Appendix 4 form at the beginning of their University degree.

contexts, e.g. school sites. It needs to be noted that the off-campus environment is beyond the control of UOW.

of Education courses. Therefore it is an expectation that students who participate in these courses are capable

Commission for Children and Young People Act, 1998 and have completed the New South Wales Department

Please Note

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

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

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

Disclaimer

Please note that details in the 2012 Professional Experience Handbook are correct at the time of printing but
may be subject to variation through the year.
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18. Professional Experience Report
19. Internship Report
20. Illness/Misadventure Form
1 GENERIC INFORMATION

1.1 Contact Details

Administrative Enquiries
Professional Experience Coordinator
Robyn Lumby
Tel: 02 4221 3578
Fax: 02 4221 3891
Email: rlumby@uow.edu.au

Professional Experience Administration Officer
Rachelle Tom
Tel: 02 4221 8180
Fax: 02 4221 3891
Email: rtom@uow.edu.au

Professional Experience Administrative Assistant
Karen Fierravanti
Tel: 02 4239 2380
Fax: 02 4221 3891
Email: karenf@uow.edu.au

Directors
Director of Physical and Health Education
Dr Dana Perlman
Tel: 02 4221 3885
Email: dperlman@uow.edu.au

Director of Primary Education
Dr Jessica Mantei
Tel: 02 4221 4435
Email: jessicam@uow.edu.au

Director of Mathematics and Science Education
Dr Tricia Forrester
Tel: 02 4221 5307
Email: tricia@uow.edu.au

Director of Graduate Diploma in Education
Dr Noelene Weatherby
Tel: 02 4221 5307
Email: noelene@uow.edu.au

1.2 Payment Procedures

1.2.1 Claiming Procedures
In School Coordinators will be provided with Tax Declaration forms and University Payment Vouchers. A Payment Voucher will be included in the Supervising Teacher’s package that Preservice Teachers take to their school. All documents must be returned in order for a claim to be processed.

To facilitate a claim being processed, please ensure that the names of the Preservice Teacher(s), school and all other relevant details of the Professional Experience are entered on the Payment Voucher.

Please ensure that the Performance of Service section is signed off by the Claimant and Professional Experience In School Coordinator/Principal.

Post all documentation to the relevant University campus - refer to Payment Voucher for details.

Wollongong Campus only
All payment enquiries and payment vouchers should be directed to:

Professional Experience Unit, 23.G17
Faculty of Education, University of Wollongong  NSW 2522
E: pex-enquiries@uow.edu.au   |  T:  02 4239 2380

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

1.2.3 Payment Rates
At the time of printing, the In School Supervising Teacher, In School Coordinator and Cooperating Teacher (Internship) payment rates are under negotiation. More information on this will be provided at a later date.

Bachelor of Primary Education – In School Immersion Program, 1st Year
Please note that there is no payment to a Supervising Teacher associated with the Immersion Program (10 Immersion days).
1.1 Contact Details

Administrative Enquiries

<table>
<thead>
<tr>
<th>Professional Experience Coordinator</th>
<th>Tel:</th>
<th>02 4221 3578</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robyn Lumby</td>
<td>Fax:</td>
<td>02 4221 3891</td>
</tr>
<tr>
<td></td>
<td>Email:</td>
<td><a href="mailto:rlumby@uow.edu.au">rlumby@uow.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Experience Administration Officer</th>
<th>Tel:</th>
<th>02 4221 8180</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachelle Tom</td>
<td>Fax:</td>
<td>02 4221 3891</td>
</tr>
<tr>
<td></td>
<td>Email:</td>
<td><a href="mailto:rtom@uow.edu.au">rtom@uow.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Experience Administrative Assistant</th>
<th>Tel:</th>
<th>02 4239 2380</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Fierravanti</td>
<td>Fax:</td>
<td>02 4221 3891</td>
</tr>
<tr>
<td></td>
<td>Email:</td>
<td><a href="mailto:karenf@uow.edu.au">karenf@uow.edu.au</a></td>
</tr>
</tbody>
</table>

Directors

<table>
<thead>
<tr>
<th>Director of Physical and Health Education</th>
<th>Tel:</th>
<th>02 4221 3885</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Dana Perlman</td>
<td>Email:</td>
<td><a href="mailto:dperlman@uow.edu.au">dperlman@uow.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director of Primary Education</th>
<th>Tel:</th>
<th>02 4221 4435</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Jessica Mantei</td>
<td>Email:</td>
<td><a href="mailto:jessicam@uow.edu.au">jessicam@uow.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director of Mathematics and Science Education</th>
<th>Tel:</th>
<th>02 4221 5307</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Tricia Forrester</td>
<td>Email:</td>
<td><a href="mailto:tricia@uow.edu.au">tricia@uow.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director of Graduate Diploma in Education</th>
<th>Tel:</th>
<th>02 4448 0843</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Noelene Weatherby-Fell</td>
<td>Email:</td>
<td><a href="mailto:noelene@uow.edu.au">noelene@uow.edu.au</a></td>
</tr>
</tbody>
</table>

1.2 Payment Procedures

1.2.1 Claiming Procedures

- In School Coordinators will be provided with Tax Declaration forms and University Payment Vouchers. A Payment Voucher will be included in the Supervising Teacher’s package that Preservice Teachers take to their school. All documents must be returned in order for a claim to be processed.
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- Please ensure that the Performance of Service section is signed off by the Claimant and Professional Experience In School Coordinator/Principal.
- Post all documentation to the relevant University campus - refer to Payment Voucher for details.
- **Wollongong Campus only**
  - All payment enquiries and payment vouchers should be directed to:-
    - Professional Experience Unit, 23.G17
    - Faculty of Education, University of Wollongong NSW 2522
    - E: pex-enquiries@uow.edu.au  | T: 02 4239 2380

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

1.2.3 Payment Rates

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

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

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

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

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

1.3.2 Professional Experience and Internship Placement Acknowledgement form
All students must complete and return to the Professional Experience Unit a Professional Experience and Internship Placement Acknowledgement form before beginning any Professional Experience. The form will be distributed to students but can also be downloaded from the Professional Experience Unit’s website, under Forms - http://www.uow.edu.au/educ/proExperience/forms/index.html

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

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

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

If a Preservice Teacher is excluded from a Professional Experience by the placement school the Principal or In School Coordinator must contact the Faculty of Education immediately. In accordance with University’s General Course Rules: 8.64, 8.65 and 8.66, exclusion from Professional Experience may result in either failure of the subject in which the Professional Experience is embedded or exclusion from study in the Faculty of Education.
1.3.3 School Placement
For ethical and professional reasons Preservice Teachers are not permitted to undertake Professional Experience at a school where they work, or have relatives (partner, child, parent or other close relative) employed or enrolled at a school. It is the responsibility of a Preservice Teacher to notify the Faculty immediately if they have been placed in a school that breaches this policy.

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

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

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

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

1.3.6 Name Badges
Please note all 1st First Year students and students in the Graduate Diploma in Education are issued with a name badge by the Professional Experience Unit. In the unfortunate circumstance that a UOW name badge is misplaced, the Preservice Teacher is required to replace and purchase their name badge.

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

New Millennium Trophies & Gifts
92 Auburn Street, Wollongong
T: 02 4225 3717
Contact: Kerry
Professional Experience Opportunities in 2012

Eligibility Requirements

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Year</th>
<th>Subject</th>
<th>Professional Experience Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Mathematics Education</td>
<td>3rd</td>
<td>EDPD304</td>
<td>- Beyond the Bridge</td>
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<td>- Beyond the Line</td>
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<td></td>
<td>- Out of Area Placement</td>
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<tr>
<td></td>
<td>4th</td>
<td>EDUT404</td>
<td>- Out of Area Placement</td>
</tr>
<tr>
<td>Bachelor of Physical and Health Education</td>
<td>3rd</td>
<td>EDPP301</td>
<td>- Beyond the Bridge (Bus trip only)</td>
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<td>- Beyond the Line (Bus trip only)</td>
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<td></td>
<td></td>
<td></td>
<td>- Out of Area Placement</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Overseas</td>
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<tr>
<td>Internship</td>
<td></td>
<td>EDPP403</td>
<td>- Beyond the Bridge</td>
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<td></td>
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<td>- Beyond the Line</td>
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<td></td>
<td></td>
<td></td>
<td>- Out of Area Placement</td>
</tr>
<tr>
<td>Bachelor of Primary Education</td>
<td>2nd</td>
<td>EDPS 202</td>
<td>- Out of Area Placement</td>
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<td></td>
<td>- Overseas</td>
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<tr>
<td></td>
<td>3rd</td>
<td>EDKM301</td>
<td>- Beyond the Bridge (Bus trip only)</td>
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<td>- Beyond the Line (Bus trip only)</td>
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<td></td>
<td>- Out of Area Placement</td>
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<td>Internship</td>
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<td>EDPD402</td>
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<td></td>
<td>- Out of Area Placement</td>
</tr>
<tr>
<td>Bachelor of Science Education</td>
<td>3rd</td>
<td>EDPD306</td>
<td>- Beyond the Bridge</td>
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<td>- Beyond the Line</td>
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<td>- Out of Area Placement</td>
</tr>
<tr>
<td></td>
<td>4th</td>
<td>EDUT406</td>
<td>- Out of Area Placement</td>
</tr>
<tr>
<td>Graduate Diploma in Education - across all campuses</td>
<td>Minor</td>
<td>EDGD800</td>
<td>- Overseas</td>
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<td></td>
<td>Major</td>
<td>EDGD800</td>
<td>- Beyond the Bridge</td>
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<td>- Beyond the Line</td>
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<td></td>
<td></td>
<td>- Out of Area Placement</td>
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</tbody>
</table>
1.3.7 Overseas Professional Experience
The Faculty of Education provides students with an opportunity to complete a Professional Experience in China, Fiji, Malaysia or Thailand. When offered, these experiences have limited places so an application has to be submitted to the Professional Experience Unit. Students considering this option should consult with the Director of their course and the Coordinator of the particular overseas professional experience. If offered a placement all costs must be covered by the student. Please see the above grid for eligibility requirements.

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

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

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

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

1.3.8.4 Absences
1.3.8.4.1 If an absence occurs at school:
Due to illness or other extenuating circumstances, Preservice Teachers must undertake the following:
- Contact the Principal, In School Coordinator or Supervising Teacher through established channels as early as possible, eg email and phone call.
- Complete an Illness/Misadventure form (see Appendix 20) and submit this to the In School Coordinator when they return to school. A medical certificate is required for absences of two or more days and must be attached to the form.
- The above form and documentation should be copied for the Preservice Teacher’s own records, as it will be required by the PEX Unit when the Preservice Teacher submits PEX reports.
- Email the Director of their program, Subject Coordinator and the PEX Unit (pex-enquiries@uow.edu.au) summarising the days missed and when they will be made up.

1.3.8.5 Preservice Teachers must negotiate with their Supervising Teacher to make up all absences. Absences cannot be made up during study weeks or when lectures or tutorials are scheduled.

1.3.8.6 Where industrial action is scheduled during a Professional Experience placement the In School Coordinator should discuss the implications for the placement with the Preservice Teachers. If industrial action results in a loss of more than one day during a placement the Preservice Teacher may need to negotiate a make up day with their Supervising Teacher.

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

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

Responsibilities of the In School Coordinator include:

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

1.3.9.3 Supervising Teacher

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

Responsibilities of the Supervising Teacher include:

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

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

1.3.9.5 Professional Experience (PEX) Associate (PEXA)

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

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

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

Responsibilities of the PEXA include:

- provides support and guidance to the Preservice Teacher summarising areas that need further development and strategies to support the Preservice Teacher’s development;
- informs the University of the Preservice Teacher’s progress and area(s) of concern;
- provides support and advice to Supervising Teacher and school in regards to expectations of the Preservice Teacher’s development and the University’s requirements for the Preservice Teacher;
- observes the Preservice Teacher’s lesson(s) and provides three to five written goals that the Preservice Teacher agrees with and **MUST** address in a short timeframe (two to three days);
documents the observations of the Preservice Teacher's progress and emails/faxes to the PEX Unit. Documentation may include PEX diary reports, Unsatisfactory Progress Phase reports, classroom observations and goals stated for Preservice Teacher;

- returns within two to three days to monitor Preservice Teacher's development and observes if the Preservice Teacher is meeting the agreed upon and stated goals;

- if required the PEXA may recommend that the Preservice Teacher has not made sufficient progress towards the goals set and the Preservice Teacher maybe placed on the next phase depending on the Preservice Teacher's progress;

- the PEXA may recommend to the school and University that the Preservice Teacher is at risk to the stage where the Preservice Teacher can be withdrawn from the school and fail the Professional Experience; and

- expertise in conflict management and conflict resolution.

1.3.9.6 Preservice Teacher

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

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

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

1.3.9.7 Orientation to schools

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

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

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

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

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

1.3.9.8 Lesson Planning and Reflections

Planning must be completed for every lesson taught. Planning must be presented in written form, to the Supervising Teacher before the lesson is taught with sufficient time allowed for discussion. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to complete regular daily and weekly written self-reflections. Copies of all lesson plans and reflections must be maintained for later reflection and to assist in preparation for future teaching. In the later stages of teacher education courses planning may be in a daybook format.
Where lesson **planning is not presented to the standard expected** by the Supervising Teacher or the Faculty of Education, a Preservice Teacher may be deemed to be making unsatisfactory progress.

Sample lesson plans can be found in the Appendices.

### 1.3.9.9 The Law

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

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

### 1.3.9.10 Use of School Resources

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

### 1.3.9.11 Additional Duties

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

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

### 1.3.9.12 Preservice Teacher Academic Progress

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

### 1.3.9.13 Professional Experience Report - Collection and Submission

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

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

1.4.1 The Internship

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

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

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

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

In New South Wales, “Internships” refer to an in-school placement of a Preservice Teacher who:
- is taking full-time study in teacher education at a university;
- has completed content and methodology courses which meet the NSW DET’s minimum requirements for teaching;
- has demonstrated successful teaching practices in developmental field experiences leading to the internship;
- is approved to teach a class without the presence of a supervising teacher; and
- is approved to undertake playground duty with a qualified member of staff in close proximity.

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

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

1.4.2.1 The Schools

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

1.4.2.2 The Cooperating Teacher

There is increasing awareness and understanding of the concerns and needs of beginning teachers. It is important that Cooperating Teachers are aware of and are sensitive to the needs and concerns of the Intern, if and when they arise. As a guide the Cooperating Teacher is responsible for:
- acting as a mentor by providing a role model of ethical and highly developed professional practice;
- providing ongoing support and guidance to the Intern during the internship;
- playing a key role in ensuring the effectiveness of the internship;
- developing a supportive, collegial relationship with the Intern;
- providing feedback to the University on the Intern’s progress to assist the University make the final assessment of the Intern; and
- informing the PEX Unit if an intern is not meeting expectations.
1.4.2.3 **The University is responsible for:**
- liaising with the school regarding the Intern placement;
- negotiating with the school and Cooperating Teacher the assessment criteria;
- assessment of the Intern in collaboration with relevant school personnel; and
- if required, a PEXA will be sent to support the Intern and Supervising Teacher if an Intern is not meeting stated expectations of their Internship.

1.4.2.4 **The Department of Education and Communities, Catholic Education Office and Independent Schools are responsible for:**
- the professional development of Interns and Cooperating Teachers;
- establishing criteria for the participation of student teachers in Internship programs; and
- evaluating and reporting on the effectiveness of Internship programs.

1.4.2.5 **The Teachers’ Federation is responsible for:**
- ensuring Interns are aware of their legal, industrial and professional status during the internship program.

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

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

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

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

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

The distinctive components of an Internship are designed to build upon each candidate’s discipline knowledge and thinking skills, encouraging the further development of:
- critical judgement;
- rigorous and independent thinking;
- accountability for decisions;
- self-evaluation;
- problem solving capacities; and
- creativity and imagination.

1.4.5 **Specific Expectations for Interns**

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

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

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

1.4.5.2 Attendance, Absences and Leave Procedures

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

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

1.4.5.3 Exclusion from School

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

1.4.5.4 Grounds for exclusion may include:

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

1.4.5.5 External Influences on the Internship

1.4.5.5.1 Schools as Alcohol and Drug Free Sites

Interns are reminded that all schools are alcohol and drug free sites. The carrying and/or consumption of alcohol and other prohibited substances onto the school site during the Internship are illegal. Failure to observe this legal obligation will result in immediate termination of the Internship, and thus failure to complete requirements for the award of the degree.
1.4.5.5.2 Jury Duty
Jury duty does not entitle Interns to an exemption from the Internship. If necessary, a jury duty appeal can be lodged with the Sheriff’s Office. If an exemption is not granted an Intern will be required to make up any Internship days lost.

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

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

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

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

1.4.6.1.1 Submission of Report
Interns must submit the signed originals and photocopies of reports to the Professional Experience Unit for endorsement by the Faculty of Education before their grade can be declared.
2 ASSESSMENT AND REPORTING PROCEDURES
2.1 Assessment and Reporting Procedures

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

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

2.1.1 Assessing Preservice Teacher Progress

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

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

2.1.1.1 Lesson Observation

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

2.1.1.2 Professional Experience Evidence Guides (see Appendix 1)

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

2.1.1.3 Assessing Preservice Teacher Progress

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

2.1.1.3.1 Early Stage Preservice Teacher Development

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

At the conclusion of the Professional Experience the Supervising Teacher will determine whether the Preservice Teacher has made satisfactory progress in all three domains: Professional Knowledge, Professional Practice and Professional Commitment.
If there is a **significant weakness** (more than 50% of aspects at Level 1 or 2) in one or more domain a Preservice Teacher should be assessed as **NOT satisfying requirements** for the Professional Experience.

### 2.1.1.3.2 Later Stage Preservice Teacher Development

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

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

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

### 2.1.1.3.3 Final Professional Experience

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

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

### 2.1.1.4 Reporting Preservice Teacher Progress

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

### 2.1.1.5 Submission of Professional Experience Reports

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

- Professional Teaching Standards Report
- Professional Experience Report

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

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

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

These programs require only one report.
2.1.1.6 Lost Professional Experience Reports
All originals of Professional Experience reports must be kept by the Preservice Teacher. These reports are required later for employment and professional development.

