Preface

This handbook provides information on the organisation and expectations of Professional Experience in pre-schools and long day care centres for Third Year students who are undertaking the Bachelor of Teaching in Early Childhood Education in the Faculty of Education at the University of Wollongong.

The Faculty of Education greatly appreciates the understanding, cooperation and assistance of Supervising Teachers and Directors of centres in providing rewarding and instructive early childhood experiences for its students. It also highly values the efforts of centres who continue to support our endeavour to place Professional Experience at the heart of the preparation program for early childhood teachers.

The professional skills gained by pre-service teachers during their Professional Experience are a pivotal component of their respective teacher education degrees. The subjects undertaken within the University context will provide them with knowledge and skills about teaching and learning in a range of curriculum and developmental areas. However it is only within the early childhood context that pre-service teachers can begin to make the vital connections between the theory and Professional Experience.

All students have been made aware of the Child Protection (Prohibited Employment) Act, 1998 and Part 7 of the Commission for Children and Young People Act, 1998 which came into effect in NSW on 3 July 2000. All pre-service teachers have completed the Prohibited Employment Declaration at the beginning of the University year and understand that it is an offence under NSW law to undertake or remain in child-related employment (employment which involves direct contact with children) if considered to be a ‘prohibited person’. All academic staff have completed Prohibited Employment Declarations.

This Handbook outlines the general guidelines for the Professional Experience experiences of students from the University of Wollongong. Guidelines for what to do with preservice teachers who are causing concerns are also outlined in this Handbook. Specific details for the teaching expectations for the specific program can be found at the end of this booklet.

Dr Jillian Trezise
Director, Early Childhood
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- Application for Leave During Professional Experience
1 STAFF CONTACTS

Director of Professional Experience
Kim McKeen
Tel: 02 4221 3870
Fax: 02 4221 3892
Email: kmckeen@uow.edu.au

Program Professional Experience Coordinator
Jane Warren
Tel: 0407 220 979
Email: jwarren@uow.edu.au

Professional Experience Administrative Enquiries
Robyn Lumby
Professional Experience Liaison Officer
Tel: 02 4221 3578
Fax: 02 4221 3892
Email: rlumby@uow.edu.au

Professional Experience Payments

Please direct all requests for payment to:-
Student Services Centre
Faculty of Education
Building 23
University of Wollongong
Wollongong NSW 2522
Tel: 02 4221 3578
Fax: 02 4221 3892
2 PROFESSIONAL EXPERIENCE

2.1 First Year
EC students will complete their first Professional Experience in an Early Childhood centre – pre-school or long day care for 3 weeks.

2.2 Second Year
During this three-week block, Early Childhood students will be allocated to a local school. The focus of this Professional Experience is behaviour management / classroom management.

2.3 Third Year
Early Childhood students will complete their major five-week Professional Experience in an approved Early Childhood setting.

2.4 Fourth Year
Early Childhood students undertake a year long Professional Experience project in a setting of their choice. This includes 2 days per week undertaking reflective practice in this service as volunteers for the setting. They also undertake 3 weeks in a school setting during their final session.

Please note
- It is not permissible for students to arrange or solicit Professional Experience placements for themselves.
- Students undertaking Professional Experience should understand that while every effort is made to place students in close proximity to their home for their local Professional Experience, this cannot be guaranteed. Placement is dependent on offers from schools / centres.
- Students are not permitted to undertake Professional Experiences in a school or centre where they have close personal relationships (spouse, partner, child, parent).
3 ROLES AND EXPECTATIONS

3.1 Preservice Teacher

Preparing for the workplace
All students should check the following sites. While many of the issues will be
discussed in lectures and tutorials and in the professional contexts, it is your
responsibility to be aware of the following policies and how these relate to the school
context.

*Equal Employment Opportunities*
The University has developed an online tutorial that is recommended for all people in
a workplace. If you access this site from a computer on campus there is no need for
a User ID or password. If you access the site from outside the University you will
need to use the following:-

User ID: fair
Password: play
http://staff.uow.edu.au/eed/eeonline/
There are two modules in this online training and once you have completed them,
this can be recorded on your record as having done so. This may be very useful in
your future career.

