FACULTY OF EDUCATION
CANBERRA CAMPUS

2015
Bachelor of Education (Primary)
Professional Experience Guidelines

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EDFX310
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EDFX413
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INTRODUCTION

Welcome to the 2015 Professional Experience Program.

This handbook is designed to meet the needs of the school administration, Supervising Teachers, Australian Catholic University (ACU) Tertiary Supervisors and Pre-service Teachers participating in the professional experience component of the Bachelor of Education (Primary).

The aim of the Professional Experience Program is to provide opportunities for pre-service teachers to apply and reflect upon a diverse range of educational practices appropriate for children in primary classroom settings. Through participation in a developmental sequence of professional experiences based on the Australian Professional Standards for Teachers and appropriately positioned throughout the four-year course, pre-service teachers come to appreciate the complexities of the school environment, and the commitment and responsibility required of those entering the teaching profession.

Of importance is the alignment of the ACU pre-service teachers’ Graduate Attributes and the achievement of the Australian Professional Standards for Teachers. More details are available on the ACU website and in the Transformative Learning booklet.

To ensure the ongoing quality of the program, we welcome your feedback at any time and more formally at the completion of each practicum. All handbooks and pre-service teacher report proformas are available on the ACT School of Education Professional Experience Website at http://www.acu.edu.au/38919

Expectations for each year level differ and, naturally, increase as pre-service teachers gain confidence and experience. Through the on-going support of schools and close collaboration between supervising Teachers, ACU Tertiary Supervisors and School Professional Experience Coordinators, pre-service teachers are provided with the opportunity for growth and learning in a welcoming school community.

The Australian Catholic University, Canberra Campus, extends its appreciation to all participants involved in the Professional Experience Program.

From the Faculty of Education and Arts Canberra Professional Experience Team

PROFESSIONAL EXPERIENCE OFFICE CONTACT DETAILS

Professional Experience Officer

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If the phone is unattended please leave a message or call reception on (02) 62091100

PEP Website


For students, information about the relevant Professional Experience units can be found on LEO. Please contact Gina Pene if you have any difficulty accessing information.
ACU GRADUATE ATTRIBUTES

ACU courses enable graduates to be:

Ethically informed and able to:
- Demonstrate respect for the dignity of each individual and for human diversity
- Recognise their responsibility to the common good, the environment and society
- Apply ethical perspectives in informed decision making.

Knowledgeable and able to:
- Think critically and reflectively
- Demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession
- Solve problems in a variety of settings taking local and international perspectives into account.

Skilful and able to:
- Work both autonomously and collaboratively
- Locate, organise, analyse, synthesise and evaluate information
- Demonstrate effective communication in oral and written English language and visual media
- Utilise Information and Communication and other relevant technologies effectively.

Australian Catholic University’s inspiration, within the Catholic Intellectual tradition, summons the University to attend to all that is of concern to human beings. ACU brings a distinctive spiritual perspective to the common tasks of higher education, while being an open and inclusive community.

ACU explicitly engages the social, ethical and religious dimensions of the questions it faces in teaching and research, and service. In its endeavours, it is guided by a fundamental concern for justice and equity, and the dignity of all human beings.

ACU is committed to the pursuit of truth and academic freedom. The University seeks to develop its students as educated, skilled and ethical graduates, who are sensitive to injustice and work for the common good. In line with this commitment, and drawing on the Identity and Mission of the University, the ACU graduate attributes are unique in the sector in highlighting the values that inform all aspects of the University.

ACU undertakes to ensure that all graduates develop the University’s graduate attributes. This development is achieved through explicitly teaching and assessing the University’s Graduate Attributes within each course.
ROLES AND RESPONSIBILITIES OF PARTICIPANTS IN THE ACU PROFESSIONAL EXPERIENCE PROGRAM

TERTIARY SUPERVISOR

During the Block Professional Experience or Internship, University staff will:

- Liaise closely with the Supervising Teacher/s and the Professional Experience Coordinator regarding Pre-Service Teacher performance and professional development. This includes checking whether all relevant school personnel have received University documentation.
- Help familiarise Supervising Teacher/s with the aims and requirements of the Professional Experience.
- Observe and assess Pre-Service Teacher and provide written feedback about teaching.
- Ensure that the Supervising Teacher/s provides written feedback.
- Provide additional support and observations where a Pre-Service Teacher’s performance is of concern.
- Notify the Professional Based Learning Office as soon as a Pre-Service Teacher is at risk of an Unsatisfactory grade. The Professional Experience Learning Office will then notify the Faculty Head Education ACT or Nominee.