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

2.2 Unsatisfactory Progress

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

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

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

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

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

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

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

Unsatisfactory Progress

Phase 1
Initial Identification

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

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

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

Phase 2
Unsatisfactory Progress Continues

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

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

Phase 3
Final Recommendations

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

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

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

Dated: 12 December 2011
3 BACHELOR OF PRIMARY EDUCATION
### 3.1 Bachelor of Primary Education: 1st Year

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Ten Immersion days (Thursday) during weeks commencing 12 March to 6 April and 23 April to 1 June 2012; Two-week block commencing 11 June to 22 June 2012.</th>
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<tbody>
<tr>
<td>Required Number of Professional Experience Days</td>
<td>20 days Professional Experience must be completed to satisfy attendance requirements.</td>
</tr>
<tr>
<td>Subject Number</td>
<td>EDPD101</td>
</tr>
</tbody>
</table>
| Reporting Requirements | **Two-week Block**  
1. Professional Teaching Standards Report – 1st Year  
2. Professional Experience Report |
| Reporting Requirements | Reports can be downloaded from - [http://www.uow.edu.au/educ/proExperience/reports/index.html](http://www.uow.edu.au/educ/proExperience/reports/index.html) and are to be typed - not handwritten. |
| Observation | Throughout the Immersion Experience Preservice Teachers need to experience the culture of schools and gain an understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, teacher-pupil interaction and behaviour management strategies. |
| Observation | Throughout the block Professional Experience Preservice Teachers should spend time when not teaching observing class activities. |
| Lesson Preparation | Lesson plans must be prepared for every lesson taught. These lesson plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections (this may be in day book form) for later reflection and preparation for subsequent Professional Experiences. |
| Minimum Teaching Allocation | **Week One**  
Plan and implement at least six hours of teaching with activities that focus on individuals, small groups and whole class.  

**Week Two**  
Preservice Teachers should complete at least eight hours of teaching. By the end of this week Preservice Teachers need to plan and teach a full session involving class organisation and/or consecutive lessons. |
### Outcomes

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

- Displayed an awareness of the importance of interpersonal relations and communication skills and extended development of such skills in class and school activities.
- Demonstrated a genuine interest and concern in children, their welfare and activities.
- Demonstrated a growing confidence in working with children.
- Developed an understanding of how schools are organised and managed.
- Gained experiences in the six KLAs through observation and immersion.
- Observed and assisted the teacher in ongoing classroom and school activities.
- Gained experience working with both small groups and the whole class with support; and
- Shown an increase in confidence that will allow them to successfully proceed to their second year Professional Experience.

### University Liaison Lecturer

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher’s development.
### 3.2 Bachelor of Primary Education: 2nd Year

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Three-week block commencing 5 November to 23 November 2012.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Number of Professional Experience Days</td>
<td>15 days Professional Experience must be completed to satisfy attendance requirements.</td>
</tr>
<tr>
<td>Subject Number</td>
<td>EDPS202</td>
</tr>
</tbody>
</table>
| Reporting Requirements | 1. Professional Teaching Standards Report – 2nd Year  
2. Professional Experience Report |
| Reporting Requirements | Reports can be downloaded from -  
| Observation | Two days in Week One and when not teaching. |
| Lesson Preparation | Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections (this may be in day book form) for later reflection and preparation for subsequent Professional Experiences. |
| Minimum Teaching Allocation | Week One  
Five hours of teaching including whole lessons.  
Week Two  
Ten hours of teaching with activities that focus on individuals, small groups and whole class.  
Week Three  
15 hours of teaching, comprising at least three full days of teaching. |
| Outcomes | At the conclusion of the second year Professional Experience Preservice Teachers will have:  
- Practised and demonstrated developing abilities in basic teaching skills with both small groups and the whole class in an ongoing classroom situation.  
- Displayed awareness of the importance of interpersonal relations and communication skills and extended development of such skills in class and school activities.  
- Demonstrated an interest in children, their welfare and activities and growing confidence in working with them.  
- Gained experiences through observation and immersion in the six KLAs.  
- Observed and assisted the teacher in ongoing classroom and school activities.  
- Demonstrated the ability to plan, implement and evaluate lessons in the six KLAs.  
- Analysed and reflected on their own teaching practice with the view of improving that practice.  
- Recorded management/learning problems which arose as the size of the teaching group increased.  
- Collected a range of resources used for lesson implementation across the school.  
- Taught a part of each day of the Professional Experience;  
- Built up the daily teaching load to a whole day(s) of teaching;  
- Built up the teaching load to at least three consecutive whole day(s) of teaching. |
3.2 Bachelor of Primary Education: 2nd Year Professional Experience

Dates
Three-week block commencing 5 November to 23 November 202.

Required Number of Professional Experience Days
15 days Professional Experience must be completed to satisfy attendance requirements.

Subject Number
EDPS202

Reporting Requirements
1. Professional Teaching Standards Report – 2nd Year
2. Professional Experience Report

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

Observation
Two days in Week One and when not teaching.

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

Minimum Teaching Allocation
Week One:
Five hours of teaching including whole lessons.

Week Two:
Ten hours of teaching with activities that focus on individuals, small groups and whole class.

Week Three:
15 hours of teaching, comprising at least three full days of teaching.

Outcomes
At the conclusion of the second year Professional Experience Preservice Teachers will have:

- Practised and demonstrated developing abilities in basic teaching skills with both small groups and the whole class in an ongoing classroom situation.
- Displayed awareness of the importance of interpersonal relations and communication skills and extended development of such skills in class and school activities.
- Demonstrated an interest in children, their welfare and activities and growing confidence in working with them.
- Gained experiences through observation and immersion in the six KLAs.
- Observed and assisted the teacher in ongoing classroom and school activities.
- Demonstrated the ability to plan, implement and evaluate lessons in the six KLAs.
- Analysed and reflected on their own teaching practice with the view of improving that practice.
- Recorded management/learning problems which arose as the size of the teaching group increased.
- Collected a range of resources used for lesson implementation across the school.
- Taught a part of each day of the Professional Experience; built up the daily teaching load to a whole day(s) of teaching; built up the teaching load to at least three consecutive whole day(s) of teaching.
- Managed transitions from one lesson to the next, including lesson beginnings and endings.
- Taught across all six KLAs or as many KLAs as possible for the assigned class; and
- Completed a non-teaching professional task, such as preparation or organisation of resources, assisting with other activities such as sport/an excursion/assembly item.
- Be deemed competent to progress to a 3rd Year Professional Experience.

University Liaison Lecturer
A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher’s development.
### 3.3 Bachelor of Primary Education: 3rd Year

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Four-week block commencing 14 May to 8 June 2012.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Number of Professional Experience Days</td>
<td>20 days Professional Experience must be completed to satisfy attendance requirements.</td>
</tr>
<tr>
<td>Subject Number</td>
<td>EDKM301</td>
</tr>
</tbody>
</table>
| Reporting Requirements | 1. Professional Teaching Standards Report – 3rd Year  
2. Professional Experience Report  
Reports can be downloaded from - [http://www.uow.edu.au/educ/proExperience/reports/index.html](http://www.uow.edu.au/educ/proExperience/reports/index.html) and are to be typed - not handwritten. |
| Observation | Day one and two of Week One and when not teaching. |
| Lesson Preparation | **Weeks One and Two**  
Preservice Teachers will teach from the classroom teacher’s planned program. *Lesson plans should be presented during this time.*  

**Weeks Three and Four**  
Preservice Teachers will work with the Supervising Teacher to develop a *two-week teaching program and day book* (lesson plans are not required). The day book will show lesson notes, preparation (including specific examples to be taught), anecdotal notes and teaching/learning reflections. |
| Minimum Teaching Allocation | **Weeks One and Two**  
Preservice Teachers should teach at least two to three lessons per day.  

**Weeks Three and Four**  
Preservice Teachers should teach a full teaching load. |
| Outcomes | At the conclusion of the third year Professional Experience Preservice Teachers will have achieved the following:  
- Displayed an understanding of the importance of interpersonal relations and communication skills both in class and school activities.  
- Demonstrated an interest in children, their welfare and activities and growing confidence in working with them.  
- Observed and assisted the teacher in ongoing classroom and school activities.  
- Demonstrated the ability to plan, implement and evaluate lessons in the six KLAs.  
- Maintained an effective daybook for daily planning of class activities.  
- Analysed and reflected on their own teaching practice and make changes accordingly.  
- Recorded management/learning problems which arose during the Professional Experience period.  
- Collected a range of resources used for lesson implementation across the school.  
- Made detailed observations on the first two days of the Professional Experience. Weeks One and Two – taught several lessons per day. Weeks Three and Four – adopted a full teaching load.  
- Managed transitions from one lesson to the next, including lesson beginnings and endings. |
3.3 Bachelor of Primary Education: 3rd Year

Professional Experience

Dates

Four-week block commencing 14 May to 8 June 2012.

Required Number of Professional Experience Days

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

Subject Number EDKM301

Reporting Requirements

1. Professional Teaching Standards Report – 3rd Year
2. Professional Experience Report

Reports can be downloaded from http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed – not handwritten.

Observation Day one and two of Week One and when not teaching.

Lesson Preparation

Weeks One and Two
Pre-service Teachers will teach from the classroom teacher’s planned program. Lesson plans should be presented during this time.

Weeks Three and Four
Preservice Teachers will work with the Supervising Teacher to develop a two-week teaching program and day book (lesson plans are not required). The day book will show lesson notes, preparation (including specific examples to be taught), anecdotal notes and teaching/learning reflection.

Minimum Teaching Allocation

Weeks One and Two
Preservice Teachers should teach at least two to three lessons per day.

Weeks Three and Four
Preservice Teachers should teach a full teaching load.

Outcomes

At the conclusion of the third year Professional Experience Preservice Teachers will have achieved the following:

- Displayed an understanding of the importance of interpersonal relations and communication skills both in class and school activities.
- Demonstrated an interest in children, their welfare and activities and growing confidence in working with them.
- Observed and assisted the teacher in ongoing classroom and school activities.
- Demonstrated the ability to plan, implement and evaluate lessons in the six KLAs.
- Maintained an effective daybook for daily planning of class activities.
- Analysed and reflected on their own teaching practice and make changes accordingly.
- Recorded management/learning problems which arose during the Professional Experience period.
- Collected a range of resources used for lesson implementation across the school.
- Made detailed observations on the first two days of the Professional Experience. Weeks One and Two – taught several lessons per day. Weeks Three and Four – adopted a full teaching load.
- Managed transitions from one lesson to the next, including lesson beginnings and endings.
- Completed non-teaching professional tasks, such as preparation or organisation of resources, assisting with other activities such as sport/excursions/clubs/assemblies, playground and bus duties.
- Program and assess student achievement for this teaching load.
- Become aware of whole school policies and procedures.
- Develop an understanding of the school’s reporting to parents processes; and
- Be deemed competent to progress to the Internship.

University Liaison Lecturer

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher’s development.
### 3.4 Bachelor of Primary Education: 4th Year Internship / Honours

| Professional Experience Dates | Six-week block commencing 23 July to 31 August 2012.  
Six-week block commencing 8 October to 16 November 2012 – Honours students only. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Number of Professional Experience Days</td>
<td>One-week Observation; Five-weeks/25 days must be completed to satisfy attendance requirements.</td>
</tr>
<tr>
<td>Subject Number</td>
<td>EDPD402</td>
</tr>
</tbody>
</table>
| Reporting Requirements | 1. Internship Report  
Report can be downloaded from - [http://www.uow.edu.au/educ/proExperience/reports/index.html](http://www.uow.edu.au/educ/proExperience/reports/index.html) and is to be typed and not handwritten. |
| Lesson Preparation | Because the Internship is an extended period there is a strong emphasis on the planning and development of a sequence of lessons that constitute one or more units of work with classes taught. Unit plans and daybook notes should be discussed with the Co-operating Teacher well before lessons are implemented.  
There must be written evidence of all planning. While programs may vary common elements should include:  
- identification of syllabus outcomes and indicators;  
- specification of procedures/tasks to be completed by students including resources to be used, linked to achievement of outcomes;  
- indication of development in lesson sequence;  
- strategies for progressive and summative assessment of students’ work and evaluation of lessons/units; and  
- procedures for reflective evaluation of teaching and program planning and implementation. |
| Minimum Teaching Allocation | The six-week Internship block has three distinct phases:-

**Week One**  
Observation and general assistance in the classroom. Interns use this week to familiarise themselves with the structures and processes in place in the classroom.

**Week Two**  
Interns commence this phase with a reduced teaching load.

**Week Three**  
Interns should be on a full teaching allocation.

Where the capabilities of the Intern are deemed exceptional he or she may progress to a full-time load earlier. |
| Outcomes | The exact nature, activities and emphasis of the Internship will vary according to the context, resources and expertise of a school and its staff, and the experience, qualities and aspirations of the Intern. The details of the Internship will be a matter of negotiation between the University, the Intern and the school in which they are placed. Generally, however, the Internship should include the following outcomes.  
**Interns are expected to:**  
- satisfactorily complete an intensive period of in-school experience that effectively inducts them into the nature, structure and organisation of schools and the work, roles and responsibilities of teachers; |
University Liaison Lecturer

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

- develop awareness, understanding and competencies in, the specific roles and responsibilities of a teacher in their subject specialisations and, as far as possible, to effectively participate in these roles and responsibilities;
- understand, through an intensive experience, the nature of schools as workplaces and their associated values, routines and cultures;
- further develop and refine their skills and competencies for classroom teaching in their subject specialisation, including those involving student management, pastoral care and relationships with parents/guardians and the wider community;
- develop an awareness of other people in the school and the community whose work supports the classroom teacher, and their roles and responsibilities (e.g. assistant principal, librarian, school counsellor, STLA, reading recovery teacher etc.);
- demonstrate, by the end of the Internship, the practical consolidation of the Graduate Teacher level of the NSWIT’s Professional Teaching Standards (PTS);
- demonstrate the ability to plan, implement, and evaluate effective teaching and learning strategies that are well grounded in educational research, state and system policy frameworks;
- demonstrate the ability to assess and report on student achievement; and
- demonstrate an understanding of professional and ethical practice.
4 BACHELOR OF PHYSICAL AND HEALTH EDUCATION
### 4.1 Bachelor of Physical and Health Education: 1st Year

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

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

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

University Liaison Lecturer

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher’s development.
### 4.2 Bachelor of Physical and Health Education: 2nd Year

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Three-week block commencing 20 August to 7 September 2012. Students can be placed in pairs during the Professional Experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Number of Professional Experience Days</td>
<td>15 days Professional Experience must be completed to satisfy attendance requirements.</td>
</tr>
<tr>
<td>Subject Number</td>
<td>EDPP302</td>
</tr>
</tbody>
</table>
| Reporting Requirements | 1. Professional Teaching Standards Report – 2nd Year  
2. Professional Experience Report  

Reports can be downloaded from - [http://www.uow.edu.au/educ/proExperience/reports/index.html](http://www.uow.edu.au/educ/proExperience/reports/index.html) and are to be typed - not handwritten. |
| Lesson Preparation | Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can then be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences. |
| Minimum Teaching Allocation | During the first week, the Professional Experience should concentrate on supporting and assisting Preservice Teachers to gain confidence working with secondary pupils. This should be achieved in the following ways:  
- Observation of the Supervising Teachers lessons.  
- Teaching segments of lessons (e.g. lesson introduction) with other Preservice Teachers or experienced teachers.  
- Teaching small groups.  
- Team teaching.  

During the second and third weeks, Preservice Teachers would be expected to teach whole classes for:-  

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

OR  

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

OR  

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

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

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

### University Liaison Lecturer

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher’s development.
### 4.3 Bachelor of Physical and Health Education: 3rd Year

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Four-week block commencing 14 May to 8 June 2012.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Number of Professional Experience Days</td>
<td>20 days Professional Experience must be completed to satisfy attendance requirements.</td>
</tr>
<tr>
<td>Subject Number</td>
<td>EDPP301</td>
</tr>
</tbody>
</table>
| Reporting Requirements | 1. Professional Teaching Standards Report – 3rd Year  
2. Professional Experience Report  

Reports can be downloaded from - [http://www.uow.edu.au/educ/proExperience/reports/index.html](http://www.uow.edu.au/educ/proExperience/reports/index.html) and are to be typed - not handwritten. |
| Lesson Preparation | Preservice Teachers must visit school at the end of Term 1 to arrange their timetable. Teaching must commence on Day One of the four-week block.  
Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences. |
| Minimum Teaching Allocation | During the four-week block, Preservice Teachers would be expected to teach whole classes for:  
17/18x40 minute teaching periods per week plus sport and  
5x40 minute timetabled observation periods.  
OR  
13/14x50 minute teaching periods per week plus sport and  
4x50 minute timetabled observation periods.  
OR  
11/12x60 minute teaching periods per week plus sport and  
3x60 minute timetabled observation periods. |
| Observation | Preservice Teachers are required to attend the timetabled observation periods. When not teaching or observing, Preservice Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, e.g. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing teachers in other KLAs. |
| Outcomes | By the end of the Professional Experience Preservice Teachers will be able to:  
- Demonstrate confidence in teaching a range of subject content in PDHPE.  
- Display competence in planning, implementing and evaluating lessons in PDHPE.  
- Display competence in the development of professional interpersonal relationships.  
- Further develop a personal teaching style.  
- Recognise and cater for student diversity. |
University Liaison Lecturer

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

- Reflect on their teaching practice against the Graduate Teacher Professional Teaching Standards.
- Demonstrate a willingness to contribute to the school beyond the classroom and faculty.