*Occupational Health and Safety*
It is important to understand the key principles of this policy. Each professional
environment will have many procedures and programs in place that are a direct
outcome of this policy so it would be useful for you to ask about this in the setting.
Check the University site to give you an awareness of the principles involved. In
particular check the section on ‘Our Commitment to Safety’.
http://staff.uow.edu.au/ohs/

*Privacy Policy*
It is important that you understand the Privacy Policy. Issues of copyright, intellectual
property, use of children’s names and images all come within this policy. In schools
for instance, you are not allowed to use photographs of children without the
permission of a parent or carer. Teachers’ programs are the intellectual property of
the school and you need permission to copy it. Please always check with your
supervising teacher before copying anything.
http://www.uow.edu.au/about/privacy/

*Working with Children*
This site is a result of the The Child Protection (Prohibited Employment) Act, 1998
and Part 7 of the Commission for Children and Young People Act, 1998 came into
effect in NSW on 3 July 2000. Please take time to explore it carefully,

*Orientation to centres*
During the centre visits or your first week of any Professional Experience, much of
your time will be spent becoming familiar with the culture of the setting. Students will
be expected to become familiar with:

- centre policies and routines
- Early childhood regulations, accreditation systems and Code of Ethics
• teaching resources, equipment, rooms, routines and facilities
• program formats in use in the centre
• library facilities and resources
• legal, professional and personal responsibilities of the teacher. Specifically you need to check the centre’s OH&S, Privacy and EEO policies
• specific problems use issues instead of the centre - disadvantaged groups, staff shortages
• special projects, curricular developments and the anti-bias, inclusive
• programs of the centre

Attendance
Punctuality is essential. Attendance sheet must be signed each day. Centre coordinators will inform preservice teachers of the time of arrival as this varies from place to place. Normally, preservice teachers will follow the shifts of their supervising teacher.

Leave
Student teachers are to follow the same procedure as teachers. If illness or other serious situation prevents attendance, preservice teachers are required to:
• inform the centre through established channels before the day begins
• complete an official leave form upon resuming duty. This form must be forwarded to Robyn Lumby (Early Childhood and Primary)
• Make up any missed days in negotiation with the centre and University staff.

Absence
Where leave, for any cause is taken, preservice teachers may expect to have a grade withheld for the practice. This will require them to undertake a supplementary practice teaching experience at a later date. 100% attendance is required, so any missed days must be made up.

The Law
Student teachers should be made aware of the safety conditions and procedures of the professional setting. The law as it relates to negligence applies to preservice teachers in the same manner as it does to the community generally. The preservice teacher can be held liable for any negligent act on his/her part that results in an injury to a pupil. 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.

Prohibited Persons Legislation
Persons who have a criminal record relating to child sex offences or similar offences are prohibited from working in schools. All Education students are required to sign a confidential Prohibited Persons Declaration form before undertaking Professional Experience work. Students cannot commence Professional Experience without signing the declaration.

Use of Centre Resources
Student teachers are expected to take great care with the use of equipment and materials that are the property of the centre. They should obtain permission from the appropriate centre authority (usually the supervising teacher) before committing themselves to teaching procedures that require the use of expendable materials and before using centre equipment. This applies particularly to the use of photocopying which represents a considerable cost item for centres. 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 centre.

The preservice teacher is expected to fulfil duties as allocated by the centre, but should not be given sole responsibility.

It is an expectation of the University that all students participate fully in the life of the centre during their practice teaching experience. This includes participating in extra-curricula centre activities such as staff meetings, professional development activities and other duties, as required by the Director and supervising teachers.

3.2 Supervising/Mentoring Teacher

The supervising/mentoring teacher is responsible for the children at all times. It is envisaged that the supervising/mentoring teacher and preservice teacher can work as a team in a mentor-mentoree relationship. During the Professional Experience the supervising/mentoring teacher is asked to:

- ensure that the preservice teacher meets the obligations outlined in this handbook
- provide information and support that assists the preservice teacher in planning, running and evaluating their lesson plans and teaching
- provide written feedback to students on the form(s) provided. It is suggested that at least three written feedback sheets are completed each week during the first Professional Experience ranging to a feedback sheet each day in the final practice teaching experience. This feedback should be given to and discussed with the student
- return all other necessary documents to the In-School co-ordinator as soon as possible
- inform the In-School coordinator and/or the University Professional Experience Coordinator as early as possible of any concerns held about the preservice teacher’s progress. The sooner this step is taken the sooner action plans can be put in place to support both the supervising/mentoring teacher and the preservice teacher.

3.3 In-School Coordinator

The In-school Coordinator is responsible for the preservice teachers within the centre. In this role the In-school Coordinator is asked to:

- arrange orientation of student(s) to the organisation of the school
- be available to meet the student(s) on their first day, introduce each student to their supervising teacher
- discuss any concerns with the Supervising Teacher that may arise about a particular preservice teacher behaviour, teaching or any other issue. Develop a plan of action.
- inform the methods lecturer and/or the University Professional Experience Coordinator immediately if a student is not making satisfactory progress in spite of actions taken in point above
- act as a contact between the school and the University’s Liaison Lecturer
- collect and send the pay claims from the teachers to the University
• return all other necessary documents to the Professional Officer(s) as soon as possible.

