitments, or sustained travelling to or from the school to which you have been allocated?
Yes  No

Is leave the result of an accident for which a claim for damages may be made
Yes  No
** (If yes for either of the above cases, please supply a detailed report)
Number of accumulated days absent from this practice periods:………………

Signature:…………………………………… Date:……………………
Comments by School Principal or In School Coordinator:

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Signature:...................................................... Date:............................

Remarks by Faculty of Education Professional Experiences Director:

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………………………………………………………………………………………….

Signature:...................................................... Date:............................

(Professional Experience Director)

This Application for Leave During Professional Experience form must be submitted to The School Principal or In School Coordinator as soon as practicable for comment and forward to:

Robyn Lumby
Professional Experience Liaison Officer
Student Services Centre
Faculty of Education
UOW NSW 2522

For further information
Telephone: 4221 3981
Fax: 4221 3892