University Liaison Lecturer

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher’s development.
### 4.4 Bachelor of Physical and Health Education: 4th Year Internship / Honours

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Seven-week block commencing 10 September to 21 September (two weeks, Term 3) and 8 October to 9 November (five weeks, Term 4) 2012.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Number of Professional Experience Days</td>
<td>35-day Internship must be completed to satisfy attendance requirements.</td>
</tr>
<tr>
<td>Subject Number</td>
<td>EDPP403</td>
</tr>
</tbody>
</table>
| Reporting Requirements | 1. Internship Report  
Report can be downloaded from - [http://www.uow.edu.au/educ/proExperience/reports/index.html](http://www.uow.edu.au/educ/proExperience/reports/index.html) and is to be typed and not handwritten. |
| Lesson Preparation | Interns must visit their assigned school during Term 3 to arrange their timetable. Teaching must commence on Day One of the Internship.  
Because the Internship is an extended period there is a strong emphasis on the planning and development of a sequence of lessons that constitute one or more units of work with classes taught. Unit plans should be discussed with the Cooperating Teacher well before lessons are implemented.  
Interns are required to have lesson plans for all lessons taught at least a week in advance. Interns are expected to keep copies of all unit and lesson plans and reflections. |
| Minimum Teaching Allocation | As a general principle, Interns should commence their Internship period with a reduced teaching load and increase this to a full teaching allocation by Week Three of the Internship (ie from Weeks Three to Seven are a full teaching load). |
| Outcomes | By the end of the Professional Experience, Interns are expected to:-  
- Satisfactorily complete an intensive period of in-school experience that effectively inducts them into the nature, structure and organisation of schools and the work, roles and responsibilities of teachers.  
- Accept responsibility in an independent teaching position.  
- Plan, implement, assess and evaluate contemporary units of work and lessons in PDHPE designed to maximise student engagement and learning.  
- Assess students learning fairly and equitably.  
- Develop positive interpersonal relationships with students and staff.  
- Develop an awareness of other people in the school and the community whose work supports the classroom teacher, and their roles and responsibilities (e.g. Deputy Principal, Curriculum Coordinator, School Counsellor etc).  
- Contribute positively to the school beyond the classroom and Faculty.  
- Demonstrate the practical consolidation of the Graduate Teacher level of the NSW Institute of Teachers Professional Teaching Standards. |
| University Liaison Lecturer | A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Cooperating Teacher and Intern so as to understand and support the Intern’s development. |
5 BACHELOR OF MATHEMATICS EDUCATION
5.1 Bachelor of Mathematics Education: 1st Year

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Primary Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Rolling Days (Thursday) – in a Primary setting, ideally on a Stage 3 class, one day per week for four weeks commencing week beginning 12 March 2012.</td>
<td></td>
</tr>
</tbody>
</table>

Note that students can be placed in pairs during the Rolling Days.

<table>
<thead>
<tr>
<th>Secondary Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Rolling Days (Friday) – in a Secondary setting, ideally with at least some exposure to a Stage 4 class, one day per week for six weeks commencing 23 April 2012, followed by a two-week linked block commencing 18 June to 29 June 2012 in the same secondary school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Number of Professional Experience Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 days - Four days Professional Experience in a Primary school and 16 days Professional Experience in a Secondary school must be completed to satisfy attendance requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Number</th>
<th>Reporting Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPD105</td>
<td>1. 1st Year Bachelor of Mathematics Education, Professional Experience Placement – Primary Placement</td>
</tr>
<tr>
<td></td>
<td>2. Professional Experience Report</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Lesson Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the secondary placement lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preservice Teachers should shadow their Supervising Teacher. They are expected to make detailed observations and compile a reflective diary. They will commence this Professional Experience within the first couple of weeks of their first semester, which for most will only be a matter of a few months since they finished their own schooling. Their observations during their Rolling Days will give them some practical context for their studies on campus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum Teaching Allocation</th>
<th>Rolling Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the primary and secondary school Rolling Days Preservice Teachers should be assisting their Supervising Teacher in lesson preparation and work with/tutor individuals and small groups during each lesson.</td>
<td></td>
</tr>
<tr>
<td>Two-Week Block: Secondary</td>
<td></td>
</tr>
<tr>
<td>Preservice Teachers are not expected to teach whole lessons or whole classes although they may build to this. Preservice Teachers should be allocated to:</td>
<td></td>
</tr>
<tr>
<td>- Teach segments of lessons (e.g. lesson introduction) with other Preservice Teachers or experienced teachers.</td>
<td></td>
</tr>
<tr>
<td>- Teach small groups.</td>
<td></td>
</tr>
<tr>
<td>- Team teach.</td>
<td></td>
</tr>
</tbody>
</table>
It is recommended that Preservice Teachers complete at least two hours of teaching per day with activities using the approaches above. Lesson plans must be prepared in advance for the segment to be taught.

### Outcomes

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

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

### University Liaison Lecturer

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher’s development.
## 5.2 Bachelor of Mathematics Education: 2\textsuperscript{nd} Year

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Five Rolling Days (Rolling day to be negotiated with the school) during weeks beginning August 6, 20, September 3, 17, October 8; Two-week linked block commencing 12 November to 23 November 2012.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Number of Professional Experience Days</td>
<td>15 days Professional Experience must be completed to satisfy attendance requirements.</td>
</tr>
<tr>
<td>Subject Number</td>
<td>EDPD204</td>
</tr>
</tbody>
</table>
| Reporting Requirements | 1. Professional Teaching Standards Report – 2\textsuperscript{nd} Year  
2. Professional Experience Report  
Reports can be downloaded from - http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten. |
| Lesson Preparation | Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences. |
| Observation and Experiences | Preservice Teachers are required to attend the timetabled observation periods. When not teaching or observing, Preservice Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, e.g. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other teachers, including in other KLAs. |
| Minimum Teaching Allocation | **Rolling Days**  
Throughout the Rolling Days, Preservice Teachers should be engaged in productive teaching of individuals, small groups, parts of lessons and, where appropriate, whole lessons. This should total about 1.5 to 3 hours each day.  
During the earlier Rolling Days, the Professional Experience should concentrate on supporting and assisting Preservice Teachers to gain confidence working with secondary pupils. This should be achieved in the following ways:  
- Observation of the Supervising Teacher’s lessons.  
- Teaching segments of lessons (e.g. lesson introduction) with other Preservice Teachers or experienced teachers.  
- Teaching small groups.  
- Team teaching.  
- Teaching whole lessons if appropriate.  

**Two-Week Block**  
During the two-week block, Preservice Teachers would be expected to teach whole classes for:  
14/15x40 minute teaching periods per week plus sport and 6x40 minute timetabled observation periods.  
OR  
11/12x50 minute teaching periods per week plus sport and 5x50 minute timetabled observation periods. |
### Outcomes

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

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

### University Liaison Lecturer

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher’s development.
5.3 Bachelor of Mathematics Education: 3rd Year

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Two two-week linked blocks commencing 13 February to 24 February 2012 and 18 June to 29 June 2012.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Number of Professional Experience Days</td>
<td>20 days Professional Experience must be completed to satisfy attendance requirements.</td>
</tr>
<tr>
<td>Subject Number</td>
<td>EDPD304</td>
</tr>
</tbody>
</table>
| Reporting Requirements | 1. Professional Teaching Standards Report – 3rd Year  
2. Professional Experience Report  
Reports can be downloaded from - http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten. |
| Lesson Preparation | Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences. |
| Observation and Experiences | Preservice Teachers are required to attend the timetabled observation periods. When not teaching or observing, Preservice Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, e.g. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other teachers, including in other KLAs. |
| Minimum Teaching Allocation | Two-Week Blocks  
During the weekly blocks Preservice Teachers would be expected to teach whole classes for:  
17/18x40 minute teaching periods per week plus sport and 5x40 minute timetabled observation periods.  
OR  
13/14x50 minute teaching periods per week plus sport and 4x50 minute timetabled observation periods.  
OR  
11/12x60 minute teaching periods per week plus sport and 3x60 minute timetabled observation periods. |
| Outcomes | By the end of the Professional Experience Preservice Teachers will be able to:  
- Demonstrate confidence in teaching a range of subject content within a variety of teaching situations.  
- Display competence in planning, implementing and evaluating lessons in mathematics.  
- Display competence in the development of professional interpersonal relationships.  
- Further develop a personal teaching style.  
- Recognise and cater for student diversity.  
- Reflect on their teaching practice against the Graduate Teacher Professional Teaching Standards. |
- Demonstrate a willingness to contribute to the school beyond the classroom and faculty.

**University Liaison Lecturer**

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher’s development.
5.4 Bachelor of Mathematics Education: 4th Year

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

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

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

### University Liaison Lecturer

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

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

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

University Liaison Lecturer

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher’s development.
### 6.1 Bachelor of Science Education: 1st Year

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Primary Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four Rolling Days (Thursday) – in a Primary setting, ideally on a Stage 3 class, one day per week for four weeks commencing week beginning 12 March 2012.</td>
</tr>
</tbody>
</table>

Note that students can be placed in pairs during the Rolling Days.

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Secondary Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Six Rolling Days (Friday) – in a Secondary setting, ideally with at least some exposure to a Stage 4 class, one day per week for six weeks commencing 23 April 2012, followed by a two-week linked block commencing 18 June to 29 June 2012 in the same secondary school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Number of Professional Experience Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 days - Four days Professional Experience in a Primary school and 16 days Professional Experience in a Secondary school must be completed to satisfy attendance requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPD105</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reporting Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1st Year Bachelor of Science Education, Professional Experience Placement – Primary Placement</td>
</tr>
<tr>
<td>2. Professional Teaching Standards Report – 1st Year</td>
</tr>
<tr>
<td>2. Professional Experience Report</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Lesson Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the secondary placement lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preservice Teachers should shadow their Supervising Teacher. They are expected to make detailed observations and compile a reflective diary. They will commence this Professional Experience within the first couple of weeks of their first semester, which for most will only be a matter of a few months since they finished their own schooling. Their observations during their Rolling Days will give them some practical context for their studies on campus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum Teaching Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the primary and secondary school Rolling Days Preservice Teachers should be assisting their Supervising Teacher in lesson preparation and work with/tutor individuals and small groups during each lesson.</td>
</tr>
</tbody>
</table>

**Two-Week Block: Secondary**

Preservice Teachers are not expected to teach whole lessons or whole classes although they may build to this. Preservice Teachers should be allocated to:

- Teach segments of lessons (e.g. lesson introduction) with other Preservice Teachers or experienced teachers.
- Teach small groups.
Outcomes

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

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

University Liaison Lecturer

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher's development.
### 6.2 Bachelor of Science Education: 2nd Year

<table>
<thead>
<tr>
<th><strong>Professional Experience Dates</strong></th>
<th>Five Rolling Days (Rolling day to be negotiated with the school) during weeks beginning August 6, 20, September 3, 17, October 8; Two-week linked block commencing 12 November to 23 November 2012.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Number of Professional Experience Days</strong></td>
<td>15 days Professional Experience must be completed to satisfy attendance requirements.</td>
</tr>
<tr>
<td><strong>Subject Number</strong></td>
<td>EDPD206</td>
</tr>
</tbody>
</table>
| **Reporting Requirements** | 1. Professional Teaching Standards Report – 2nd Year  
2. Professional Experience Report  
  Reports can be downloaded from -  
| **Lesson Preparation** | Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences. |
| **Observation and Experiences** | Preservice Teachers are required to attend the timetabled observation periods. When not teaching or observing, Preservice Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, e.g. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other teachers, including in other KLAs. |
| **Minimum Teaching Allocation** | **Rolling Days**  
Throughout the Rolling Days, Preservice Teachers should be engaged in productive teaching of individuals, small groups, parts of lessons and, where appropriate, whole lessons. This should total about 1.5 to 3 hours each day.  
During the earlier Rolling Days, the Professional Experience should concentrate on supporting and assisting Preservice Teachers to gain confidence working with secondary pupils. This should be achieved in the following ways:  
- Observation of the Supervising Teacher's lessons.  
- Teaching segments of lessons (e.g. lesson introduction) with other Preservice Teachers or experienced teachers.  
- Teaching small groups.  
- Team teaching.  
- Teaching whole lessons if appropriate.  

**Two-Week Block**  
During the two-week block, Preservice Teachers would be expected to teach whole classes for:  
14/15x40 minute teaching periods per week plus sport and  
6x40 minute timetabled observation periods.  
OR  
11/12x50 minute teaching periods per week plus sport and  
5x50 minute timetabled observation periods. |
### Outcomes

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

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

### University Liaison Lecturer

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

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<table>
<thead>
<tr>
<th>OR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9/10x60</strong> minute teaching periods per week plus sport and <strong>4x60</strong> minute timetabled observation periods.</td>
</tr>
</tbody>
</table>
### 6.3 Bachelor of Science Education: 3rd Year

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Two two-week linked blocks commencing 13 February to 24 February 2012 and 18 June to 29 June 2012.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Number of Professional Experience Days</td>
<td>20 days Professional Experience must be completed to satisfy attendance requirements.</td>
</tr>
<tr>
<td>Subject Number</td>
<td>EDPD306</td>
</tr>
</tbody>
</table>
| Reporting Requirements | 1. Professional Teaching Standards Report – 3rd Year  
2. Professional Experience Report  
Reports can be downloaded from - http://www.uow.edu.au/educ/proExperience/reports/index.html and are to be typed - not handwritten. |
| Lesson Preparation | Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of all lesson plans and reflections for later reflection and preparation for subsequent Professional Experiences. |
| Observation and Experiences | Preservice Teachers are required to attend the timetabled observation periods. When not teaching or observing, Preservice Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, e.g. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other teachers, including in other KLAs. |
| Minimum Teaching Allocation | Two-Week Blocks  
During the weekly blocks Preservice Teachers would be expected to teach whole classes for:  
17/18x40 minute teaching periods per week plus sport and 5x40 minute timetabled observation periods.  
OR  
13/14x50 minute teaching periods per week plus sport and 4x50 minute timetabled observation periods.  
OR  
11/12x60 minute teaching periods per week plus sport and 3x60 minute timetabled observation periods. |
| Outcomes | By the end of the Professional Experience Preservice Teachers will be able to:  
- Demonstrate confidence in teaching a range of subject content within a variety of teaching situations.  
- Display competence in planning, implementing and evaluating lessons in science.  
- Display competence in the development of professional interpersonal relationships.  
- Further develop a personal teaching style.  
- Recognise and cater for student diversity.  
- Reflect on their teaching practice against the Graduate Teacher Professional Teaching Standards. |
6.3 Bachelor of Science Education: 3rd Year Professional Experience

**Dates**

Two two-week linked blocks commencing 13 February to 24 February 2012 and 18 June to 29 June 2012.

**Required Number of Professional Experience Days**

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

**Subject Number**

ED PD 306

**Reporting Requirements**

1. Professional Teaching Standards Report – 3rd Year
2. Professional Experience Report

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

**Lesson Preparation**

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

**Observation and Experiences**

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

**Minimum Teaching Allocation**

Two-Week Blocks

During the weekly blocks Preservice Teachers would be expected to teach whole classes for:

- 17/18x40 minute teaching periods per week plus sport and 5x40 minute timetabled observation periods.
- OR 13/14x50 minute teaching periods per week plus sport and 4x50 minute timetabled observation periods.
- OR 11/12x60 minute teaching periods per week plus sport and 3x60 minute timetabled observation periods.

**Outcomes**

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

- Demonstrate confidence in teaching a range of subject content within a variety of teaching situations.
- Display competence in planning, implementing and evaluating lessons in science.
- Display competence in the development of professional interpersonal relationships.
- Further develop a personal teaching style.
- Recognise and cater for student diversity.
- Reflect on their teaching practice against the Graduate Teacher Professional Teaching Standards.
- Demonstrate a willingness to contribute to the school beyond the classroom and faculty.

**University Liaison Lecturer**

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher’s development.
### 6.4 Bachelor of Science Education: 4th Year

#### Professional Experience Dates

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

#### Required Number of Professional Experience Days

<table>
<thead>
<tr>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 days Professional Experience must be completed to satisfy attendance requirements.</td>
</tr>
</tbody>
</table>

#### Subject Number

| EDUT406 |

#### Reporting Requirements

1. Professional Teaching Standards Report – 4th Year
2. Professional Experience Report

Reports can be downloaded from [http://www.uow.edu.au/educ/proExperience/reports/index.html](http://www.uow.edu.au/educ/proExperience/reports/index.html) and are to be typed - not handwritten.

#### Lesson Preparation

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

#### Observation and Experiences

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

#### Minimum Teaching Allocation

<table>
<thead>
<tr>
<th>Rolling Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the Rolling Days, Preservice Teachers should be engaged in productive teaching of individuals, small groups, parts of lessons and, where appropriate, whole lessons. This should total about 1.5 to 3 hours each day.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Two-Week Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>During their weekly blocks of teaching, Preservice Teachers would be expected to teach whole classes for:</td>
</tr>
</tbody>
</table>

- 20/21x40 minute teaching periods per week plus sport and 5x40 minute timetabled observation periods. OR
- 16/17x50 minute teaching periods per week plus sport and 4x50 minute timetabled observation periods. OR
- 13/14x60 minute teaching periods per week plus sport and 3x60 minute timetabled observation periods. |
### Outcomes

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

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

### University Liaison Lecturer

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher’s development.
7 GRADUATE DIPLOMA IN EDUCATION
### 7.1 Graduate Diploma in Education: Primary

#### 7.1.1 Wollongong, Batemans Bay, Bega, Shoalhaven Campuses

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Initial three-week block: 19 March to 5 April 2012; Minor three-week block: 4 June to 22 June 2012; Major five-week block: 8 October to 9 November 2012.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Number of Professional Experience Days</td>
<td>53 days Professional Experience must be completed to satisfy attendance requirements.</td>
</tr>
<tr>
<td>Subject Number</td>
<td>EDGD800</td>
</tr>
</tbody>
</table>
| Reporting Requirements | **Initial**
1. Graduate Diploma in Education, Professional Teaching Standards Report – INITIAL
2. Professional Experience Report

**Minor**
2. Professional Experience Report

**Major**
1. Graduate Diploma in Education, Professional Teaching Standards Report – MAJOR
2. Professional Experience Report

Reports can be downloaded from - [http://www.uow.edu.au/educ/proExperience/reports/index.html](http://www.uow.edu.au/educ/proExperience/reports/index.html) and are to be typed - not handwritten.

| Lesson Preparation | Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of:
- All lesson plans;
- Supervising Teacher - Lesson Feedback;
- Preservice Teacher - Professional Experience Self-Reflection sheets for later reflection and preparation for subsequent Professional Experiences. |

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

Observation is a critical component of Preservice Teachers development, it is expected that when not teaching, Preservice Teachers observe their Supervising Teachers lessons and where possible observe other teachers within the host school. It is deemed critical that Preservice Teachers observe a variety of learning situations to enrich and diversify their approaches to teaching. |
To maintain consistency across all Professional Experiences, a **guide** to the minimum teaching load for all Preservice Teachers is outlined below.