3.4 Liaison Lecturer

During each Professional Experience, a lecturer from the Faculty is allocated to each centre. The lecturer will liaise with the centre (via phone or email and visit). Where there is a concern about a preservice teacher the liaison lecturer should be informed as soon as possible. The liaison lecturer needs to be consulted before a preservice teacher can be formally considered as making ‘unsatisfactory progress’. It may also be necessary at this point for the liaison lecturer or the Coordinating Teacher to notify the Professional Experience Coordinator (see Contact list on p. 2) Future plans for the preservice teacher will be negotiated between the Professional Experience Coordinator, the Coordinating Teacher, the Supervising Teacher and preservice teacher.

3.5 Professional Experience Coordinators

A Professional Experience Coordinator is listed for at the front on this handbook. The role of the Professional Experience Coordinator is to:
• oversee and be responsible for the organisation of the Professional Experience in their program.
• ensure adequate liaison between school and university.
• be the initial contact for school coordinators on professional matters covering the Professional Experience.
• ensure that a roster of school visits is organised for each block Professional Experience.
• be responsible for approving changes to the arrangements for and organisation of the professional experience.
• inform the Director of Field Experiences and the relevant Program Director of any concerns.
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 experience 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 centre 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.

Regular written and 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 School Education will ask to see reports when an application is submitted for a teaching position.

The completed practice teaching report becomes a part of the student's employment portfolio, therefore the original copy, completed electronically using typed font and signed in blue pen must be given to the student. A photocopy must be forwarded to the Faculty with all other Professional Experience documentation.

During their final Professional Experience a preservice teacher must demonstrate that they have attained the appropriate 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 a Student Grade

At the conclusion of each 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 in one of 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.

4.1 Identifying and Reporting students ‘At Risk’

A preservice teacher may be identified ‘at risk’ by either their supervising teacher or the centre 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 centre coordinator and continues to either:

a) not meet the required standard of teaching for that Professional Experience or
b) breach centre 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 Centre and University policies
- Poor or inappropriate communication either in and/or out of the classroom with children and/or other centre 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 behaviour 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.
### 4.2 Unsatisfactory Student Progress: Supporting and Reporting Procedures

<table>
<thead>
<tr>
<th>Step 1:</th>
<th>The supervising teacher deems that the preservice teacher’s performance is less than satisfactory.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2:</td>
<td>The supervising teacher notifies the in-school Professional Experience Coordinator as early as possible.</td>
</tr>
<tr>
<td>Step 3: Level One</td>
<td>The supervising teacher, the in-school Professional Experience Coordinator, and student should work together to evaluate the problems and suggest possible solutions to improve the teaching situation.</td>
</tr>
<tr>
<td>Step 4:</td>
<td>The preservice teacher receives written feedback clearly outlining areas of concern and strategies to assist them make progress.</td>
</tr>
<tr>
<td>Step 5: Level Two</td>
<td>Further unsatisfactory practice occurs – the Liaison Lecturer must be notified so that a visit can be organised to discuss the matter.</td>
</tr>
<tr>
<td>Step 6:</td>
<td>After discussion and negotiation between the student/teacher/liaison lecturer an Unsatisfactory Progress form is completed. The liaison lecturer notifies the relevant Professional Experience Co-ordinator.</td>
</tr>
<tr>
<td>Step 7: Level Three</td>
<td>If, after a reasonable period the concerns continue, the ‘follow-up’ section should be completed and signed by the student/teacher/liaison lecturer.</td>
</tr>
<tr>
<td>Step 8:</td>
<td>The Professional Experience Coordinator for the relevant program will arrange to visit and evaluate the student’s progress</td>
</tr>
<tr>
<td>Step 9:</td>
<td>The Professional Experience Coordinator, after consultation with the teacher, liaison lecturer and the student will make final recommendations concerning future action.</td>
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5 NOTIFICATION POLICIES AND PROCEDURES FOR STUDENTS DEEMED TO BE NOT MAKING SATISFACTORY PROGRESS

A student may be identified as not making satisfactory progress if, in the supervising teacher’s judgment, the preservice teacher’s performance is causing concerns. These concerns may include poor communication, inadequate planning and preparation, inability to manage the class, inadequate documentation. When such a judgment occurs, the supervising/mentoring teacher should notify the Professional Experience Coordinator as early as possible.