The Unsatisfactory grade can only be awarded by the Faculty Head Education NSW/ACT or Nominee who will visit the school and consult with staff and the Pre-Service Teacher prior to the final decision.

If the Pre-Service Teacher appears at risk of being given an Unsatisfactory grade the Tertiary Supervisor or Nominee should inform the Pre-Service Teacher in writing of the identified areas of concern.

PROFESSIONAL EXPERIENCE COORDINATOR

The School Professional Experience Coordinator:

- In consultation with the School Principal elects appropriate school staff as Supervising Teachers.
- Organises an orientation meeting to discuss:
  - General staff expectations and professionalism including dress, punctuality and conduct.
  - School map.
  - Bell times.
  - Extra-curricular activities.
  - Mission of school.
  - Explanation of roles of Supervising Teacher and School Professional Experience Coordinator.
  - Relevant school policies – excursions, homework, discipline and personal leave.
- Coordinates the Professional Experience Program throughout the school.
- Ensures the Pre-Service Teacher attends as required.
- Phone Professional Experience Learning Office in the event of issues or concerns about Pre-Service Teachers.
- Consults with the Professional Experience Learning Office concerning the withdrawal of a Pre-Service Teacher (at the school’s request) should expectations not be met by the Pre-Service Teacher.
- Observes and critiques the Pre-Service Teacher if required.
• Ensures that all Supervising Teachers are providing the Pre-Service Teachers with written feedback concerning lessons taught
• Ensures that the Pre-Service Teacher remains with assigned class/es for the duration of the Professional Experience. A change may only be made following consultation if it is deemed to be in the best interests of all parties concerned
• Ensures that all reports are completed in a timely manner
• Collects all signed reports and completes Pay Claim form for posting to Professional Experience Learning Office.

PRE-SERVICE TEACHER
The Pre-Service Teacher will:

• Become familiar with the requirements of the Professional Experience Program with particular reference to the Report
• Become familiar with the school context through observing and participating in a range of school activities
• Observe lessons of the Supervising Teacher, and other teachers, to develop understanding of the complexity of the teaching and learning process
• Assist the Supervising Teacher as required
• Prepare and implement lessons and lesson sequences under the guidance of the Supervising Teacher
• Complete all self-evaluations daily
• Demonstrate commitment to teaching by undertaking all teacher duties including assemblies, liturgies, celebrations, meetings and extra-curricular activities
• Demonstrate professionalism through appropriate punctuality, attendance, dress and initiative
• Prepare comprehensive well-presented lesson plans/day books and present to the Supervising Teacher before the start of each day
• Return any material belonging to the school at the conclusion of the Professional Experience.

SUPERVISING TEACHER
The Supervising Teacher is an experienced teacher with good communications skills and who is able to model best teaching practice. The Supervising Teacher would normally have more than three years full-time teaching experience and demonstrate effective programming management and teaching strategies. The Supervising Teacher is selected at the Principal's discretion.

The Supervising Teacher will:

• Orientate the Pre-Service Teacher to the school and class/es
• Establish expectations clearly
• Introduce the Pre-Service Teacher to their class and to other staff
• Complete the Day-a-Week Report at the conclusion of the visit days prior to the commencement of the Block or Internship
• Discuss goals and how they might be achieved
• Provide guidance on lesson preparation
• Suggest and discuss content, teaching and management strategies
• Ensure adequate lesson plans/daybooks are provided before the start of each day
• Provide opportunities for the Pre-Service Teacher to gain a variety of teaching and observation experiences whilst meeting Professional Experience requirements
• Model effective teaching strategies
• Observe and critique the Pre-Service Teacher teaching
• Provide written comments for each lesson and discuss with the Pre-Service Teacher as soon as possible after the lesson
• Ensure written feedback identifies strengths and areas of improvement
• Ensure the Pre-Service Teacher completes self-evaluations daily
• Encourage the Pre-Service Teacher to critically reflect on their own teaching practice and student learning outcomes
• Complete the mid-point checklist and discuss progress with the Pre-Service Teacher
• Liaise with the Tertiary Supervisor regarding the Pre-Service Teacher’s performance and progress
• Provide early advice of any concerns
• Complete the Final Report by the conclusion of the Block or Internship and finalise the grade
• Ensure the Pre-Service Teacher has read and signed the report
• No criticism should appear on the Final Report that has not been conveyed to the Pre-Service Teacher in the course of the Professional Experience
• Notify the Tertiary Supervisor and the School Professional Experience Coordinator where the Pre-Service Teacher is identified as at risk of an Unsatisfactory grade.
OVERVIEW OF PROFESSIONAL EXPERIENCE REQUIREMENTS FOR YEAR LEVELS 1, 2, 3 & 4