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

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

**Initial Professional Experience**

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

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

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

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

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

**Minor Professional Experience**

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

**Week One**
Plan and implement up to 5 hours of teaching per week including one full block per day with an emphasis on changeover.
Minimum Teaching Allocation

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

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

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

Initial Professional Experience

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

Week One

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

Week Two

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

Week Three

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

Minor Professional Experience

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

Week One

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

Week Two

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

Week Three

Plan and implement a minimum of one block per day.

Major Professional Experience

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

Week One

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

Week Two

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

Week Three to Five

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

Outcomes

Initial Professional Experience

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

- Displayed an awareness of the importance of interpersonal relations and communication skills and extended development of such skills in class and school activities.
- Demonstrated a genuine interest and concern in children, their welfare and activities.
- Demonstrated a growing confidence in working with children.
- Developed an understanding of how schools and classrooms are organised and managed.
- Gained experiences in the six KLAs through observation and immersion and possible teaching experiences.
- Observed and assisted the teacher in ongoing classroom and school activities.
- Gained experience working with one on one, small groups and successfully teach a whole class.
- Demonstrated an increasing confidence in their teaching and interpersonal relationships with students and staff that will allow them to successfully proceed to their Minor Professional Experience.
Minor Professional Experience

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

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

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

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

**University Liaison Lecturer**

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

7.2.1 Wollongong, Batemans Bay, Bega, Shoalhaven Campuses

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Initial three-week block: 19 March to 5 April 2012; Minor three-week block: 4 June to 22 June 2012; Major five-week block: 8 October to 9 November 2012.</th>
</tr>
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<tbody>
<tr>
<td>Required Number of Professional Experience Days</td>
<td>53 days Professional Experience must be completed to satisfy attendance requirements.</td>
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<td>Subject Number</td>
<td>EDGD800</td>
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</table>
Reports can be downloaded from - [http://www.uow.edu.au/educ/proExperience/reports/index.html](http://www.uow.edu.au/educ/proExperience/reports/index.html) and are to be typed - not handwritten. |
| Lesson Preparation | Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher before the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Preservice Teachers are expected to keep copies of:  
- All lesson plans;  
- Supervising Teacher – Lesson Feedback;  
- Preservice Teacher – Professional Experience Self-Reflection sheets for later reflection and preparation for subsequent Professional Experiences. |
| Observation | Throughout the Graduate Diploma in Education Professional Experience Preservice Teachers need to experience the culture of schools and gain experience and understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, teacher-pupil interaction and classroom management strategies.  
Observation is a critical component of Preservice Teachers development, it is expected that when not teaching, Preservice Teachers observe their Supervising Teachers lessons and where possible observe other teachers within the host school. It is deemed critical that Preservice Teachers observe a variety of learning situations to enrich and diversify their approaches to teaching. |
To maintain consistency across all Professional Experiences, a guide to the minimum teaching load for all Preservice Teachers is outlined below.

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

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

### Initial Professional Experience

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

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

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

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

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

### Minor Professional Experience

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

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

OR

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

OR

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

**Major Professional Experience**

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

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

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

OR

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

OR

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

**Outcomes**

**Initial Professional Experience**

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

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

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

**Minor Professional Experience**

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

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

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

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

Programme began and began to assess student achievement.

Demonstrated a developing awareness of whole school policies and procedures.

Developed an understanding of the school’s reporting to parents processes.

Built up the daily teaching load to a whole day(s) of teaching by the last week of the Minor Professional Experience.

Built up the teaching load to at least two consecutive whole day(s) of teaching in the last week of Minor Professional Experience.

Successfully managed timing in the classroom and transitions from one lesson to the next, including lesson beginnings and endings.

Be deemed competent to progress to the Major Professional Experience.

**Major Professional Experience**

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

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

**University Liaison Lecturer**

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher’s development.
## 7.3 Graduate Diploma in Education: Primary and Secondary Conversion Students

### 7.3.1 Wollongong, Batemans Bay, Bega, Shoalhaven Campuses

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Minor two-week block: 4 June to 15 June 2012; Major three-week block: 8 October to 26 October 2012.</th>
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<tbody>
<tr>
<td>Required Number of Professional Experience Days</td>
<td>25 days Professional Experience must be completed to satisfy attendance requirements.</td>
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<tr>
<td>Subject Number</td>
<td>EDGC801</td>
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</table>
| Reporting Requirements Minor | 1. Graduate Diploma in Education, Professional Teaching Standards Report – MINOR  
2. Professional Experience Report |
| Reporting Requirements Major | 1. Graduate Diploma in Education, Professional Teaching Standards Report – MAJOR  
2. Professional Experience Report |

Reports can be downloaded from [http://www.uow.edu.au/educ/proExperience/reports/index.html](http://www.uow.edu.au/educ/proExperience/reports/index.html) and are to be typed - not handwritten.

### Lesson Preparation

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

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

### Observation

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

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

### Minimum Teaching Allocation

Primary and Secondary Conversion Students are required to complete the following Professional Experience:

**Minor Professional Experience**

**Week One**

Plan and implement at least four hours of teaching for a whole class. Detailed lesson plans **must** be completed and checked by Supervising Teacher.
## Minor two-week block:
6 June to 5 July 2012

## Major three-week block:
8 October to 26 October 2012

### Required Number of Professional Experience Days

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

### Subject Number EDGC801 Reporting Requirements

#### Minor
2. Professional Experience Report

Reports can be downloaded from [http://www.uow.edu.au/educ/proExperience/reports/index.html](http://www.uow.edu.au/educ/proExperience/reports/index.html) and are to be typed—not handwritten.

### Lesson Preparation

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

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

### Observation

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

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

### Minimum Teaching Allocation

**Primary and Secondary Conversion Students** are required to complete the following Professional Experience:

#### Minor Professional Experience

**Week One**
Plan and implement at least four hours of teaching for a whole class.

**Week Two**
Plan and implement up to 10 hours of teaching across a variety of KLAs for Primary Conversion Preservice Teachers or one or two subject areas for Secondary Preservice Teachers. Detailed lesson plans must be completed and checked by Supervising Teacher.

#### Major Professional Experience

**Week One**
Plan and implement up to 12 hours of teaching including one or two blocks per day (Primary) or two to three, 50 minute periods (Secondary) per day.

**Week Two**
Plan and implement up to 75% of full time teaching including one or two blocks per day (Primary) and three to four, 50 minute periods (Secondary) per day.

**Week Three**
Undertake a full time of a first year out teacher’s load.

### Outcomes

**For Primary Preservice Teachers**
Please refer to Section 7.1.

**For Secondary Preservice Teachers**
Please refer to Section 7.2.

### University Liaison Lecturer

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher’s development.
7.4 Graduate Diploma in Education: Primary Spring Intake

7.4.1 Wollongong Campus

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>2011 / 2012</th>
<th>2012 / 2013</th>
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<tr>
<td>Initial: Four-week block</td>
<td>17/10/11 to 11/11/11</td>
<td>8/10/12 to 2/11/12</td>
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<tr>
<td>Minor: Three-week block</td>
<td>19/3/12 to 5/4/12</td>
<td>Mid March 2013</td>
</tr>
<tr>
<td>Major: Four-week block</td>
<td>4/6/12 to 29/6/12</td>
<td>June/July 2013</td>
</tr>
</tbody>
</table>

Required Number of Professional Experience Days

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

Subject Number

EDGD800

Reporting Requirements

**Initial**
1. Graduate Diploma in Education, Professional Teaching Standards Report – INITIAL
2. Professional Experience Report

**Minor**
2. Professional Experience Report

**Major**
1. Graduate Diploma in Education, Professional Teaching Standards Report – MAJOR
2. Professional Experience Report

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

Lesson Preparation

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

Observation

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

Observation is a critical component of Preservice Teachers development, it is expected that when not teaching, Preservice Teachers observe their Supervising Teachers lessons and if possible observe other teachers within the host school. It is deemed critical that Preservice Teachers observe a variety of learning situations to enrich and diversify their approaches to teaching.
To maintain consistency across all Professional Experiences, a guide to the minimum teaching load for all Preservice Teachers is outlined below.

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

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

Initial Professional Experience

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

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

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

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

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

Minor Professional Experience

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

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

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

Week Three
Teach up to two blocks per day.
Major Professional Experience

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

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

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

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

Outcomes

Initial Professional Experience

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

- Displayed an awareness of the importance of interpersonal relations and communication skills and extended development of such skills in class and school activities.
- Demonstrated a genuine interest and concern in children, their welfare and activities.
- Demonstrated a growing confidence in working with children.
- Developed an understanding of how schools and classrooms are organised and managed.
- Gained experiences in the six KLAs through observation and immersion and possible teaching experiences.
- Observed and assisted the teacher in ongoing classroom and school activities.
- Gained experience working with one on one, small groups and successfully teach a whole class.
- Demonstrated an increasing confidence in their teaching and interpersonal relationships with students and staff that will allow them to successfully proceed to their Minor Professional Experience.

Minor Professional Experience

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

- Displayed keen awareness of the importance of interpersonal relations and communication skills and extended development of such skills in class and school activities.
Teachers will have:

At the conclusion of the Minor Professional Experience

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

Major Professional Experience

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

- Demonstrated an interest in children, their welfare and activities and growing confidence in working with them.
- Practiced and demonstrated abilities in basic teaching skills with both small groups and the whole class in an ongoing classroom.
- Gained experiences through observation, team teaching and classroom teaching in the six KLAs.
- Demonstrated ability to plan, implement and evaluate lessons in the some of the six KLAs. Emphasis should be on English, Mathematics, Numeracy and Science and Technology.
- Demonstrated developing knowledge of English, Mathematics, Numeracy and Science and Technology Curriculum Documents and how this translates to unit planning and classroom teaching.
- Displayed the ability to analyse and reflect on their own teaching practice with the view of improving that practice.
- Recognised and catered for student diversity.
- Recorded management/learning challenges and demonstrate the emerging ability to provide methods to address these concerns in future classes.
- Collect and developed a range of resources used for lesson implementation.
- Maintained an effective daybook for daily planning of class activities.
- Completed non-teaching professional tasks, such as preparation or organisation of resources, assisting with other activities such as sport/excursions/clubs/assembly, playground and bus duties.
- Programmed and assessed student achievement where possible.
- Demonstrated an awareness of whole school policies and procedures.
- Developed an understanding of the school’s reporting to parents processes.
- Built up the daily teaching load to a whole day(s) of teaching by the last week of the Minor Professional Experience.
- Built up the teaching load to at teach at least two consecutive whole day(s) of teaching.
- Successfully managed timing in the classroom and transitions from one lesson to the next, including lesson beginnings and endings.
- Reflected on their teaching practice against the Graduate Teacher Professional Teaching Standards.
- Be deemed competent to progress to the Major Professional Experience.
• Apply classroom management skills fairly and consistently.
• Demonstrate an understanding of the importance of interpersonal relations and communication skills both in class, school activities with students and colleagues.
• Demonstrate, through their teaching, an understanding of the way in which learners' develop skills and understanding of concepts in all six KLA's.
• Demonstrate an ability to employ technology in the classroom.
• Demonstrate an ability to interact with school staff and students in a variety of school settings.
• Demonstrate an understanding of individual student learning characteristics e.g. learning styles, self-esteem and their impact upon classroom and school behaviour.
• Undertake successfully non teaching professional tasks, such as preparation and organisation of resources, assisting with extracurricular activities such as sport, excursions, assemblies, musical activities, playground, bus duty etc.
• Demonstrate awareness and implement school policies and procedures.
• Demonstrate an understanding of NSW Board of Studies documents.
• Display a professional attitude towards teaching and the teacher’s role in the school.

**University Liaison Lecturer**

A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher’s development.
### 7.5 Graduate Diploma in Education: Primary and Secondary Part-time – 3 Semesters

#### 7.5.1 Bega, Batemans Bay, Shoalhaven Campuses Only

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Year A (2012 / 2013)</th>
<th>Year B (2011 / 2012 )</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-week block</td>
<td>8/10/12 to 2/11/12</td>
<td>October 2011</td>
</tr>
<tr>
<td><strong>Minor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three-week block</td>
<td>Mid March 2013</td>
<td>March 2012</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-week block</td>
<td>June 2013</td>
<td>June 2012</td>
</tr>
</tbody>
</table>

#### Required Number of Professional Experience Days

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

#### Subject Number

EDGD800

#### Reporting Requirements

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

- **Minor**
  2. Professional Experience Report

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

Reports can be downloaded from [http://www.uow.edu.au/educ/proExperience/reports/index.html](http://www.uow.edu.au/educ/proExperience/reports/index.html) and are to be typed - not handwritten.

#### Lesson Preparation

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

#### Observation

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

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

#### Minimum Teaching Allocation

To maintain consistency across all teaching methods within the Graduate Diploma in Education, outlined below are the minimum teaching load for each of the Professional Experiences.
Please Note: These expectations are intended as a guideline. The Supervising Teacher and their Preservice Teacher may negotiate either more or less teaching to suit the needs of each individual and the teaching setting.

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

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

Initial Professional Experience

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

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

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

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

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

Minor Professional Experience

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

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

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

Week Three
Teach up to two blocks per day.
Please Note:
These expectations are intended as a guideline. The Supervising Teacher and their Preservice Teacher may negotiate either more or less teaching to suit the needs of each individual and the teaching setting.

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

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

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

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

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

Week Three to Four
Plan and implement up to ten hours of teaching across all KLAs. Detailed lesson plans must be completed and checked by Supervising Teacher prior to the lesson being taught. The culminating activity of this Professional Experience should be a whole day of teaching where possible.

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

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

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

Week Three
Teach up to two blocks per day.

Outcomes

For Primary Preservice Teachers
Please refer to Section 7.1.

For Secondary Preservice Teachers
Please refer to Section 7.2.

University Liaison Lecturer
A University Liaison Lecturer will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Liaison Lecturer should establish good communication between the In School Coordinator, Supervising Teacher and Preservice Teacher so as to understand and support the Preservice Teacher’s development.
7.6 Graduate Diploma in Education: Primary and Secondary Part-time – 4 Semesters

7.6.1 Bega, Batemans Bay, Shoalhaven Campuses Only
Students complete all Professional Experience in their second year when undertaking 4 semester part time program. They are strongly advised to undertake volunteer work in schools during their first year.

For Primary Preservice Teachers
Please refer to Section 7.1.

For Secondary Preservice Teachers
Please refer to Section 7.2.
7.6 Graduate Diploma in Education: Primary and Secondary Part-time

7.6.1 Bega, Batemans Bay, Shoalhaven Campuses Only

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

For Primary Preservice Teachers

Please refer to Section 7.1.

For Secondary Preservice Teachers

Please refer to Section 7.2.
Professional Experience Evidence Guides

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

Professional Knowledge

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

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

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

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

<table>
<thead>
<tr>
<th>GRADUATE TEACHER STANDARDS</th>
<th>EARLY STAGE PRESERVICE TEACHERS 1st and 2nd Year Professional Experience Or: Initial and Minor Professional Experience</th>
<th>LATER STAGE PRESERVICE TEACHERS 3rd and 4th Year Professional Experience Or: Major Professional Experience</th>
</tr>
</thead>
</table>
| Demonstrate knowledge of a range of literacy strategies to meet the needs of all students including:  
  - Aboriginal and Torres Strait Islander students  
  - Students with Special Education Needs  
  - NESB students  
  - Students with Challenging Behaviours | Attempts through choice of resources, strategies and questioning to attend to different student learning needs. | Incorporates a range of literacy strategies into daily practice.  
Accommodates for students with a range of achievement levels. |
| Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes | Writes detailed lesson plans that identify learning outcomes.  
Prepares resources and material in advance of teaching. | Prepares students for what they are about to learn.  
Identifies clear and appropriate learning goals with respect to syllabus documents and specific learning needs of the group. | Link learning outcomes to relevant syllabus outcomes.  
Experiments with a variety of strategies to achieve learning outcomes.  
Creates interesting lessons where students are engaged and on task.  
Recognises barriers to learning and develops strategies to address them. |
| Select and organise subject/content in logical, sequential and structured ways to address student learning outcomes | Plans for sequential development of learning outcomes and activities.  
Begins to assign appropriate time/weighting to achieve learning outcomes in lesson/unit planning.  
Plans productive use of lesson time. | Plans and delivers lessons structured in relation to clear and appropriate outcomes, timing, sequencing and attention to diversity.  
Assigns appropriate time/weighting to achieve learning outcomes in lesson/unit planning.  
Links learning experiences to draw together the content of the lesson. | |
<p>| Demonstrate knowledge of a range of appropriate and engaging resources | Uses current and relevant resources in consultation | Developing knowledge of a range of appropriate and engaging resources |</p>
<table>
<thead>
<tr>
<th>GRADUATE TEACHER STANDARDS</th>
<th>EARLY STAGE PRESERVICE TEACHERS 1st and 2nd Year Professional Experience Or. Initial and Minor Professional Experience</th>
<th>LATER STAGE PRESERVICE TEACHERS 3rd and 4th Year Professional Experience Or. Major Professional Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>and materials to support students’ learning (3.1.4)</td>
<td>with their supervisory teacher to ensure accurate content is presented in lesson. Reviews current/relevant teaching resources to improve lesson/unit planning. Includes motivational strategies in their lessons.</td>
<td>engaging materials and resources and commencing to incorporate these into teaching practice. Plans and develops creative and developmentally appropriate learning activities.</td>
</tr>
<tr>
<td>Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes (3.1.5)</td>
<td>Considers appropriate assessment strategies when developing lessons/units. Uses informal assessment information to monitor student learning.</td>
<td>Plans for assessment which is varied, fair and appropriate to learning outcomes. Develops and implements assessment tasks in consultation with the supervisor. Uses formal assessment information to monitor student learning.</td>
</tr>
<tr>
<td>Demonstrate knowledge of the link between outcomes and assessment strategies (3.1.6)</td>
<td>Incorporates learning outcomes into lesson plans.</td>
<td>Explains the form and purpose of any assessment tasks to students and provides feedback as to its significance to their learning outcomes. Uses standards and outcomes in making judgements about student achievement.</td>
</tr>
<tr>
<td>Gives helpful and timely oral and written feedback to students (3.1.7)</td>
<td>Ensures prompt marking or assessment of work. Uses a variety of feedback, providing it as soon as possible. Gives constructive and justifiable feedback to students about their achievement. Provides appropriate encouragement.</td>
<td>Responds to student progress, re-teaching where necessary. Builds appropriate reinforcement and feedback into lesson plans. Gives feedback to enhance student performance and provides corrective instruction where appropriate.</td>
</tr>
<tr>
<td>Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor students’ progress (3.1.8)</td>
<td>Follows school record keeping policies, processes and practices.</td>
<td>Develops record keeping procedures consistent with school policies and practices. Demonstrates understanding of record-keeping processes and systems consistent with school policy and practice.</td>
</tr>
<tr>
<td>Demonstrate a growing awareness of the principles and practices of reporting to students, parents and caregivers (3.1.9)</td>
<td>Discusses student achievement with Supervising Teacher.</td>
<td>Maintains records and discusses assessment results with Supervising Teacher and support staff where appropriate.</td>
</tr>
</tbody>
</table>
### GRADUATE TEACHER STANDARDS

#### EARLY STAGE PRESERVICE TEACHERS
1st and 2nd Year Professional Experience
Or
Initial and Minor Professional Experience

- Demonstrate a developing understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning (3.1.10)

- Shows a developing capacity to evaluate teaching including relevant assessment data to adjust subsequent planning and teaching.