5.1 Procedure to be followed for students considered not to be making satisfactory progress

Level One
The supervising/mentoring teacher should notify the in-school Professional Experience Coordinator when a student’s performance is less than satisfactory. The supervising teacher, the in-school Professional Experience Coordinator, and student should work together to evaluate the problems and suggest possible solutions to improve the teaching situation. It is important that the preservice teacher receives written feedback to assist him/her with this process.

Level Two
If, after consultation between the student, supervising teacher and the in-school Professional Experience Coordinator, further unsatisfactory practice occurs the in-school Professional Experience Coordinator needs to inform the liaison lecturer from the Faculty that the student is being identified to be making unsatisfactory progress. This identification should be as early as possible during the practice teaching experience.

The liaison lecturer will arrange to visit. After discussion and negotiation between the student/teacher/liaison lecturer an 'Unsatisfactory Progress' form is completed. Areas should be identified which are causing concern and the follow-up measures proposed. The form needs to be signed by the supervising teacher, the student and the liaison lecturer. The student should continue the Professional Experience and strive to improve the areas outlined with the on-going support of the supervising teacher.

Level Three
If, after a reasonable period the concerns continue, the ‘follow-up’ section should be completed and signed by the student/teacher/liaison lecturer. A visit by the Professional Experience Coordinator of the relevant program or a suitable nominee, will be arranged who will then evaluate the student's progress. The Professional Experience Coordinator or the nominee after consultation with the teacher, liaison lecturer and the student will make final recommendations concerning future action.
NOTIFICATION OF STUDENT IDENTIFIED AS MAKING UNSATISFACTORY PROGRESS DURING PROFESSIONAL EXPERIENCE

Student:  

School:  

Supervising Teacher:  

Date:  

Liaison Lecturer(s):  
1.  
2.  

INITIAL IDENTIFICATION

Areas causing concern:  

Recommendations and follow up measures:  

Signed:  

Preservice Teacher:  Date:  
Supervising Teacher:  Date:  
Liaising Lecturer:  Date:  

Bachelor of Early Childhood Education (in Early Childhood Centres) - 3rd Year:  
Professional Experience Handbook 2008
FOLLOW-UP IF STUDENT IS PERCEIVED STILL MAKING UNSATISFACTORY PROGRESS

Date: ________________________________

Further areas of concern and follow up measures:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student signature: ___________________________ Date: __________

Supervising Teacher: ___________________________ Date: __________

Recommendations:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Liaising Lecturer(s): ___________________________ Date: __________

6  TEACHING GUIDELINES, OUTCOMES AND EXPECTATIONS

Third year undergraduate students in the Early Childhood Programs are placed in approved early childhood centres for this Professional Experience. These guidelines
have been prepared to support both the supervising teacher and preservice teacher during this Professional Experience.

The information outlined at the beginning of this Handbook should be read in conjunction with these teaching guidelines, outcomes and expectations as this is specific information regarding general policy details and the roles and responsibilities of the student, the centre and university personnel.

**Practice Teaching Expectations**
A pattern of increasing teaching responsibility is recommended. The amount of teaching is at the discretion of the supervising teacher.

### 6.1 Objectives for Third Year Early Childhood Students in Professional Experience

By the end of this Professional Experience period students should have:

- Demonstrated growing confidence and effective communication and interaction with children, staff members, parents and other adults associated with the centre;
- Implemented a planned program which is appropriate to the developmental and interest needs of children in the selected setting;
- Evaluated learning experiences in relation to the centre’s policies and curriculum framework design identified in the situational analysis of the centre, and in relation to the development and needs of the children and their families;
- Demonstrated competence in organising and managing the total learning environment;
- Assumed responsibility for all aspects of the planned teaching/learning program for the designated age group(s);
- Displayed evidence of a continuing contribution to the corporate life of the centre;
- Showed initiative and leadership skills as appropriate to the situation and their status as a preservice teacher.
There should be evidence of the student's ability to collect and organise materials in a systematic and functional way. Professional reading, self evaluations, teacher observations, information about the centre and its policies, relevant "umbrella" organisation and departmental policies need to be included as well. Details provided below. Please note that it is the student's responsibility to be consistently up to date with the requirements for the Professional Experience Workbook. The folder must be up to date and all work included. It must be with the student at all times, and be readily available to the supervising teacher and visiting Faculty staff.

Key Dates for Extended Professional Experience 3rd Year Bachelor Of Teaching Early Childhood / Bachelor Early Childhood Students

Professional Experience Dates

Students will attend for rolling days on 6th August, 13th August, 27th August, 3rd September, 17th September and 23rd September.

