



---

**FACULTY OF EDUCATION**

**BACHELOR OF PRIMARY EDUCATION**

**GUIDELINES FOR  
IN SCHOOL IMMERSION PROGRAM  
2009**

**EDPD101**

# In School Experience Program

## Overview

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

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

Tasks may include:

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

# CONTENTS

<b>1 CONTACT DETAILS .....</b>	<b>2</b>
<b>2 SUBJECT REQUIREMENTS .....</b>	<b>2</b>
2.1 Two-week Professional Experience Placement .....	2
2.2 Bachelor of Primary Education: EDPD101 .....	3
<b>3 POLICIES AND PROCEDURES .....</b>	<b>4</b>
3.1 Professional Conduct.....	4
3.1.1 Grounds for exclusion from school placement.....	4
3.2 School Placement.....	4
3.3 Attendance and Absences.....	5
3.4 Roles and Responsibilities .....	5
3.4.1 School Principal .....	5
3.4.2 In School Coordinator .....	5
3.4.3 Supervising Teacher.....	6
3.4.4 Liaison Lecturer.....	6
3.4.5 Preservice Teacher.....	6
<b>APPENDICES.....</b>	<b>8</b>
1. Illness/Misadventure Form	
2. Diary Record	
3. Observation Record	

Please note than an e-copy of this document can be found on the Faculty of Education homepage  
<http://www.uow.edu.au/educ/>

## 1 CONTACT DETAILS

### Administrative Enquiries

**Professional Experience Liaison Officer**  
Robyn Lumby

*Tel:* 02 4221 3578  
*Fax:* 02 4221 3891  
*Email:* [rlumby@uow.edu.au](mailto:rlumby@uow.edu.au)

**Administrative Assistant**  
Rachelle Tom

*Tel:* 02 4221 8180  
*Fax:* 02 4221 3891  
*Email:* [rtom@uow.edu.au](mailto:rtom@uow.edu.au)

### Key Contacts

**Subject Coordinator: EDPD101**  
Dr Nicola Johnson

*Tel:* 02 4221 3878  
*Email:* [nicolaj@uow.edu.au](mailto:nicolaj@uow.edu.au)

**Director: Professional Experience**  
Kim McKeen

*Tel:* 02 4221 3870  
*Email:* [kmckeen@uow.edu.au](mailto:kmckeen@uow.edu.au)

## 2 SUBJECT REQUIREMENTS

As part of EDPD101, Preservice Teachers are required to keep a record of what they observe for each Immersion day. Preservice Teachers are expected to submit diary records for five Immersion days. They are also expected to submit three observations of either their Supervising Teacher or from practising teachers within the school who are willing to allow Preservice Teachers to sit and observe their class. The observations are designed to: capture what happens in an activity or event in any setting; the actions of participants: who did what, when; the key points in the observation setting (including names of speakers and selective, brief verbatim quotes); and the non-verbal expressions (e.g., noting when people came in or left the activity). The relevant teacher must sign the Preservice Teachers' observations.

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

### 2.1 Two-week Professional Experience Placement

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

The two-week Professional Experience block occurs from 15 to 26 June 2009.

## 2.2 Bachelor of Primary Education: EDPD101

<b>Immersion Program Dates</b>	<b>Ten Immersion days</b> (Wednesday) – weeks beginning 16 March to 6 April and 27 April to 1 June 2009. Preservice Teachers can be placed in pairs during the ten Immersion days and the Professional Experience block.
<b>Subject Number</b>	EDPD101
<b>Observation</b>	Throughout the Immersion Experience Preservice Teachers need to experience the culture of schools and gain an understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, teacher-pupil interaction and behaviour management strategies.
<b>Immersion Program Overview</b>	<ul style="list-style-type: none"> <li>• First Year Primary students are placed in Primary Schools for 10 consecutive Wednesdays: <ul style="list-style-type: none"> <li>○ March: 18, 25</li> <li>○ April: 1, 8, 29</li> <li>○ May: 6, 13, 20, 27</li> <li>○ June: 3</li> </ul> </li> <li>• Preservice Teachers are required to attend for the full school day and participate in the normal routine of the school.</li> <li>• Preservice Teachers may support mentor teachers in tasks that the Principal or In School Coordinator recommend. Preservice Teachers may be allocated to one teacher for the whole period or to different teachers for a period of weeks.</li> <li>• Tasks may include working one on one with a child, supervising small groups, reading to a group or the whole class, helping to prepare school plays, musical concerts, and other experiences.</li> </ul>
<b>Outcomes</b>	<p>At the conclusion of the Immersion Experience, Preservice Teachers will have:</p> <ul style="list-style-type: none"> <li>• Displayed an awareness of the importance of interpersonal relations and communication skills and extended development of such skills in class and school activities.</li> <li>• Demonstrated a genuine interest and concern in children, their welfare and activities.</li> <li>• Demonstrated a growing confidence in working with children.</li> <li>• Developed an understanding of how schools are organised and managed.</li> <li>• Gained experiences in the six KLA's through observation and immersion.</li> <li>• Observed and assisted the teacher in ongoing classroom and school activities.</li> </ul>
<b>University Liaison Lecturer</b>	A University Liaison Lecturer will be allocated to a cluster of schools involved, liaising with the Principal and acting as the contact person for the Preservice Teacher cohort.