- Discusses assessment results with Supervising Teacher to inform future planning requirements.

- Builds appropriate assessment strategies into lesson/unit planning as a feedback mechanism.

#### LATER STAGE PRESERVICE TEACHERS
3rd and 4th Year Professional Experience
Or
Major Professional Experience

### ELEMENT 4. PRESERVICE TEACHERS COMMUNICATE EFFECTIVELY WITH THEIR STUDENTS

#### GRADUATE TEACHER STANDARDS

- Demonstrate effective use of the English language in communicating with students (4.1.1)

- Shows a developing capacity to evaluate teaching including relevant assessment data to adjust subsequent planning and teaching.

- Discusses assessment results with Supervising Teacher to inform future planning requirements.

- Builds appropriate assessment strategies into lesson/unit planning as a feedback mechanism.

#### EARLY STAGE PRESERVICE TEACHERS
1st and 2nd Year Professional Experience
Or
Initial and Minor Professional Experience

- Demonstrates written and oral language skills appropriate to the teaching profession.

- Provides clear, concise and appropriate directions to students.

- Articulates directions clearly, communicates in a clear, concise and appropriate manner.

- Asks closed and open ended questions.

#### LATER STAGE PRESERVICE TEACHERS
3rd and 4th Year Professional Experience
Or
Major Professional Experience

- 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.

- Provides clear explanations, precise instructions and effective demonstrations.

- Aims to employ a range of questioning techniques, using a variety of questions, such as open-ended and closed questions.

- Acknowledges and values student responses.

- Asks questions in a logical sequence that encourage students to think.

#### EARLY STAGE PRESERVICE TEACHERS
1st and 2nd Year Professional Experience
Or
Initial and Minor Professional Experience

- Asks closed and open ended questions.

- Allows time for students to respond to questions.

- Uses questioning to involve all students.

- Encourages and responds to students’ questions appropriately.

- Provides clear, concise and appropriate directions to students.

#### LATER STAGE PRESERVICE TEACHERS
3rd and 4th Year Professional Experience
Or
Major Professional Experience

- Aims to employ a range of questioning techniques, using a variety of questions, such as open-ended and closed questions.

- Acknowledges and values student responses.

- Asks questions in a logical sequence that encourage students to think.

- Checks for understanding through observation and questioning.

- Commencing to use effective discussion techniques and to support the development of students’ skills in this area.

- Aims to maximise individual involvement in learning.
<table>
<thead>
<tr>
<th>Use student group structures as appropriate to address teaching and learning goals (4.1.4)</th>
<th>Developing skills and awareness in selecting appropriate strategies, resources and structures to foster interest and support for student learning. User group structures recognised by Supervising Teacher.</th>
<th>Allocates groups that are designed to facilitate learning. Developing an awareness of diverse grouping structures to facilitate learning, combined with appropriate management strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a range of teaching strategies and resources including ICT and other technologies to foster interest and support learning (4.1.5)</td>
<td>Aims to select resources and strategies that are appropriate and meaningful to students' learning needs. Demonstrates willingness to implement a variety of teaching strategies and resources.</td>
<td>Successfully implements a variety of teaching strategies and use of resources. Is aware of a number of relevant ICT resources and possibilities for their incorporation into teaching.</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>GRADUATE TEACHER STANDARDS</th>
<th>EARLY STAGE PRESERVICE TEACHERS 1st and 2nd Year Professional Experience Or: Initial and Minor Professional Experience</th>
<th>LATER STAGE PRESERVICE TEACHERS 3rd and 4th Year Professional Experience Or: Major Professional Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a variety of strategies to develop rapport with students (5.1.1)</td>
<td>Interacts positively with students outside the classroom setting. Displays genuine interest in and concern for all students. Displays enthusiasm verbally and non-verbally.</td>
<td>Models and articulates expected behaviour. Implements clear expectations and consequences. Is respectful and caring in interactions.</td>
</tr>
<tr>
<td>Establish supportive learning environments where students feel safe to risk full participation (5.1.2)</td>
<td>Works towards establishing and maintaining focus in learning. Communicates value and respect for different learning needs and contributions. Promotes a learning environment where students give and receive feedback.</td>
<td>Values and respects students’ opinions and contributions. Provides opportunities for maximum student participation. Provides an environment in which all students are motivated to learn.</td>
</tr>
<tr>
<td>Demonstrate strategies to create a positive environment supporting student effort and learning (5.1.3)</td>
<td>Affirms students’ efforts publicly and privately. Positions self to monitor the total learning environment. Uses verbal encouragement and praise to individuals and groups.</td>
<td>Uses verbal and non-verbal communication for student learning and management. Sets realistic expectations and goals, encourages student endeavour.</td>
</tr>
<tr>
<td>Provide clear directions for classroom activities and engage students in purposeful learning activities (5.1.4)</td>
<td>Displays appropriate voice intonation, pace and projection. Reinforces classroom routines. Explains and negotiates student goals and expectations.</td>
<td>Aims to establish, maintain and articulate explicit routines and is attempting to reinforce them consistently, supported by effective time management.</td>
</tr>
<tr>
<td>Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom (5.1.5)</td>
<td>Remains calm and fair. Aims to apply disciplinary practices that are appropriate and consistent. Positions self to monitor the total learning environment. Incorporates appropriate management strategies into lesson planning.</td>
<td>Recognises and reacts to positive and negative non-verbal responses. Displays effective conflict resolution skills. Commencing to be proactive, ‘reading’ the climate of the classroom and aiming at implementing responses.</td>
</tr>
</tbody>
</table>
## GRADUATE TEACHER STANDARDS

### EARLY STAGE PRESERVICE TEACHERS

<table>
<thead>
<tr>
<th>1st and 2nd Year Professional Experience</th>
<th>Or: Initial and Minor Professional Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of principles and practices for managing classroom discipline (5.1.6)</td>
<td>Follows classroom management system. Attempts to manage discipline problems quickly, fairly and respectfully.</td>
</tr>
<tr>
<td>Understands specific requirements for ensuring student safety in schools (5.1.7)</td>
<td>Understands mandatory policies, and with guidance able to implement appropriate safety and risk management procedures. Understands school welfare and discipline policy and procedures. Plans for safe use of learning activities, equipment and facilities.</td>
</tr>
</tbody>
</table>

### LATER STAGE PRESERVICE TEACHERS

<table>
<thead>
<tr>
<th>3rd and 4th Year Professional Experience</th>
<th>Or: Major Professional Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the need to work within an identifiable welfare / classroom management system, aiming to handle discipline problems with developing professional judgement. Anticipates potential problems and adjusts teaching accordingly.</td>
<td>Implements school and system policies and procedures for ensuring student safety. Demonstrates vigilance with respect to safety.</td>
</tr>
</tbody>
</table>

### Professional Commitment

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

<table>
<thead>
<tr>
<th>GRADUATE TEACHER STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a capacity to reflect critically on and improve teaching practice (6.1.1)</td>
</tr>
<tr>
<td>Demonstrates knowledge of the professional standards framework and its impact on the professional life of a teacher (6.1.2)</td>
</tr>
<tr>
<td>Demonstrates knowledge of the available professional development opportunities and the importance of personal planning to ongoing professional growth (6.1.3)</td>
</tr>
</tbody>
</table>
### ELEMENT 7. PRESERVICE TEACHERS ARE ACTIVELY ENGAGED MEMBERS OF THEIR PROFESSION AND THE WIDER COMMUNITY

<table>
<thead>
<tr>
<th>GRADUATE TEACHER STANDARDS</th>
<th>EARLY STAGE PRESERVICE TEACHERS</th>
<th>LATER STAGE PRESERVICE TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates interests in developing appropriate and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>communications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solar system</td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Conferences with Supervising Teacher to ensure compliance with policies.</td>
<td></td>
<td>Demonstrates understanding of policy documents through professional practice.</td>
</tr>
<tr>
<td><strong>ELEMENT 7. PRESERVICE TEACHERS ARE ACTIVELY ENGAGED MEMBERS OF THEIR PROFESSION AND THE WIDER COMMUNITY</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EARLY STAGE PRESERVICE TEACHERS**

1st and 2nd Year Professional Experience

Or

Initial and Minor Professional Experience

**LATER STAGE PRESERVICE TEACHERS**

3rd and 4th Year Professional Experience

Or

Major Professional Experience

**Demonstrate the capacity to communicate effectively with parents and caregivers (7.1.1)**

<table>
<thead>
<tr>
<th><strong>EARLY STAGE PRESERVICE TEACHERS</strong></th>
<th><strong>LATER STAGE PRESERVICE TEACHERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates and interacts in different settings within the school.</td>
<td>Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families and caregivers.</td>
</tr>
<tr>
<td>GRADUATE TEACHER STANDARDS</td>
<td>EARLY STAGE PRESERVICE TEACHERS</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Demonstrate an understanding of the importance of effective home-school links and processes for reporting student progress to parents and caregivers (7.1.2)</td>
<td>Demonstrates interests in developing appropriate and professional home-school communications.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td>Employs appropriate and respectful professional communication with school staff, visitors, parents and caregivers.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td>Interacts professionally with personnel associated with the school.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands regulations and statutes related to teachers’ responsibilities and students’ rights (7.1.5)</td>
<td>Demonstrates an understanding of relevant regulatory requirements and issues of confidentiality.</td>
</tr>
<tr>
<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>
<td>Employs appropriate and respectful professional communication with students, teachers, school support staff and community members.</td>
</tr>
<tr>
<td></td>
<td>Models accepted professional standards of language and dress.</td>
</tr>
</tbody>
</table>
Faculty of Education: Professional Experience Handbook 2012

Unsatisfactory Progress
Phase 1: Initial Identification

INSTRUCTIONS

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

2. A copy of Phase 1 of the Unsatisfactory Progress form to be submitted to the Director of relevant program and the PEX Unit (pex-enquiries@uow.edu.au).

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

STUDENT DETAILS

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervising Teacher</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AREAS CAUSING CONCERN

SUGGESTIONS FOR DEVELOPMENT / MINIMUM EXPECTATION

SIGN OFF

<table>
<thead>
<tr>
<th>Preservice Teacher signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
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<th>Supervising Teacher signature</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Liaison Lecturer</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Director</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unsatisfactory Progress

**Phase 2: Unsatisfactory Progress Continues**

**INSTRUCTIONS**

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

2. A copy of Phase 2 of the Unsatisfactory Progress form to be submitted to the Director of relevant program and the PEX Unit (pex-enquiries@uow.edu.au).

<table>
<thead>
<tr>
<th>STUDENT DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name</strong></td>
</tr>
<tr>
<td><strong>School</strong></td>
</tr>
<tr>
<td><strong>Supervising Teacher</strong></td>
</tr>
</tbody>
</table>

**AREAS CAUSING CONCERN**

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

**SUGGESTIONS FOR DEVELOPMENT / MINIMUM EXPECTATION**

- [ ]
- [ ]
- [ ]
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- [ ]

**SIGN OFF**

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<th>Date</th>
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<tbody>
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<td></td>
</tr>
<tr>
<td>Supervising Teacher signature</td>
<td></td>
</tr>
<tr>
<td>Academic Liaison Lecturer</td>
<td></td>
</tr>
<tr>
<td>Program Director</td>
<td></td>
</tr>
</tbody>
</table>
Unsatisfactory Progress
Phase 3: Final Recommendations

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

STUDENT DETAILS

<table>
<thead>
<tr>
<th>Student Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervising Teacher</td>
<td>Date</td>
</tr>
</tbody>
</table>

EVIDENCE OF DEVELOPING CAPACITY HAS NOT BEEN DEMONSTRATED IN THE FOLLOWING DOMAIN(S):

<table>
<thead>
<tr>
<th>Professional Knowledge</th>
<th>Element 1</th>
<th>Element 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Practice</td>
<td>Element 3</td>
<td>Element 4</td>
</tr>
<tr>
<td>Professional Commitment</td>
<td>Element 6</td>
<td>Element 7</td>
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</table>

RECOMMENDATIONS

SIGN OFF

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<tr>
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<th>Date</th>
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<tbody>
<tr>
<td>Supervising Teacher signature</td>
<td>Date</td>
</tr>
<tr>
<td>Academic Liaison Lecturer signature</td>
<td>Date</td>
</tr>
<tr>
<td>Program Director signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
**Lesson Plans: Sample Proforma**

**PDHPE K-6 Lesson Plan Proforma**

<table>
<thead>
<tr>
<th>Teacher’s name:</th>
<th>Stage /Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/s:</td>
<td>Lesson number:</td>
</tr>
<tr>
<td>Lesson Outcomes:</td>
<td>Indicators:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning and Teaching Strategies</th>
<th>Key Teaching Points</th>
<th>Equipment/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**INSTRUCTIONS**

1. If, within the timeframe outlined, the Preservice Teacher continues to not demonstrate evidence of developing capacity, the Supervising Teacher contacts the PEX Associate immediately.

2. The PEX Associate, Supervising Teacher, Director of relevant program and/or Senior Executive and Preservice Teacher discuss the areas of concern and determine possible reasons why there has been no progress demonstrated. In consultation with the relevant Program Director and/or Senior Executive, final recommendations regarding the Preservice Teacher’s current Professional Experience will be determined.

3. Phase 3 of the Unsatisfactory Progress form to be completed and a copy submitted to the PEX Unit (pex-enquiries@uow.edu.au).
## Learning and Teaching Strategies

<table>
<thead>
<tr>
<th>Key Teaching Points</th>
<th>Equipment/Resources</th>
</tr>
</thead>
</table>

### Conclusion

**Observational Focus:** *(What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding?)*

**Reflection:**
### PDHPE 7 - 10 Lesson Plan Proforma

<table>
<thead>
<tr>
<th>Teacher’s name:</th>
<th>Stage /Year/Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/s:</td>
<td>Lesson number:</td>
</tr>
<tr>
<td>Knowledge/Understanding Outcomes:</td>
<td>Skills/Values:</td>
</tr>
<tr>
<td>Students will Learn About</td>
<td>Students will Learn to</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning and Teaching Strategies</th>
<th>Key Teaching Points</th>
<th>Equipment/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Body</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Conclusion

**Observational Focus:** *(What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding?)*

**Reflection:**
# SUGGESTED LESSON PLAN AND LESSON REFLECTION FORMAT

<table>
<thead>
<tr>
<th>CLASS YEAR LEVEL:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC:</td>
<td>KLA:</td>
</tr>
</tbody>
</table>

## 1. PREPARATION

a. **Students** – Consider: previous learning experiences, prior knowledge, needs and interests, skills, difference in achievement level, entering attitudes, cultural and social differences.

b. **Purpose of the lesson** – Why are you teaching this lesson to the children in your class at this time?

c. **Learning outcomes** – What do you expect the children to know or to be able to do as a result of your lesson? State outcomes and indicators from syllabus documents.

d. **Teaching strategy focus** e.g. narration, demonstration, cooperative learning.

e. **Resources** – What resources will you need to help the children achieve the learning outcomes?

f. **Assessment** – Think now how students will be assessed and how this lesson will be evaluated in terms of children’s learning.

## 2. PRESENTATION

[In each section refer to what you (and possibly other teachers) will do and how the class will be organised]

<table>
<thead>
<tr>
<th>Estimated Time (state length of time for each part of the lesson)</th>
<th>INTRODUCTION <strong>Indicate:</strong> attention gaining devices focus for lesson, references to previous work, key questions, expectations of performance and clarification of task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BODY <strong>Indicate:</strong> each distinct step. A new step is required each time students or teachers behave in a different manner. In each sequence, indicate teacher skills / strategies used and anticipated student actions</td>
</tr>
<tr>
<td></td>
<td>CLOSURE <strong>May include:</strong> proposed evaluation strategies review/summary of lesson content feedback to students regarding their efforts in relation to stated outcomes forecast future activities/follow-up as appropriate</td>
</tr>
</tbody>
</table>

## 3. LESSON REFLECTION

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

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

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

**LESSON PLAN**

<table>
<thead>
<tr>
<th>KLA:</th>
<th>Class:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### OUTCOMES

**Syllabus outcome:**
What syllabus outcome does this lesson contribute to?

**Specific Lesson Outcome:**
What will the learners be able to do as a result of this lesson?

Learners will be able to………………………………………………

<table>
<thead>
<tr>
<th>INDICATORS</th>
</tr>
</thead>
</table>

What evidence will demonstrate learners’ attainment of outcome/s?