The Block Professional Experience will be held from Monday 13th October to Friday 14th November (inclusive)

Preservice teachers must phone the centre prior to their first rolling day to introduce themselves and clarify starting time and any specific requirements.

At the conclusion of the Professional Experience period all teachers need to forward to Administration the following:

- Completed student’s proof of attendance sheet (within this booklet)
- Teacher’s pay claim (included with this Handbook)
- Australian Taxation Office Employment Declaration form. If centre is making the claim rather than the individual teacher, include a Tax Invoice showing ABN number.
- Copy of the student’s final report - DO NOT POST THE STUDENT’S ORIGINAL REPORT.
- At the conclusion of the Professional Experience, please place the student’s final report (original) in the front of the Professional Experience Folder to be validated by the Early Childhood Director. Please ensure that this report has been discussed, signed and dated by the Supervising Teacher with the student before handing it in.
- For all matters concerning the administrative aspect of teaching Professional Experience such as payment claims, please contact Robyn Lumby
  Student Services Centre
  Faculty of Education
  University of Wollongong
  Wollongong NSW 2522
  Ph. (02) 42 213981
7.1 Single Day Visits

The purpose of these visits is to acquaint students with all facets of the centre in preparation for the extended Professional Experience. The primary tasks are to collect information on the centre, its philosophy, the curriculum framework by the centre, the way in which it operates and to undertake observations of children and staff. Some teaching should be undertaken at the discretion of the supervising teacher.

Tasks
Select five children and commence observations of the children who attend on the day of your rolling day visit. Selection should be undertaken in consultation with the supervising teacher and other staff and should reflect the patterns of attendance at the centre.(eg. half day sessions, sessions for older and younger children and so on)

Collect information about the philosophical underpinnings of the curriculum framework favoured by the centre and details about the curriculum and its delivery. How is assessment done? What sort of record keeping is used? Is there room for you to try something different or is it important for you to keep strictly to the usual way of doing things? What planning methods are used?

Gather information about the community of the centre and its surrounding locale. What is special about the place and its people?

Gather information about available resources in and around the centre including the availability of materials and equipment and the correct procedures for accessing them.

Note daily routines (timetables) and identify any special events which have been planned for the period of the extended Professional Experience. (Children's Week? Visits by emergency services? As the time approaches for the Professional Experience, note further events as they are planned or identified).

Become familiar with organisational policies, Professional Experiences, and procedures. Who do you go to for help?

Get to know all of the staff at the centre and establish a friendly rapport with any parents you may meet. Don’t forget to help with preparation and cleaning up of materials and generally be as helpful as you can be. Show initiative too and ask if there is anything you can help with.

As the period of the extended Professional Experience approaches, discuss any ideas for possible projects and activities with the supervising teacher and gather resources in preparation.
Field Assignment Task - Observing and Incorporating Ten Behaviors for Effective Teaching

1. Observe at least two early childhood teachers and provide examples about how they incorporate the ten teaching behaviors espoused by Good and Brophy (Schulte et al., n.d.).

Date:           Time:                 Location:

Description of early childhood setting:
imparting clear lessons
using a variety of instructional strategies
maintaining orientation to tasks
engaging children in their learning
keeping a high rate of success for each student
encouraging student ideas and contributions
structuring the day
questioning throughout the day
probing for clear answers
maintaining positive affect

Date:           Time:                 Location:

Description of early childhood setting:
imparting clear lessons
using a variety of instructional strategies
maintaining orientation to tasks
engaging children in their learning
keeping a high rate of success for each student
encouraging student ideas and contributions
structuring the day
questioning throughout the day
probing for clear answers
maintaining positive affect

2. In your own teaching, describe how you incorporate these ten teaching behaviors.

imparting clear lessons
using a variety of instructional strategies
maintaining orientation to tasks
engaging children in their learning
keeping a high rate of success for each student
encouraging student ideas and contributions
structuring the day
questioning throughout the day
probing for clear answers
maintaining positive affect

FORMAT FOR PROFESSIONAL EXPERIENCE FOLDER

This folder must be handed to Jillian Trezise – room 23.G04 on the first available day after completion of the Professional Experience.

The Professional Experience folder must be readily available for the supervising teacher and visiting lecturer at all times.

The material in the folder should reflect all the hard work that has been carried out during the whole of the Professional Experience including the rolling days. Work must be up to date and accurately represent all teaching and other experiences, which have taken place during each day. Work must be of a consistently high standard worthy of the children and families with whom the work has been done as well as in order to achieve a passing grade.