## 3 POLICIES AND PROCEDURES

### 3.1 Professional Conduct

The University of Wollongong Code of Practice - Practical Placements outlines the responsibility of Preservice Teachers when they are involved in any Professional Experience in a setting outside of the University that is a requirement of a course or subject offered by the University. The Code of Practice can be found at: [http://www.uow.edu.au/handbook/codesofprac/cop\\_pracplace.html](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:

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

#### 3.1.1 Grounds for exclusion from school placement

As a result of extenuating circumstances or professional misconduct a Preservice Teacher 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 circumstances:

- A serious breach of the University Code of Conduct, Policies or Procedures;
- A serious breach of the relevant New South Wales Department of Education, Catholic Education Commission NSW or Independent School regulations;
- A Preservice Teacher's behaviour places school pupils and/or staff at risk;
- Unexplained absences or absences without satisfactory explanation;
- A Preservice Teacher accesses confidential school documents without permission;
- A Preservice Teacher discredits the school or school personnel.

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

### 3.2 School Placement

- For ethical and professional reasons Preservice Teachers are not permitted to undertake Professional Experience at a school where they work, or have relatives (partner, child, parent or other close relative) employed or enrolled at a school. It is the responsibility of a Preservice Teacher to notify the Faculty immediately if they have been placed in a school that breaches this policy.
- Each Professional Experience must be completed during the scheduled dates designated by the Faculty of Education. If due to extenuating circumstances a Preservice Teacher is unable to complete the Professional Experience at the scheduled time, they must apply to the Faculty of Education to complete the Professional Experience at an alternative time. If approved the Faculty of Education will negotiate an alternative time with the placement school.

### 3.3 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 EDPD101.
- In School Coordinators will inform Preservice Teachers of the time of arrival and departure as this varies from school to school. **Punctuality** is a professional responsibility. Arrival and departure times specified by the school must be adhered to, however the Faculty of Education expects Preservice Teachers to be present at least 30 minutes prior to the start of the school day and be available for meetings after school. Preservice Teachers must sign the Attendance Register each day on arrival and departure.
- A Preservice Teacher **must not** leave the school grounds unless they have gained permission from the In School Coordinator.
- 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 an Illness/Misadventure form and submit this to the In School Coordinator when they return to school. A medical certificate is required for absences of **two** or more days and must be attached to the form.
- Preservice Teachers must negotiate with their Supervising Teacher to make up all absences.

### 3.4 Roles and Responsibilities

#### 3.4.1 School Principal

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

#### 3.4.2 In School Coordinator

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

- liaising with the Professional Experience Liaison Officer and communicating any changes to placements offered by their school;
- allocating Preservice Teachers to appropriate Supervising Teachers and professional learning environments;
- arranging orientation and induction of Preservice Teacher(s) to the school;
- being available to meet the Preservice Teacher(s) on their first day and ensure they are aware of relevant school policies and procedures;
- ensuring Preservice Teachers are receiving appropriate support and mentoring from their Supervising Teacher;
- observing a Preservice Teacher if the Supervising Teacher has concerns regarding their progress and level of competence;
- informing the University Liaison Lecturer or the Professional Experience Officer immediately when the school has concerns with Preservice Teacher competence and/or professional conduct;
- monitoring Preservice Teacher attendance to ensure all days required for the Professional Experience are completed;
- returning the Attendance Register sheets and Pay Claims to the University as soon as possible after the conclusion of the Professional Experience;
- ensuring Preservice Teachers receive the signed original copy of their Professional Experience report after they have completed the attendance requirements for the Professional Experience.