---

### TEACHING AND LEARNING ACTIONS

#### ORIENTATION

**How will I focus learners’ attention on task?**

How will I consolidate lesson concepts/skills?

**What resources will I need?**

**What opportunities are there for learners to share/explain/justify their learning?**

**How will I motivate learners?**

**How will I access learners’ prior knowledge?**

**How will I challenge learning?**

---

#### TEACHING AND LEARNING ACTIONS CONTINUED

**REFLECTION**

**How will I consolidate lesson concepts/skills?**

**What resources will I need?**

**What opportunities are there for learners to share/explain/justify their learning?**

---

#### CONTENT TIME GUIDED DISCOVERY GROUP STRUCTURE ASSESSMENT RESOURCES

**What am I teaching?**

- Concepts, Skills, Understanding

**How long will each step take?**

**GUIDED DISCOVERY**

- What is my explicit teaching action?
  - explain, demonstrate, model, role play

- What questions will support learning?

**EXPLORATION**

What activities will allow learners to construct their own understanding of the concept?

**EXTENSION**

How will I extend the lesson focus for advanced learners?

**GROUP STRUCTURE**

- How do I organise the learners to maximise teaching and learning effectiveness?
  - TA - teacher assisted
  - TM - teacher monitored
  - SD - self directed

- How will I accommodate special needs?

**ASSESSMENT**

- What am I assessing?
- How am I assessing?

**RESOURCES**

At each teaching step:

- What do I need to support teaching?
- What do the learners need to complete the task?

---


---

Faculty of Education: Professional Experience Handbook 2012
# GDE SUGGESTED GENERAL LESSON PLAN FORMAT

<table>
<thead>
<tr>
<th>DATE:</th>
<th>SUBJECT:</th>
<th>TOPIC:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLOCK or PERIOD:</td>
<td>CLASS:</td>
<td>SYLLABUS OUTCOMES and indicators:</td>
</tr>
</tbody>
</table>

**LEARNING INTENTION:** The ‘Big Idea’
- **CONCEPTS TO BE DEVELOPED:** Students learn about...

- **OBJECTIVES/SKILLS TO BE DEVELOPED:** Students learn to...

**ASSESSMENT:** How will I know students have met the Learning Intention? How will the students know they have met the Learning Intention?

**FOCUS QUESTIONS (& Answers)/ PLANNED DEMONSTRATIONS**

**RESOURCES/AIDS:**

---

<table>
<thead>
<tr>
<th>LESSON ACTIVITIES</th>
<th>TIME</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closure:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER DOES:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the students doing?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENTS WILL DO:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EVALUATION/SELF-ASSESSMENT:**

Noelene Weatherby-Fell, 2011
## Supervising Teacher - Lesson Feedback

### Instructions

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

<table>
<thead>
<tr>
<th>Preservice Teacher Details</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>Lesson</td>
</tr>
<tr>
<td>School</td>
<td>Date</td>
</tr>
</tbody>
</table>

### Key

(For each Standard, check the box applicable)

<table>
<thead>
<tr>
<th>Not applicable/No opportunity to demonstrate capacity in this aspect</th>
<th>Student has demonstrated limited evidence of capacity in this aspect</th>
<th>Student has demonstrated evidence of developing capacity in this aspect</th>
<th>Student has consistently demonstrated evidence of capacity in this aspect</th>
<th>Student has demonstrated evidence of capacity beyond expectations for this Professional Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Professional Knowledge - Preparation

<table>
<thead>
<tr>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Lesson plan completed and presented prior to the lesson.
- Lesson plan has appropriate outcomes / appropriate content / structure and sequence.
- Teaching strategies and resources – appropriate and current.
- Teaching space / resources and materials checked and prepared prior to the lesson.

### Professional Practice - Implementation

<table>
<thead>
<tr>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tr>
</tbody>
</table>

- Used appropriate introductory procedures.
- Involved students in tasks.
- Displayed knowledge and understanding of subject content focus.
- Motivated students / used positive reinforcement and praise to individuals and groups.
- Used questioning techniques effectively to involve all students.
- Assigned appropriate time/weighting to achieve learning outcomes.
- Recognised and provided for individual differences.
- Used appropriate closing procedures.

### Comments

[Blank space for comments]

Faculty of Education: Professional Experience Handbook 2012
### Key
(For each Standard, check the box applicable)

<table>
<thead>
<tr>
<th>N/A</th>
<th>Not applicable/No opportunity to demonstrate capacity in this aspect</th>
<th>1 Student has demonstrated limited evidence of capacity in this aspect</th>
<th>2 Student has demonstrated evidence of developing capacity in this aspect</th>
<th>3 Student has consistently demonstrated evidence of capacity in this aspect</th>
<th>4 Student has demonstrated evidence of capacity beyond expectations for this Professional Experience</th>
</tr>
</thead>
</table>

### Professional Practice - Communication

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave clear, concise and appropriate directions to students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Displayed appropriate voice intonation, pace and projection.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Modelled written and oral language skills appropriate to the teaching profession.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Made effective use of non-verbal communication.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Displayed enthusiasm verbally and non-verbally.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Comments**

### Professional Practice – Classroom Management

<table>
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<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established and maintained effective management strategies.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Was consistent when reinforcing classroom routines and expectations.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Used disciplinary practices that were appropriate and consistent.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Positioned self to monitor the total environment and maintained an awareness.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Showed awareness of different learning situations.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Anticipated potential problems and adjusted teaching accordingly.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Set realistic goals for learner behaviour.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Comments**

### Professional Commitment

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a genuine interest and concern for students and the teaching profession.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Accepts constructive feedback to improve and refine teaching.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Communicates and interacts effectively and appropriately with colleagues.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Recommendations for Future Lessons

<table>
<thead>
<tr>
<th>Preservice Teacher signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervising Teacher signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
# Cooperating Teacher - Lesson Feedback

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

## Intern Details

<table>
<thead>
<tr>
<th>Intern Name</th>
<th>Lesson</th>
<th>School</th>
<th>Date</th>
</tr>
</thead>
</table>

## Key

(For each Standard, check the box applicable)

<table>
<thead>
<tr>
<th>N/A</th>
<th>Not applicable/No opportunity to demonstrate capacity in this aspect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intern has demonstrated limited evidence of capacity in this aspect</td>
</tr>
<tr>
<td>2</td>
<td>Intern has demonstrated evidence of developing capacity in this aspect</td>
</tr>
<tr>
<td>3</td>
<td>Intern has consistently demonstrated evidence of capacity in this aspect</td>
</tr>
<tr>
<td>4</td>
<td>Intern has demonstrated evidence of capacity beyond expectations for this Internship</td>
</tr>
</tbody>
</table>

## Professional Knowledge - Preparation

<table>
<thead>
<tr>
<th>Program/daybook has appropriate outcomes / appropriate content / structure and sequence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching strategies and resources – appropriate and current.</td>
</tr>
<tr>
<td>Teaching space / resources and materials checked and prepared prior to the lesson.</td>
</tr>
</tbody>
</table>

Comments

## Professional Practice - Implementation

<table>
<thead>
<tr>
<th>Used appropriate introductory procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involved students in tasks.</td>
</tr>
<tr>
<td>Displayed knowledge and understanding of subject content focus.</td>
</tr>
<tr>
<td>Motivated students / used positive reinforcement and praise to individuals and groups.</td>
</tr>
<tr>
<td>Used questioning techniques effectively to involve all students.</td>
</tr>
<tr>
<td>Assigned appropriate time/weighting to achieve learning outcomes.</td>
</tr>
<tr>
<td>Recognised and provided for individual differences.</td>
</tr>
<tr>
<td>Used appropriate closing procedures.</td>
</tr>
</tbody>
</table>

Comments
### Key

(For each Standard, check the box applicable)

<table>
<thead>
<tr>
<th>N/A</th>
<th>Not applicable/No opportunity to demonstrate capacity in this aspect</th>
<th>1 Intern has demonstrated limited evidence of capacity in this aspect</th>
<th>2 Intern has demonstrated evidence of developing capacity in this aspect</th>
<th>3 Intern has consistently demonstrated evidence of capacity in this aspect</th>
<th>4 Intern has demonstrated evidence of capacity beyond expectations for this Internship</th>
</tr>
</thead>
</table>

### Professional Practice - Communication

<table>
<thead>
<tr>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

- Gave clear, concise and appropriate directions to students.
- Displayed appropriate voice intonation, pace and projection.
- Modelled written and oral language skills appropriate to the teaching profession.
- Made effective use of non-verbal communication.
- Displayed enthusiasm verbally and non-verbally.

### Professional Practice – Classroom Management

<table>
<thead>
<tr>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

- Established and maintained effective management strategies.
- Was consistent when reinforcing classroom routines and expectations.
- Used disciplinary practices that were appropriate and consistent.
- Positioned self to monitor the total environment and maintained an awareness.
- Showed awareness of different learning situations.
- Anticipated potential problems and adjusted teaching accordingly.
- Set realistic goals for learner behaviour.

### Professional Commitment

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
</table>

- Demonstrates a genuine interest and concern for students and the teaching profession.
- Accepts constructive feedback to improve and refine teaching.
- Communicates and interacts effectively and appropriately with colleagues.

### Recommendations for Future Lessons

<table>
<thead>
<tr>
<th>Intern signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
# Preservice Teacher - Professional Experience Self-Reflection

## Instructions

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

## Preservice Teacher Details

<table>
<thead>
<tr>
<th>Student name</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Please rank your performance using the following scale:

### Key

<table>
<thead>
<tr>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable/No opportunity to demonstrate capacity in this aspect</td>
<td>I have demonstrated limited evidence of capacity in this aspect</td>
<td>I have demonstrated evidence of developing capacity in this aspect</td>
<td>I have consistently demonstrated evidence of capacity in this aspect</td>
<td>I have demonstrated evidence of capacity beyond expectations for this Professional Experience</td>
</tr>
</tbody>
</table>

## Professional Knowledge – Preparation

<table>
<thead>
<tr>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan completed and presented prior to lesson.</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson plan has appropriate outcomes / appropriate content / structure and sequence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching strategies and resources – appropriate and current.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching space / resources and materials checked and prepared prior to the lesson.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Comments

## Professional Practice – Implementation

<table>
<thead>
<tr>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used appropriate introductory procedures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involved students in tasks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displayed knowledge and understanding of subject content focus.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivated students / used positive reinforcement and praise to individuals and groups.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used questioning techniques effectively to involve all students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigned appropriate time/weighting to achieve learning outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognised and provided for individual differences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used appropriate closing procedures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Comments
### Key

<table>
<thead>
<tr>
<th>N/A</th>
<th>Not applicable/No opportunity to demonstrate capacity in this aspect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have demonstrated limited evidence of capacity in this aspect</td>
</tr>
<tr>
<td>2</td>
<td>I have demonstrated evidence of developing capacity in this aspect</td>
</tr>
<tr>
<td>3</td>
<td>I have consistently demonstrated evidence of capacity in this aspect</td>
</tr>
<tr>
<td>4</td>
<td>I have demonstrated evidence of capacity beyond expectations for this Professional Experience</td>
</tr>
</tbody>
</table>

### Professional Practice – Communication

<table>
<thead>
<tr>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- Gave clear, concise and appropriate directions to students.
- Displayed appropriate voice intonation, pace and projection.
- Modelled written and oral language skills appropriate to the teaching profession.
- Made effective use of non-verbal communication.
- Displayed enthusiasm verbally and non-verbally.

**Comments**

### Professional Practice – Classroom Management

<table>
<thead>
<tr>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Established and maintained effective management strategies.
- Was consistent when reinforcing classroom routines and expectations.
- Used disciplinary practices that were appropriate and consistent.
- Positioned self to monitor the total environment and maintained an awareness.
- Showed awareness of different learning situations.
- Anticipated potential problems and adjusted teaching accordingly.
- Set realistic goals for learner behaviour.

**Comments**

### Professional Commitment

- I demonstrate a genuine interest and concern for students and the teaching profession.
- I accept constructive feedback to improve and refine teaching.
- I communicate and interact effectively and appropriately with colleagues.

### Recommendations for Future Lessons

Preservice Teacher signature

Supervising Teacher signature

Date
# Intern - Professional Experience Self-Reflection

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

## Intern Details
<table>
<thead>
<tr>
<th>Intern name</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Please rank your performance using the following scale:

### Key

- **N/A** Not applicable/No opportunity to demonstrate capacity in this aspect
- 1 I have demonstrated limited evidence of capacity in this aspect
- 2 I have demonstrated evidence of developing capacity in this aspect
- 3 I have consistently demonstrated evidence of capacity in this aspect
- 4 I have demonstrated evidence of capacity beyond expectations for this internship

## Professional Knowledge – Preparation

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program/daybook has appropriate outcomes / appropriate content / structure and sequence.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Teaching strategies and resources – appropriate and current.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Teaching space / resources and materials checked and prepared prior to the lesson.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Professional Practice – Implementation

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used appropriate introductory procedures.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Involved students in tasks.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Displayed knowledge and understanding of subject content focus.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Motivated students / used positive reinforcement and praise to individuals and groups.</td>
<td>❑</td>
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<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Used questioning techniques effectively to involve all students.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Assigned appropriate time/weighting to achieve learning outcomes.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
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<td>❑</td>
</tr>
<tr>
<td>Recognised and provided for individual differences.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Used appropriate closing procedures.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Key

<table>
<thead>
<tr>
<th>N/A</th>
<th>Not applicable/No opportunity to demonstrate capacity in this aspect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have demonstrated limited evidence of capacity in this aspect</td>
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<td>I have demonstrated evidence of capacity beyond expectations for this Internship</td>
</tr>
</tbody>
</table>

#### Professional Practice – Communication

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave clear, concise and appropriate directions to students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displayed appropriate voice intonation, pace and projection.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Modelled written and oral language skills appropriate to the teaching profession.</td>
<td></td>
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</tr>
<tr>
<td>Made effective use of non-verbal communication.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Displayed enthusiasm verbally and non-verbally.</td>
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<td></td>
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</tr>
<tr>
<td>Comments</td>
<td></td>
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</tbody>
</table>

#### Professional Practice – Classroom Management

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>1</th>
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established and maintained effective management strategies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Was consistent when reinforcing classroom routines and expectations.</td>
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<td>Used disciplinary practices that were appropriate and consistent.</td>
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<tr>
<td>Positioned self to monitor the total environment and maintained an awareness.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed awareness of different learning situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anticipated potential problems and adjusted teaching accordingly.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set realistic goals for learner behaviour.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Professional Commitment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I demonstrate a genuine interest and concern for students and the teaching profession.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I accept constructive feedback to improve and refine teaching.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I communicate and interact effectively and appropriately with colleagues.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Recommendations for Future Lessons

<table>
<thead>
<tr>
<th>Intern signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

---

Faculty of Education: Professional Experience Handbook 2012
## Professional Teaching Standards Report - 1st Year

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Physical &amp; Health Education</td>
<td>Bachelor of Mathematics Education</td>
</tr>
<tr>
<td>Bachelor of Primary Education</td>
<td>Bachelor of Science Education</td>
</tr>
<tr>
<td>Teaching Focus</td>
<td></td>
</tr>
<tr>
<td>Primary (Stage/Year)</td>
<td>Secondary (Year/Subject Matter)</td>
</tr>
<tr>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Supervising Teacher</td>
<td></td>
</tr>
</tbody>
</table>

### Key

<table>
<thead>
<tr>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Professional Knowledge

#### Element 1: Teachers know their subject content and how to teach that content to their students.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Code</th>
<th>Description</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1</td>
<td></td>
<td>Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content/discipline(s).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Element 2: Teachers know their students and how they learn.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Code</th>
<th>Description</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
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<td>Demonstrate knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.</td>
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### Professional Practice

#### Element 3: Teachers plan, assess and report for effective learning.

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<tr>
<th>Standard</th>
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</tr>
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<tbody>
<tr>
<td>3.1.1</td>
<td></td>
<td>Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.1.2</td>
<td></td>
<td>Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes.</td>
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<td>Select and organise subject/content in logical, sequential and structured ways to address student learning outcomes.</td>
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#### Element 4: Teachers communicate effectively with their students.

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</thead>
<tbody>
<tr>
<td>4.1.1</td>
<td></td>
<td>Communicate clear directions to students about learning goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1.3</td>
<td></td>
<td>Listen to students and engage them in classroom discussion.</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

#### Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Code</th>
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<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>5.1.1</td>
<td></td>
<td>Demonstrate a variety of strategies to develop rapport with all students.</td>
<td></td>
<td></td>
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</tr>
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<td>Provide clear directions for classroom activities and engage students in purposeful learning activities.</td>
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<td></td>
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</tr>
<tr>
<td>5.1.7</td>
<td></td>
<td>Understand specific requirements for ensuring student safety in schools.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key</td>
<td>(For each Standard, check the box applicable)</td>
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</tr>
<tr>
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### PROFESSIONAL COMMITMENT

#### Element 6: Teachers continually improve their professional knowledge and practice.

<table>
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</thead>
<tbody>
<tr>
<td>6.1.1</td>
<td>Demonstrate a capacity to reflect critically on and improve teaching practice.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6.1.4</td>
<td>Demonstrate knowledge of the importance of teamwork in an educational context.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6.1.5</td>
<td>Accept constructive feedback to improve and refine teaching and learning practices.</td>
<td>☐</td>
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</tr>
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#### Element 7: Teachers are actively engaged members of their profession and the wider community.