SECTION 1 In plastic sleeve - original report form signed by student and supervising teacher and copy of student attendance sheet.

SECTION 2 Work done on rolling days (Situational Analysis etc)

SECTION 3 Observations, interpretations & summary of the focus children. Include all information that will help you learn as much as possible about the child. Make good use of theory covered in your previous subjects. Show links to experiences planned and carried out.

SECTION 4 All aspects of the planning of learning experiences and evaluations and how they have been related to your observations and child needs. One learning experience per day must have a lesson plan and lesson feedback from. These may not necessarily focus on or include your focus children. Remember that transitions and mealtimes and other routines can be opportunities for learning. Include all learning experiences with groups as well.

SECTION 5 Personal goals for your development during the extended Professional Experience (5 main goals). Strategies should also be listed for each goal. Provide evidence as to how you have been an active part of the centre. Include instances as to how you have coped with difficult moments, or solved problems. Illustrate how you have extended and developed your teaching techniques and strategies.

SECTION 6 Field reflection task

SECTION 7 All teacher evaluations of your teaching over this Professional Experience. Brief daily reflections noting your significant incidental learning experiences. Plans for improving your skills in the areas identified by the supervising teacher. Keep this section separate to Section 1.

SECTION 8 Information on your collection of resources (can be lists and addresses etc). Language and literature including told stories and verse, music, movement and songs, social studies, mathematics, sciences, aesthetics etc.
(Optional) Planning Format for Professional Learning Experiences

Date:  Centre:
Number of child(ren):  Age(s):
Developmental Area:  Curriculum Area:

Supervising teacher signature: ________________________________  Date: ________

Rationale: (Why this particular learning experience has been planned?  This must relate to specific observations)

Learning Objectives:

Method:  How is this learning experience going to be carried out?  Include:
• Materials used - e.g. author, a title of book, any teaching aids such as puppets, finger plays, songs, verse, felt board figures etc.
• Grouping and location:
• Sequencing of learning experience – introduction, questions to be used, conclusion and transitions.

Evaluation:  Students need to evaluate whether objectives were achieved, children's responses, own actions including strengths and areas for improvement, barriers to success, other people, etc.

Follow up ideas:  Include suggestions for follow up experiences.
Self Evaluation and Reflective Report

Each student to file these reports for discussion and review of Professional Experience.

Name of Student: ___________________________ Date: ___________________________

Name of Centre: ___________________________

No. of Children: ___________________________ Age Range: _______________________

Each student must complete 3 self evaluations during the Professional experience. Your supervising teacher should also complete one of these evaluation forms for the three experiences you have selected. This provides you with the opportunity to look at your own evaluation in comparison with an observer’s evaluation.

1. Suitability and relevance of objectives

2. Method
   In what ways were the materials interesting and appropriate? Were you / was the student prepared and organised before and after each learning experience? How were the children organised? Was the location suitable? Comment on the transition, introductory and opening procedures? Sequence of learning experience? Were questions and questioning style appropriate? Comment on the use of language – clarity, use of voice and expression, rapport with children. Comment on the management of the group and ability to keep children on task. Were the closing procedures and conclusion appropriate? Was the transition appropriate?
3. **Evaluation**
   Were the objectives achieved? Note responses and participation. Identify your / the student’s strengths. Any suggestions to help with future experiences?

4. **How do you rate yourself / THE STUDENT?**
   - Outstanding
   - Above Average
   - Satisfactory
   - Below Average
   - Weak

5. **Any additional comments?**

Signature: _________________________________________  Date: ___________
Professional Experience Attendance Register for Early Childhood Students

CENTRE: ............................................................................................................................................

SUPERVISING TEACHER'S NAME: .................................................................................................

STUDENT'S NAME: .................................................................................................................................

PROFESSIONAL EXPERIENCE DATES:
Rolling days - 6th August, 13th August, 27th August, 3rd September, 17th September and 23rd September.
Block Professional Experience - Monday 13th October to Friday 14th November (inclusive)

NO. OF DAYS ABSENT: ..................................................

Please date and sign in for Each Day and include with Claim Forms for Supervising Teacher one copy of each of the student's final report and the teaching assessment report.

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>STUDENT'S SIGNATURE</th>
<th>COMMENTS IF NECESSARY</th>
</tr>
</thead>
<tbody>
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<tr>
<td>DAY</td>
<td>DATE</td>
<td>STUDENT'S SIGNATURE</td>
<td>COMMENTS IF NECESSARY</td>
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</table>
Teaching/Learning Experience Feedback Sheet

This feedback sheet provides a structure for observing, reporting, reflecting and commenting on a particular lesson taught by a student. It should be used as requested by the supervising teacher and discussed with the student during the professional experience as an addition to other oral and written comments which form the basis of the feedback provided for students.