### 3.4.3 Supervising Teacher

The role of the Supervising Teachers is critical in determining the quality and nature of the In School 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 the Immersion day program with the Preservice Teacher;
- a willingness to be observed in the process of teaching/learning by your Preservice Teacher;
- ensuring that the Preservice Teacher meets the requirements for EDPD101;
- informing the In School Coordinator and/or Liaison Lecturer immediately when a Preservice Teacher is making **unsatisfactory progress** or if concerned with their professional conduct.

### 3.4.4 Liaison Lecturer

During the In School Experience a lecturer from the Faculty of Education is allocated to each school to liaise with the In School Coordinator, Supervising Teachers and Preservice Teachers. Liaison will be by school visits, phone and email. 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 the In School Coordinator an initial meeting with Preservice Teachers and Supervising Teachers;
- supporting and advising Preservice Teachers throughout the In School Experience;
- informing the Professional Experience Unit if a Supervising Teacher has concerns with a Preservice Teacher's progress or professional conduct;
- informing the Professional Experience Unit the feedback they receive from schools regarding the In School Experience.

### 3.4.5 Preservice Teacher

#### ***Orientation to schools***

During the Immersion days, 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 extracurricular 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;
- additional duties, e.g. playground and bus duty.

#### ***The Law***

Preservice Teachers should be made aware of the safety conditions and procedures of the placement school. The law as it relates to negligence applies to Preservice Teachers **in the same manner** as it does to the community generally and they can be held liable for any negligent act on his/her part that results in an injury to a school Preservice Teacher. A Preservice Teacher should **never** be left alone

in charge of children during their Professional Experience, as they must not assume legal responsibilities of being *in loco parentis*.

### ***Use of School Resources***

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

### ***Additional Duties***

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

In addition to professional responsibilities associated with classroom teaching, Preservice Teachers are expected to fulfil duties such as playground and bus duty, school sport, assemblies and other extracurricular activities. Preservice Teachers must not be given sole responsibility when in these roles.

### ***Preservice Teacher Academic Progress***

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

## **APPENDICES**



## Illness/Misadventure Form

### Instructions

This form is for students who have experienced illness or misadventure during their Professional Experience. This form must be submitted on return to school.

- All absences taken during Professional Experience must be made up by the student and a make up day or days is to be negotiated with and approved by the school.
- Complete this form and fax to the relevant University campus (see details below). Please forward all originals of attachments to the relevant campus as soon as possible.

#### Wollongong/Loftus

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

#### Shoalhaven

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

#### Batemans Bay

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

#### Bega

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

### Personal Details

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

### Details

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

### Reason for Absence

Medical Certificate attached (required for all sick leave of two or more days).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Was the absence the result of an injury or sickness arising out of, and in the course of your Professional Experience commitments?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Was the absence sustained whilst travelling to or from the school to which you have been allocated?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is this the result of an accident for which a claim for damages may be made?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

### Student Signature

Student signature		Date	
-------------------	--	------	--

### School Principal or In School Coordinator Signature

Arrangements have been made with the Supervising Teacher to make up the absence(s).			
Signed		Position	Date
The day/days missed has/ve been fulfilled		<input type="checkbox"/> Yes <input type="checkbox"/> No	
If <b>No</b> , the following date/dates  will be completed on		..... /..... /.....	..... /..... /.....
		..... /..... /.....	..... /..... /.....
		..... /..... /.....	..... /..... /.....
		..... /..... /.....	..... /..... /.....



## Preservice Teacher - In School Experience Diary Record

Preservice Teacher Details	
Student name	Date
School	Stage
Diary Record	
Time	Activities (teacher, class and groups within class) <i>What did you do? / What did your teacher do? / What did the class do?</i>
Before school	•
Block 1	•
Recess	•
Block 2	•
Lunch	•
Block 3	•
After school	•



## Preservice Teacher - In School Experience Observation

Preservice Teacher Details					
Student name				Student No.	
Name of Teacher being observed				Stage	
Lesson	<i>Time</i>		<i>Duration</i>		<i>Place</i>
No. of students				KLA	
Equipment used				Lesson focus	
Observation Record					
Time	Activity			Purpose	
Student Comment					
The three most important things I learned from this observation:					
1.					
2.					
3.					
Sign Off					
Teacher signature				Date	

# Faculty of Education

---



The University of Wollongong

## Professional Experience Unit

Faculty of Education

Building 23

Northfields Avenue

University of Wollongong NSW 2522

Australia

Tel: +61 2 4221 8180 / 4221 3578

Fax: +61 2 4221 3891

Website: [www.uow.edu.au/educ/](http://www.uow.edu.au/educ/)