<table>
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<tbody>
<tr>
<td>7.1.5</td>
<td>Understand regulations and statutes related to teachers' responsibilities and students' rights.</td>
<td>☐</td>
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<tr>
<td>7.1.6</td>
<td>Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community.</td>
<td>☐</td>
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### RECOMMENDATION

(Check one box only to indicate the overall assessment.)

- [ ] Has satisfied the requirements for this Professional Experience.
- [ ] Has not satisfied the requirements for this Professional Experience.

<table>
<thead>
<tr>
<th>Supervising Teacher signature</th>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Preservice Teacher signature</th>
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Received: ……… / ……… / ………

Initials: ………
# Professional Teaching Standards Report - 2\textsuperscript{nd} Year

<table>
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<tr>
<th>Student Name</th>
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</tr>
<tr>
<td></td>
<td>Bachelor of Primary Education</td>
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<tr>
<td></td>
<td>Bachelor of Science Education</td>
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</table>

<table>
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<tr>
<th>Teaching Focus</th>
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<tbody>
<tr>
<td>Primary (Stage/Year)</td>
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<table>
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## Key

(For each Standard, check the box applicable)

- N/A Not applicable/No opportunity to demonstrate capacity in this aspect
- 1 Student has demonstrated limited evidence of capacity in this aspect
- 2 Student has demonstrated evidence of developing capacity in this aspect
- 3 Student has consistently demonstrated evidence of capacity in this aspect
- 4 Student has demonstrated evidence of capacity beyond expectations for this Professional Experience

### PROFESSIONAL KNOWLEDGE

#### Element 1: Teachers know their subject content and how to teach that content to their students.

<table>
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1.1.1 Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content/discipline(s).

1.1.3 Design and implement lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.

#### Element 2: Teachers know their students and how they learn.

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2.1.1 Demonstrate knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.

2.1.3 Demonstrate knowledge of students’ different approaches to learning.

### PROFESSIONAL PRACTICE

#### Element 3: Teachers plan, assess and report for effective learning.

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3.1.1 Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation.

3.1.2 Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes.

3.1.3 Select and organise subject/content in logical, sequential and structured ways to address student learning outcomes.

3.1.4 Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students’ learning.

3.1.7 Give helpful and timely oral and written feedback to students.

#### Element 4: Teachers communicate effectively with their students.

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4.1.1 Communicate clear directions to students about learning goals.

4.1.2 Demonstrate a range of questioning techniques designed to support student learning.

4.1.3 Listen to students and engage them in classroom discussion.

4.1.4 Use student group structures as appropriate to address teaching and learning goals.

4.1.5 Use a range of teaching strategies, and resources including ICT and other technologies to foster interest and support learning.
### Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills.

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<td>Demonstrate a variety of strategies to develop rapport with all students.</td>
<td>N/A 1 2 3 4</td>
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<td>Establish supportive learning environments where students feel safe to risk full participation.</td>
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<td>Demonstrate strategies to create a positive environment supporting student effort and learning.</td>
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<td>5.1.4</td>
<td>Provide clear directions for classroom activities and engage students in purposeful learning activities.</td>
<td>N/A 1 2 3 4</td>
</tr>
<tr>
<td>5.1.5</td>
<td>Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom.</td>
<td>N/A 1 2 3 4</td>
</tr>
<tr>
<td>5.1.6</td>
<td>Demonstrate knowledge of principles and practices for managing classroom discipline.</td>
<td>N/A 1 2 3 4</td>
</tr>
<tr>
<td>5.1.7</td>
<td>Understand specific requirements for ensuring student safety in schools.</td>
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### PROFESSIONAL COMMITMENT

### Element 6: Teachers continually improve their professional knowledge and practice.

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<td>Demonstrate knowledge of the importance of teamwork in an educational context.</td>
<td>N/A 1 2 3 4</td>
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<td>6.1.5</td>
<td>Accept constructive feedback to improve and refine teaching and learning practices.</td>
<td>N/A 1 2 3 4</td>
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<tr>
<td>6.1.6</td>
<td>Prepare for and contribute to discussions about the teaching profession or subject/content.</td>
<td>N/A 1 2 3 4</td>
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### Element 7: Teachers are actively engaged members of their profession and the wider community.

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### RECOMMENDATION

(Include professional assessment: satisfactory, not satisfactory, etc.)

- [ ] Has satisfied the requirements for this Professional Experience.
- [ ] Has not satisfied the requirements for this Professional Experience.

**Supervising Teacher signature**

**Preservice Teacher signature**

**Date**

**Date**

**Office Use Only**

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Received: ……… / ……… / ………

Initials
# Professional Teaching Standards Report - 3rd Year

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<tr>
<td>1.1.3 Design and implement lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1.1.4 Demonstrate current knowledge and proficiency in the use of the following:</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>- Basic operational skills</td>
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<tr>
<td>- Information technology skills</td>
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<tr>
<td>- Software evaluation skills</td>
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<tr>
<td>- Effective use of the internet</td>
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<tr>
<td>- Pedagogical skills for classroom management.</td>
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#### Element 2: Teachers know their students and how they learn.

<table>
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<tr>
<th>2.1.1 Demonstrate knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.</th>
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<tr>
<td>2.1.2 Demonstrate knowledge of the typical stages of student’s physical, social and intellectual development as well as an awareness of exceptions to general patterns.</td>
<td>N/A</td>
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<td>3</td>
<td>4</td>
</tr>
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<td>2.1.3 Demonstrate knowledge of students’ different approaches to learning.</td>
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<td>4</td>
</tr>
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<td>2.1.5 Demonstrate knowledge and understanding of specific strategies for teaching:</td>
<td>N/A</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
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<td>- Aboriginal and Torres Strait Islander students</td>
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<td></td>
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</tr>
<tr>
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<td></td>
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<tr>
<td>- Non English Speaking Background students</td>
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</tr>
<tr>
<td>2.1.6 Demonstrate knowledge of a range of literacy strategies to meet the needs of all students including:</td>
<td>N/A</td>
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<td>3</td>
<td>4</td>
</tr>
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Element 3: Teachers plan, assess and report for effective learning.

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<tr>
<td>3.1.1 Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation.</td>
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<td>3.1.2 Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes.</td>
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<td>3.1.3 Select and organise subject/content in logical, sequential and structured ways to address student learning outcomes.</td>
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<td>☐</td>
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<td>☐</td>
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<tr>
<td>3.1.4 Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students’ learning.</td>
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<td>☐</td>
</tr>
<tr>
<td>3.1.5 Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes.</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3.1.6 Demonstrate knowledge of the link between outcomes and assessment strategies.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3.1.7 Give helpful and timely oral and written feedback to students.</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3.1.8 Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor students’ progress.</td>
<td>☐</td>
<td>☐</td>
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Element 4: Teachers communicate effectively with their students.

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<tbody>
<tr>
<td>4.1.1 Communicate clear directions to students about learning goals.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4.1.2 Demonstrate a range of questioning techniques designed to support student learning.</td>
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</tr>
<tr>
<td>4.1.3 Listen to students and engage them in classroom discussion.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4.1.4 Use student group structures as appropriate to address teaching and learning goals.</td>
<td>☐</td>
<td>☐</td>
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<td>4.1.5 Use a range of teaching strategies, and resources including ICT and other technologies to foster interest and support learning.</td>
<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>

Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills.

<table>
<thead>
<tr>
<th>N/A</th>
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<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>5.1.1 Demonstrate a variety of strategies to develop rapport with all students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5.1.2 Establish supportive learning environments where students feel safe to risk full participation.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5.1.3 Demonstrate strategies to create a positive learning environment as a support for student effort and learning.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5.1.4 Provide clear directions for classroom activities and engage students in purposeful learning activities.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>5.1.5 Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5.1.6 Demonstrate knowledge of principles and practices for managing classroom discipline.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5.1.7 Understand specific requirements for ensuring student safety in schools.</td>
<td>☐</td>
<td>☐</td>
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</table>

Element 6: Teachers continually improve their professional knowledge and practice.

<table>
<thead>
<tr>
<th>N/A</th>
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</tr>
</thead>
<tbody>
<tr>
<td>6.1.1 Demonstrate a capacity to reflect critically on and improve teaching practice.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6.1.4 Demonstrate knowledge of the importance of teamwork in an educational context.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6.1.5 Accept constructive feedback to improve and refine teaching and learning practices.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>6.1.6 Prepare for and contribute to discussions about the teaching profession or subject/content.</td>
<td>☐</td>
<td>☐</td>
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</table>
### Element 7: Teachers are actively engaged members of their profession and the wider community.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>7.1.1</td>
<td>Demonstrate the capacity to communicate effectively with parents, caregivers.</td>
<td>N/A</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7.1.5</td>
<td>Understand regulations and statutes related to teachers’ responsibilities and students’ rights.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7.1.6</td>
<td>Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
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</table>

### RECOMMENDATION

(Check one box only to indicate the overall assessment.)

- ☐ Has satisfied the requirements for this Professional Experience.
- ☐ Has not satisfied the requirements for this Professional Experience.

<table>
<thead>
<tr>
<th>Supervising Teacher signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preservice Teacher signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Office Use Only

Original not valid without Faculty stamp.

Received: 

Initials: 

Faculty of Education: Professional Experience Handbook 2012
# Professional Teaching Standards Report - 4th Year

<table>
<thead>
<tr>
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<th>Student Number</th>
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</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Bachelor of Science Education</td>
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</table>

| Teaching Focus | Secondary (Year/Subject Matter) |

<table>
<thead>
<tr>
<th>School</th>
<th>Professional Experience length</th>
<th>days</th>
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</table>

| Supervising Teacher | |

## Key

(For each Standard, check the box applicable)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Not applicable/No opportunity to demonstrate capacity in this aspect</td>
<td>Student has demonstrated limited evidence of capacity in this aspect</td>
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<td>Student has consistently demonstrated evidence of capacity in this aspect</td>
<td>Student has demonstrated evidence of capacity beyond expectations for this Professional Experience</td>
</tr>
</tbody>
</table>

## PROFESSIONAL KNOWLEDGE

### Element 1: Teachers know their subject content and how to teach that content to their students.

<table>
<thead>
<tr>
<th>Standard</th>
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<th>2</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.1.1</td>
<td>Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content/discipline(s).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.2</td>
<td>Demonstrate research-based knowledge of the pedagogies of the content/discipline(s) taught.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.3</td>
<td>Design and implement lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1.1.4    | Demonstrate current knowledge and proficiency in the use of the following:  
- Basic operational skills  
- Information technology skills  
- Software evaluation skills  
- Effective use of the internet  
- Pedagogical skills for classroom management. |   |   |   |   |   |

### Element 2: Teachers know their students and how they learn.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<th>1</th>
<th>2</th>
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td>Demonstrate knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.2</td>
<td>Demonstrate knowledge of the typical stages of student’s physical, social and intellectual development as well as an awareness of exceptions to general patterns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.3</td>
<td>Demonstrate knowledge of students’ different approaches to learning.</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>2.1.4</td>
<td>Demonstrate knowledge and understanding of students’ skills, interests and prior achievements and their impact on learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2.1.5    | Demonstrate knowledge and understanding of specific strategies for teaching:  
- Aboriginal and Torres Strait Islander students  
- Students with Special Education Needs  
- Non English Speaking Background students  
- Students with Challenging Behaviours |   |   |   |   |   |
| 2.1.6    | Demonstrate knowledge of a range of literacy strategies to meet the needs of all students including:  
- Aboriginal and Torres Strait Islander students  
- Students with Special Education Needs  
- Non English Speaking Background students  
- Students with Challenging Behaviours |   |   |   |   |   |
### PROFESSIONAL PRACTICE

#### Element 3: Teachers plan, assess and report for effective learning.

<table>
<thead>
<tr>
<th>3.1.1</th>
<th>Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation.</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.2</td>
<td>Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.1.3</td>
<td>Select and organise subject/content in logical, sequential and structured ways to address student learning outcomes.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.1.4</td>
<td>Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students’ learning.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.1.5</td>
<td>Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.1.6</td>
<td>Demonstrate knowledge of the link between outcomes and assessment strategies.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.1.7</td>
<td>Give helpful and timely oral and written feedback to students.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.1.8</td>
<td>Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor students’ progress.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.1.9</td>
<td>Demonstrate an understanding of the principles and practices of reporting to students, parents and caregivers.</td>
<td>N/A</td>
<td>1</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.1.10</td>
<td>Demonstrate an understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
</tbody>
</table>

#### Element 4: Teachers communicate effectively with their students.

<table>
<thead>
<tr>
<th>4.1.1</th>
<th>Communicate clear directions to students about learning goals.</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4.1.2</td>
<td>Demonstrate a range of questioning techniques designed to support student learning.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.1.3</td>
<td>Listen to students and engage them in classroom discussion.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>4.1.4</td>
<td>Use student group structures as appropriate to address teaching and learning goals.</td>
<td>N/A</td>
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<td>4.1.5</td>
<td>Use a range of teaching strategies, and resources including ICT and other technologies to foster interest and support learning.</td>
<td>N/A</td>
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</table>

#### Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills.

<table>
<thead>
<tr>
<th>5.1.1</th>
<th>Demonstrate a variety of strategies to develop rapport with all students.</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>5.1.2</td>
<td>Establish supportive learning environments where students feel safe to risk full participation.</td>
<td>N/A</td>
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<td>3</td>
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</tr>
<tr>
<td>5.1.3</td>
<td>Demonstrate strategies to create a positive environment supporting student effort and learning.</td>
<td>N/A</td>
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<td>Provide clear directions for classroom activities and engage students in purposeful learning activities.</td>
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<td>4</td>
</tr>
<tr>
<td>5.1.6</td>
<td>Demonstrate knowledge of principles and practices for managing classroom discipline.</td>
<td>N/A</td>
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</tr>
<tr>
<td>5.1.7</td>
<td>Understand specific requirements for ensuring student safety in schools.</td>
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</table>

### PROFESSIONAL COMMITMENT

#### Element 6: Teachers continually improve their professional knowledge and practice.

<table>
<thead>
<tr>
<th>6.1.1</th>
<th>Demonstrate a capacity to reflect critically on and improve teaching practice.</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>6.1.2</td>
<td>Demonstrate knowledge of the professional standards framework and its impact on the professional life of a teacher.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.1.3</td>
<td>Demonstrate knowledge of the available professional development opportunities and the importance of personal planning to ongoing professional growth.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
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<td>6.1.4</td>
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*Faculty of Education: Professional Experience Handbook 2012*
6.1.7 Explore educational ideas and issues through research.

6.1.8 Recognise the range of policies and policy documents that teachers in NSW may need to comply with following employment in a school.

<table>
<thead>
<tr>
<th>Element 7: Teachers are actively engaged members of their profession and the wider community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.1 Demonstrate the capacity to communicate effectively with parents, caregivers.</td>
</tr>
<tr>
<td>7.1.2 Demonstrate an understanding of the importance of effective home-school links and processes for reporting student progress to parents/caregivers.</td>
</tr>
<tr>
<td>7.1.3 Demonstrate the importance of involving parents and caregivers in the educative process and the use of a limited number of strategies to seek that involvement.</td>
</tr>
<tr>
<td>7.1.4 Demonstrate the capacity to work effectively with external professionals, teachers’ aides and community-based personnel to enhance student learning opportunities.</td>
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<td>7.1.5 Understand regulations and statutes related to teachers’ responsibilities and students’ rights.</td>
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**Key**

(For each Standard, check the box applicable)

- N/A Not applicable/No opportunity to demonstrate capacity in this aspect
- 1 Student has demonstrated limited evidence of capacity in this aspect
- 2 Student has demonstrated evidence of developing capacity in this aspect
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**RECOMMENDATION**

(Check one box only to indicate the overall assessment.)

- Has satisfied the requirements for this Professional Experience.
- Has not satisfied the requirements for this Professional Experience.

**Supervising Teacher signature**

**Date**

**Preservice Teacher signature**

**Date**

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Original not valid without Faculty stamp.

**Received**

**Initiais**
### Graduate Diploma in Education
### Professional Teaching Standards Report – INITIAL

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td></td>
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</table>

<table>
<thead>
<tr>
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<th>Method</th>
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<table>
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<th>Supervising Teacher</th>
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</thead>
<tbody>
<tr>
<td>Primary (Stage/Year)</td>
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</tr>
<tr>
<td>Secondary (Year/Subject Matter)</td>
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### PROFESSIONAL KNOWLEDGE

#### Element 1: Teachers know their subject content and how to teach that content to their students.

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<tr>
<td>1.1.3</td>
<td></td>
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- 1.1.1 Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content/discipline(s).
- 1.1.3 Design and implement lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.

#### Element 2: Teachers know their students and how they learn.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- 2.1.1 Demonstrate knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.

### PROFESSIONAL PRACTICE

#### Element 3: Teachers plan, assess and report for effective learning.

<table>
<thead>
<tr>
<th>Standard</th>
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<th>1</th>
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<td>3.1.7</td>
<td></td>
<td></td>
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- 3.1.2 Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes.
- 3.1.3 Select and organise subject/content in logical, sequential and structured ways to address student learning outcomes.
- 3.1.7 Give helpful and timely oral and written feedback to students.

#### Element 4: Teachers communicate effectively with their students.

<table>
<thead>
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<td>4.1.3</td>
<td></td>
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</table>

- 4.1.1 Communicate clear directions to students about learning goals.
- 4.1.3 Listen to students and engage them in classroom discussion.

#### Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills.

<table>
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<td>5.1.4</td>
<td></td>
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</tbody>
</table>

- 5.1.1 Demonstrate a willingness to develop rapport with all students.
- 5.1.3 Demonstrate strategies to create a positive environment supporting student effort and learning.
- 5.1.4 Provide clear directions for classroom activities and engage students in purposeful learning activities.
### Key
(For each Standard, check the box applicable)

<table>
<thead>
<tr>
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</table>

### PROFESSIONAL COMMITMENT
Element 6: Teachers continually improve their professional knowledge and practice.

<table>
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<td>6.1.4</td>
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<tr>
<td>6.1.5</td>
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Element 7: Teachers are actively engaged members of their profession and the wider community.