<table>
<thead>
<tr>
<th>Student</th>
<th>Lesson</th>
<th>Centre</th>
<th>Date</th>
</tr>
</thead>
</table>

Please rank the student’s present performance using the following scale:

<table>
<thead>
<tr>
<th>U</th>
<th>Unsatisfactory</th>
<th>Further preparation necessary for successful implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Developing</td>
<td>Satisfactory for the student’s present level of classroom experience</td>
</tr>
<tr>
<td>C</td>
<td>Competent</td>
<td>Demonstrated sound proficiency for the student’s present level of classroom experience</td>
</tr>
</tbody>
</table>

**PREPARATION**

<table>
<thead>
<tr>
<th>Lesson plan written and presented prior to lesson</th>
<th>U</th>
<th>D</th>
<th>C</th>
</tr>
</thead>
<tbody>
<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>
<td></td>
</tr>
<tr>
<td>Resources appropriate and well organised</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of a variety of teaching strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMUNICATION**

<table>
<thead>
<tr>
<th>Gave clear, appropriate instructions</th>
<th>U</th>
<th>D</th>
<th>C</th>
</tr>
</thead>
<tbody>
<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>
<td></td>
</tr>
<tr>
<td>Made effective use of non-verbal communication</td>
<td></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>

**Comments**

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<thead>
<tr>
<th></th>
<th>U</th>
<th>D</th>
<th>C</th>
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</table>


### IMPLEMENTATION

<table>
<thead>
<tr>
<th>U</th>
<th>D</th>
<th>C</th>
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<tbody>
<tr>
<td>Used appropriate introductory procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivated children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used questioning effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responded to feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used positive reinforcement</td>
<td></td>
<td></td>
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<tr>
<td>Maintained effective pacing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognised and provided for individual differences</td>
<td></td>
<td></td>
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<tr>
<td>Used appropriate closing procedures</td>
<td></td>
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</tbody>
</table>

**Comments**

### CLASS MANAGEMENT

<table>
<thead>
<tr>
<th>U</th>
<th>D</th>
<th>C</th>
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<tbody>
<tr>
<td>Established and maintained effective management strategies</td>
<td></td>
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<tr>
<td>Demonstrated an ability in coping with learning situations, transitions and student movement</td>
<td></td>
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<tr>
<td>Anticipated potential problems and adjusted teaching accordingly</td>
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<tr>
<td>Set realistic goals for learner behaviour</td>
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**Comments**

### Summary and Recommendations

<table>
<thead>
<tr>
<th>Supervising Teacher</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Date</th>
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</table>
Please complete this report at the conclusion of the SECOND WEEK to provide student with feedback on areas to work on throughout the final weeks.

<table>
<thead>
<tr>
<th>Student Name</th>
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<tbody>
<tr>
<td>Centre</td>
</tr>
<tr>
<td>Supervising teacher name</td>
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</tbody>
</table>

**Principles of Teaching**

1. **Professional attributes** *(e.g. commitment, enthusiasm, confidence, task completion, initiative, co-operation, acceptance of advice, rapport with staff and parents, interest in centre's policies)*

2. **Preparation for teaching** *(e.g. planning — initiative, timing, structure, presentation, variety; clarity and appropriateness of objectives and content; linking/foreshadowing; organisation of materials; evaluation of children, sensitivity to anti bias issues, meeting the needs and interests of the children)*

3. **Curriculum experiences** *(e.g. language, mathematics, creative expression, sciences, social studies, music and movement, language and literature and any other)*

4. **Communication skills** *(e.g. quality of, instructions, voice, speech, language, writing, gesture)*
5. **Implementing learning experiences** (e.g. skills development in introductory and closing procedures, questioning, discussion, motivation, reinforcement; creative, inquiry strategies; pacing, fluency, learning experience transitions; allowance for individual differences; small to whole group teaching; grouping; part to whole day teaching)

6. **Group and individual management** (e.g. enthusiasm, warmth, supportiveness, awareness, rapport with children; rules/ routines; reaction to problems)

7. **Critical reflection** (self-evaluation of teaching and management)

8. **Administration** Development of the understanding of the various important roles of the director/teacher-in-charge and of the other staff members. Also the professional inter-relationship with parents and other members of the community.

| Teacher's Signature | Date |
Final Professional Experience Report  
Bachelor of Early Childhood Education – 3rd Year

Please complete this report at the conclusion of the Professional Experience period.