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<tr>
<td>7.1.5</td>
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<tr>
<td>7.1.6</td>
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</tbody>
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**RECOMMENDATION**

(Check one box only to indicate the overall assessment.)

- [ ] Has satisfied the requirements for this Professional Experience.
- [ ] Has not satisfied the requirements for this Professional Experience.

**Supervising Teacher**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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</thead>
</table>

**Preservice Teacher**

<table>
<thead>
<tr>
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</table>
## Graduate Diploma in Education
### Professional Teaching Standards Report – MINOR

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Number</th>
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<tbody>
<tr>
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<td></td>
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</table>

### Course
- [ ] Graduate Diploma in Education (Primary)
- [ ] Graduate Diploma in Education (Secondary)

### Teaching Focus
- Primary (Stage/Year)
- Secondary (Year/Subject Matter)

### School

### Supervising Teacher

### Key
(For each Standard, check the box applicable)

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<th>Student has demonstrated limited evidence of capacity in this aspect</th>
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<th>Student has demonstrated evidence of capacity beyond expectations for this Professional Experience</th>
</tr>
</thead>
</table>

## PROFESSIONAL KNOWLEDGE

### Element 1: Teachers know their subject content and how to teach that content to their students.

1.1.1 Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content/discipline(s).

1.1.3 Design and implement lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.

### Element 2: Teachers know their students and how they learn.

2.1.1 Demonstrate knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.

2.1.3 Demonstrate knowledge of students’ different approaches to learning.

## PROFESSIONAL PRACTICE

### Element 3: Teachers plan, assess and report for effective learning.

3.1.1 Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation.

3.1.2 Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes.

3.1.3 Select and organise subject/content in logical, sequential and structured ways to address student learning outcomes.

3.1.4 Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students’ learning.

3.1.7 Give helpful and timely oral and written feedback to students.

### Element 4: Teachers communicate effectively with their students.

4.1.1 Communicate clear directions to students about learning goals.

4.1.3 Listen to students and engage them in classroom discussion.

4.1.5 Use a range of teaching strategies, and resources including ICT and other technologies to foster interest and support learning.
### Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<th>Student has consistently demonstrated evidence of capacity in this aspect</th>
<th>Student has demonstrated evidence of capacity beyond expectations for this Professional Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1.1</td>
<td>Demonstrate a variety of strategies to develop rapport with all students.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.1.2</td>
<td>Establish supportive learning environments where students feel safe to risk full participation.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.1.3</td>
<td>Demonstrate strategies to create a positive environment supporting student effort and learning.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.1.4</td>
<td>Provide clear directions for classroom activities and engage students in purposeful learning activities.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>5.1.5</td>
<td>Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.1.6</td>
<td>Demonstrate knowledge of principles and practices for managing classroom discipline.</td>
<td>N/A</td>
<td>1</td>
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<td>3</td>
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<tr>
<td>5.1.7</td>
<td>Understand specific requirements for ensuring student safety in schools.</td>
<td>N/A</td>
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### PROFESSIONAL COMMITMENT

### Element 6: Teachers continually improve their professional knowledge and practice.

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>6.1.1</td>
<td>Demonstrate a capacity to reflect critically on and improve teaching practice.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.1.4</td>
<td>Demonstrate knowledge of the importance of teamwork in an educational context.</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.1.5</td>
<td>Accept constructive feedback to improve and refine teaching and learning practices.</td>
<td>N/A</td>
<td>1</td>
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### Element 7: Teachers are actively engaged members of their profession and the wider community.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>7.1.5</td>
<td>Understand regulations and statutes related to teachers’ responsibilities and students’ rights.</td>
<td>N/A</td>
<td>1</td>
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<tr>
<td>7.1.6</td>
<td>Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community.</td>
<td>N/A</td>
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### RECOMMENDATION

(Check one box only to indicate the overall assessment.)

- [ ] Has satisfied the requirements for this Professional Experience.
- [ ] Has not satisfied the requirements for this Professional Experience.

Supervising Teacher signature: ___________________________ Date: ____________

Preservice Teacher signature: ___________________________ Date: ____________

Office Use Only

Original not valid without Faculty stamp.

Received: ____________/__________/__________

Initials: ____________________________
## Graduate Diploma in Education
### Professional Teaching Standards Report – MAJOR

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<table>
<thead>
<tr>
<th>Course</th>
<th>Method</th>
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<tbody>
<tr>
<td>[ ] Graduate Diploma in Education (Primary)</td>
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<tr>
<td>[ ] Graduate Diploma in Education (Secondary)</td>
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<td>days</td>
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<tr>
<td>Secondary (Year/Subject Matter)</td>
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### Key

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### PROFESSIONAL KNOWLEDGE

#### Element 1: Teachers know their subject content and how to teach that content to their students.

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<tbody>
<tr>
<td>1.1.1</td>
<td>Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content/discipline(s).</td>
<td></td>
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</tr>
<tr>
<td>1.1.2</td>
<td>Demonstrate research-based knowledge of the pedagogies of the content/discipline(s) taught.</td>
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<tr>
<td>1.1.3</td>
<td>Design and implement lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.</td>
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</tbody>
</table>
| 1.1.4    | Demonstrate current knowledge and proficiency in the use of the following:  
- Basic operational skills  
- Information technology skills  
- Software evaluation skills  
- Effective use of the internet  
- Pedagogical skills for classroom management. | | | | | |

#### Element 2: Teachers know their students and how they learn.

<table>
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<tr>
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<tbody>
<tr>
<td>2.1.1</td>
<td>Demonstrate knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.</td>
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<tr>
<td>2.1.2</td>
<td>Demonstrate knowledge of the typical stages of student’s physical, social and intellectual development as well as an awareness of exceptions to general patterns.</td>
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<tr>
<td>2.1.3</td>
<td>Demonstrate knowledge of students’ different approaches to learning.</td>
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<tr>
<td>2.1.4</td>
<td>Demonstrate knowledge and understanding of students’ skills, interests and prior achievements and their impact on learning.</td>
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</table>
| 2.1.5    | Demonstrate knowledge and understanding of specific strategies for teaching:  
- Aboriginal and Torres Strait Islander students  
- Students with Special Education Needs  
- Non English Speaking Background students  
- Students with Challenging Behaviours | | | | | |
| 2.1.6    | Demonstrate knowledge of a range of literacy strategies to meet the needs of all students including:  
- Aboriginal and Torres Strait Islander students  
- Students with Special Education Needs  
- Non English Speaking Background students  
- Students with Challenging Behaviours | | | | | |
### PROFESSIONAL PRACTICE

#### Element 3: Teachers plan, assess and report for effective learning.

- **3.1.1** Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation.
- **3.1.2** Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes.
- **3.1.3** Select and organise subject/content in logical, sequential and structured ways to address student learning outcomes.
- **3.1.4** Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students’ learning.
- **3.1.5** Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes.
- **3.1.6** Demonstrate knowledge of the link between outcomes and assessment strategies.
- **3.1.7** Give helpful and timely oral and written feedback to students.
- **3.1.8** Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor students’ progress.
- **3.1.9** Demonstrate an understanding of the principles and practices of reporting to students, parents and caregivers.
- **3.1.10** Demonstrate an understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning.

#### Element 4: Teachers communicate effectively with their students.

- **4.1.1** Communicate clear directions to students about learning goals.
- **4.1.2** Demonstrate a range of questioning techniques designed to support student learning.
- **4.1.3** Listen to students and engage them in classroom discussion.
- **4.1.4** Use student group structures as appropriate to address teaching and learning goals.
- **4.1.5** Use a range of teaching strategies, and resources including ICT and other technologies to foster interest and support learning.

#### Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills.

- **5.1.1** Demonstrate a variety of strategies to develop rapport with all students.
- **5.1.2** Establish supportive learning environments where students feel safe to risk full participation.
- **5.1.3** Demonstrate strategies to create a positive environment supporting student effort and learning.
- **5.1.4** Provide clear directions for classroom activities and engage students in purposeful learning activities.
- **5.1.5** Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom.
- **5.1.6** Demonstrate knowledge of principles and practices for managing classroom discipline.
- **5.1.7** Understand specific requirements for ensuring student safety in schools.

### PROFESSIONAL COMMITMENT

#### Element 6: Teachers continually improve their professional knowledge and practice.

- **6.1.1** Demonstrate a capacity to reflect critically on and improve teaching practice.
- **6.1.2** Demonstrate knowledge of the professional standards framework and its impact on the professional life of a teacher.
- **6.1.3** Demonstrate knowledge of the available professional development opportunities and the importance of personal planning to ongoing professional growth.
Element 6: Teachers continually improve their professional knowledge and practice.

Element 4: Teachers communicate effectively with their students.

Element 3: Teachers plan, assess and report

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### Key

(For each Standard, check the box applicable)

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</tbody>
</table>

| 6.1.4 | Demonstrate knowledge of the importance of teamwork in an educational context. | ☐ | ☐ | ☐ | ☐ |
| 6.1.5 | Accept constructive feedback to improve and refine teaching and learning practices. | ☐ | ☐ | ☐ | ☐ |
| 6.1.6 | Prepare for and contribute to discussions about the teaching profession or subject/content. | ☐ | ☐ | ☐ | ☐ |
| 6.1.7 | Explore educational ideas and issues through research. | ☐ | ☐ | ☐ | ☐ |
| 6.1.8 | Recognise the range of policies and policy documents that teachers in NSW may need to comply with following employment in a school. | ☐ | ☐ | ☐ | ☐ |

#### Element 7: Teachers are actively engaged members of their profession and the wider community.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>7.1.1</td>
<td>Demonstrate the capacity to communicate effectively with parents, caregivers.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7.1.2</td>
<td>Demonstrate an understanding of the importance of effective home-school links and processes for reporting student progress to parents/caregivers.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7.1.3</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.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7.1.4</td>
<td>Demonstrate the capacity to work effectively with external professionals, teachers’ aides and community-based personnel to enhance student learning opportunities.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7.1.5</td>
<td>Understand regulations and statutes related to teachers’ responsibilities and students’ rights.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7.1.6</td>
<td>Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
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### RECOMMENDATION

(Check one box only to indicate the overall assessment.)

☐ Has satisfied the requirements for this Professional Experience.

☐ Has not satisfied the requirements for this Professional Experience.

<table>
<thead>
<tr>
<th>Supervising Teacher signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preservice Teacher signature</td>
<td>Date</td>
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**Office Use Only**

Original not valid without Faculty stamp.

Accepted: 
Original dated: 
Initials: 

Faculty of Education: Professional Experience Handbook 2012
# Professional Experience Report - Primary Placement

<table>
<thead>
<tr>
<th>Student Name</th>
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<tr>
<td>Bachelor of Mathematics Education</td>
<td>Bachelor of Science Education</td>
</tr>
<tr>
<td>Teaching Focus</td>
<td>Primary (Stage/Year)</td>
</tr>
<tr>
<td>School</td>
<td>Professional Experience length days</td>
</tr>
</tbody>
</table>

## Supervising Teacher

1. Gives clear, concise and appropriate directions to students.  
   - Rarely  
   - Usually  
   - Always

2. Models written and oral language skills appropriate to the teaching profession.  
   - Rarely  
   - Usually  
   - Always

3. Displays enthusiasm verbally and non verbally.  
   - Rarely  
   - Usually  
   - Always

4. Demonstrates initiative both in and out of the classroom setting.  
   - Rarely  
   - Usually  
   - Always

5. Assists the mentoring teacher willingly.  
   - Rarely  
   - Usually  
   - Always

6. Works effectively with individual students and small groups.  
   - Rarely  
   - Usually  
   - Always

7. Demonstrates a genuine interest and concern for students and the teaching profession.  
   - Rarely  
   - Usually  
   - Always

8. Accepts constructive feedback and advice.  
   - Rarely  
   - Usually  
   - Always

9. Communicates and interacts effectively and appropriately with colleagues.  
   - Rarely  
   - Usually  
   - Always

10. Models appropriate professional standards of dress and behaviour.  
    - Rarely  
    - Usually  
    - Always

## RECOMMENDATIONS

☐ Has **satisfied** the requirements for this Professional Experience  
☐ Has **not satisfied** the requirements for this Professional Experience

Supervising Teacher signature  
Date

Preservice Teacher signature  
Date

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Original not valid without Faculty stamp.

Received:  
Initials
Professional Experience Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Student Number</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Bachelor of Physical &amp; Health Education</td>
<td>☐ Bachelor of Science Education</td>
</tr>
<tr>
<td>☐ Bachelor of Primary Education</td>
<td>☐ Graduate Diploma in Education (Primary)</td>
</tr>
<tr>
<td>☐ Graduate Diploma in Education (Primary)</td>
<td>☐ Bachelor of Science Education</td>
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<table>
<thead>
<tr>
<th>Undergraduate Teaching Focus</th>
<th>Method/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1st</td>
<td>☐ Initial</td>
</tr>
<tr>
<td>☐ 2nd</td>
<td>☐</td>
</tr>
<tr>
<td>☐ 3rd</td>
<td>☐</td>
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<tr>
<td>☐ 4th</td>
<td>☐</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Supervising Teacher</th>
</tr>
</thead>
</table>

**PROFESSIONAL KNOWLEDGE**

Element 1: Knows their subject content and how to teach that content to their student.

Element 2: Knows their students and how they learn.

**PROFESSIONAL PRACTICE**

Element 3: Plans, assesses and reports for effective learning.
PROFESSIONAL PRACTICE

Element 4: Communicates effectively with their students.
Element 5: Creates and maintains safe and challenging learning environments through the use of classroom management skills.

PROFESSIONAL COMMITMENT

Element 6: Continually improves their professional knowledge and practice.
Element 7: Actively engages with members of their profession and the wider community

RECOMMENDATION(S) FOR FUTURE DEVELOPMENT

RECOMMENDATION

(Check one box to indicate the overall assessment.)

☐ Has satisfied the requirements for this Professional Experience.  ☐ Has not satisfied the requirements for this Professional Experience.

Supervising Teacher signature | Date
Preservice Teacher signature | Date

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Received ……../……../…….
Initials
# Internship Report

<table>
<thead>
<tr>
<th>Surname</th>
<th>Given names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student No.</td>
<td></td>
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<tr>
<td>Course</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td></td>
</tr>
<tr>
<td>Dates of Internship</td>
<td>to</td>
</tr>
</tbody>
</table>

## Aspects and Elements of Teaching Competence

*Assessed with reference to the NSW Institute of Teachers Professional Teaching Standards for Graduate Teachers*

### Professional Knowledge: Elements 1 and 2

#### Element 1: Knowledge of subject content and how to teach that content to students.

**Comments**

#### Element 2: Knowledge of students and how they learn.

**Comments**
### Professional Practice: Element 3, 4 and 5

| Element 3: Capacity to plan, assess and report for effective learning. |
| Comments |

| Element 4: Capacity to communicate effectively with students. |
| Comments |

| Element 5: Capacity to create and maintain safe and challenging learning environments through the use of classroom management skills. |
| Comments |
### Professional Commitment: Elements 6 and 7

<table>
<thead>
<tr>
<th>Element 6</th>
<th>Capacity to continually improve professional knowledge and practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 7</th>
<th>Understanding of and commitment to being an actively engaged member of the profession and the wider community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
</tr>
</tbody>
</table>
Further Comments

RECOMMENDATION

I certify that this Intern has completed the period of Internship shown at the front of this report and assess him/her as

(Tick one box only to indicate the overall assessment.)

☑ Successful

☐ Unsuccessful

The Intern demonstrated through this Internship that they have reached the Graduate Teacher stage.

The Internship and teaching performance was generally weak with some serious deficiencies in meeting the standards of the Graduate Teacher stage.

Cooperating Teacher signature

Date

Intern Signature

I acknowledge that I have read this report.

Intern signature

Date

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…….../…….../……...

Initials
Illness/Misadventure Form

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

<table>
<thead>
<tr>
<th>Wollongong</th>
<th>Shoalhaven</th>
<th>Batemans Bay</th>
<th>Bega</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Experience Unit</td>
<td>Coordinator: Graduate Diploma in Education</td>
<td>Coordinator: Graduate Diploma in Education</td>
<td>Coordinator: Graduate Diploma in Education</td>
</tr>
<tr>
<td>Faculty of Education University of Wollongong NSW 2522</td>
<td>Shoalhaven Campus University of Wollongong PO Box 5080 Nowra Distribution Centre NSW 2541</td>
<td>Batemans Bay Education Centre “Hanging Rock” Beach Road Batemans Bay NSW 2536</td>
<td>Bega Education Centre PO Box 1020 Bega NSW 2550</td>
</tr>
<tr>
<td>Fax: 02 4221 3891</td>
<td>Fax: 02 4487 0869</td>
<td>Fax: 02 4472 2126</td>
<td>Fax: 02 6494 7036</td>
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</tbody>
</table>

Personal Details

<table>
<thead>
<tr>
<th>Student name</th>
<th>Student No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Year</td>
</tr>
<tr>
<td>School</td>
<td></td>
</tr>
</tbody>
</table>

Private address during absence

Tel

Details

<table>
<thead>
<tr>
<th>Period of absence</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
</table>

Number of days absent (excludes Saturday, Sunday, holidays)

Reason for Absence

☐ Injury/Illness ☐ Other (please state)

Did the injury occur while undertaking Professional Experience commitments? ☐ Yes ☐ No

Was the injury sustained whilst travelling to or from the school to which you have been allocated? ☐ Yes ☐ No

If Yes is ticked for either of the above, you must contact the Professional Experience Unit on 4221 3578.

Medical Certificate is attached. ☐ Yes ☐ No

(A Medical Certificate is required for all sick leave of two or more days.)

Student Signature

Student signature Date

School Principal or In School Coordinator Signature

Arrangements have been made with the Supervising Teacher for the student to make up the absence(s).

Signed Position Date

The day/days missed has/have been fulfilled. ☐ Yes

Make up days were completed on: ....... /....... /....... ....... /....... /.......