<table>
<thead>
<tr>
<th>Name</th>
<th>Student No.</th>
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<tbody>
<tr>
<td>Course</td>
<td>Subject No.</td>
</tr>
<tr>
<td>Professional Experience period</td>
<td>Monday 13 October – Friday 14 November</td>
</tr>
<tr>
<td>Centre</td>
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<tr>
<td>Days absent</td>
<td>Age range</td>
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<tr>
<td>Supervising teacher(s)</td>
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</tbody>
</table>

1. **Professional attributes** (e.g. commitment, enthusiasm, confidence, task completion, initiative, cooperation, acceptance of advice, rapport with staff and parents, interest in centre’s policies)


2. **Preparation for teaching** (e.g. planning — initiative, timing, structure, presentation, variety; clarity and appropriateness of objectives and content; linking/foreshadowing; organisation of materials; evaluation of children, sensitivity to anti bias issues, meeting the needs and interests of the children)


3. **Curriculum experiences** (e.g. language, mathematics, creative expression, sciences, social studies, music and movement, language and literature and any other)
<table>
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<tr>
<th>4. <strong>Communication skills</strong> (e.g. quality of instructions, voice, speech, language, writing, gesture)</th>
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<tr>
<th>5. <strong>Implementing learning experiences</strong> (e.g. skills development in introductory and closing procedures, questioning, discussion, motivation, reinforcement; creative, inquiry strategies; pacing, fluency, learning experience transitions; allowance for individual differences; small to whole group teaching; grouping; part to whole day teaching)</th>
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<th>6. <strong>Group and individual management</strong> (e.g. enthusiasm, warmth, supportiveness, awareness, rapport with children; rules/ routines; reaction to problems)</th>
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<th>7. <strong>Critical reflection</strong> (self-evaluation of teaching and management)</th>
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<tr>
<th>8. <strong>Administration</strong> Development of the understanding of the various important roles of the director/teacher-in-charge and of the other staff members. Also the professional inter-relationship with parents and other members of the community.</th>
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</table>
9. The Professional Experience Workbook

10. General Summative Comments

11. Recommendations for Future Development

<table>
<thead>
<tr>
<th>Grade Recommended (Please tick below)</th>
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<tbody>
<tr>
<td>☐ SATISFACTORY</td>
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<tr>
<td>☐ UNSATISFACTORY</td>
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<thead>
<tr>
<th>Teacher’s Signature</th>
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<th>Student’s Signature</th>
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<tr>
<th>Early Childhood Professional Experience Coordinator’s Signature</th>
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</table>
Principles of Teaching

The following principles may be helpful to refer to when evaluating the performance of your student or writing the final report.

**Professional Attributes**
Commitment, enthusiasm, confidence, task completion, initiative, co-operation, acceptance of advice, rapport with staff, willingness to be involved in extra-curricular activities, appropriate dress/appearance, knowledge/acceptance/conformity to school / centre policies.

**Communication**
Appropriate use of voice, gives clear helpful directions, effective verbal/non-verbal communication, appropriate questioning, speaks fluently, encourages/listens to learner, models correct written communication, uses appropriate language for learning situations.

**Group Management**
Enthusiasm, warmth, supportiveness, awareness of different learning situations, rapport, recognises/reacts to problems, commands/expects respect, provides appropriate feedback, anticipates potential situations and adjusts teaching accordingly, sets realistic goals for learner behaviour, establishes and maintains effective routines, takes appropriate action.

**Preparation**
Initiative, planning completed on time, appropriate objectives/outcomes, documentation clearly presented. Learning experiences clearly planned, student participation appropriate. Suitable content, linkage to prior learning experiences, aids/materials appropriate and organised prior to teaching, use of a variety of teaching resources, consideration and balance of across curriculum and child development perspectives.

**Implementation**
Selection and implementation of procedures to open and close learning experiences, appropriate questioning, use of appropriate/variety teaching strategies, well paced and fluent, successful transitions, consideration/catering for individual differences and needs, consideration/variety of group and individual organisation, monitors and provides feedback, promotes creativity and imagination.

**Reflection**
Able to self reflect, evaluates teaching/group management, honest/helpful evaluations, acts upon reflection, willing to change practice if needed.
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)

The Application for Leave During Professional Experience form must be submitted to the Supervising Teacher or Centre Director/Manager as soon as practicable for comment and forwarded to:

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

For further information
Tel:  4221 3981
Fax: 4221 3892