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LEVEL 1

SEMESTER 1: INTRODUCTION TO PROFESSIONAL EXPERIENCE

At ACU: Thursday 12th March – Meet with ACU by School Principals and CEO representative.

LEARNING WALK
Aim: To introduce pre-service teachers (PST’s) to a variety of schools and Child Care settings and their different learning environments. The visits are designed to orientate the PST’s into the life of schools and assist them to develop a deeper understanding of the various teaching and learning theories and processes explored during lectures and tutorials in the Education Studies units EDFD127 and EDFD167.

It is expected that PSTs will undertake observation for a full day in three different schools and 2 different childcare settings. The visits will be organised by the Professional Experience Office (PEO).


SEMESTER 2: EDFX110

Aim: To provide PST’s with the opportunity to develop an understanding of the work of the teaching profession. It is envisioned that PSTs will develop knowledge of themselves as learners, and extend their understanding of the disciplines that are integral to curricula, through experiences in a range of current teaching and learning contexts.

In these settings, the PST will be asked to actively engage in the learning environment in order to develop an understanding of the complex nature of the school environment.

This Professional Experience unit is closely linked to the Education Studies unit: EDFD133 Understanding Learning.

School Preference forms will be distributed to PST’s mid-Semester 1, 2015.

Notification of school placements: PST’s will be advised of their placements via InPlace in July. Any difficulties should be referred to the PEO.

At ACU: Wednesday 29 July, 9am-11pm – Professional Experience Workshop. All PST’s are required to attend.

Requirements:
Level 1 PST’s undertake Professional Experience as 14 full days in one school during School Terms 3 and 4 (9 single days through semester 2 and 5 days as a Block after exams)

Individual days in school: 9 Wednesdays – 12th August, 19th August, 26th August, 2nd September, 9th September, 16th September, 23rd September, 14th October and 21st October
Expectations:

It is expected that PST’s will engage in observational tasks and participate in a variety of classroom activities that provide assistance to teachers. With the support and agreement of Supervising Teachers, PSTs are encouraged to assume responsibility for the organisation of small group learning experiences. While in schools, PST’s investigate:

- the range of teacher roles;
- the organisation and management of children;
- individual differences among children in learning and social interaction;
- cultural diversity within the school;
- effective classroom organisation;
- the use of resources;
- methods of grouping children (e.g. ability, friendship);
- approaches to the display of children’s work;
- approaches to curriculum design and implementation;
- classroom management techniques; and
- teaching and learning strategies.

PST’s are required to record their observations in their PST Learning Journals.

While in schools, it is important that PST’s remain fully occupied and have the opportunity to experience a range of learning experiences across all stages of learning. Some schools may decide to commence the program in the early years of schooling and then move PST’s through to the higher levels, although this is not essential as the weekly observations and specific tasks should be sufficiently generic to be applicable to any stage.

From school and student evaluations, the program works most effectively when PST’s are:

- provided with clear guidelines by the school regarding expectations and participation in the school community;
- provided with a timetable of class rotations at the start of the practicum;
- able to observe and participate in class activities across the whole school; and
- able to meet regularly with the School Professional Experience Coordinator, preferably as a group.

Block Practicum: 5 days in the same school. Monday 9 November – Friday 13 November

The Block Practicum provides PST’s with the opportunity to extend their learning through a more concentrated experience in a single classroom. With the support and agreement of Supervising Teachers, PST’s are encouraged to assume responsibility for small group teaching during this five-day block practicum. A list of suggested activities can be found in the Learning Journal and on pages 50-51 of this booklet.

**ACU Tertiary Supervisor visit**: one visit will take place during the Block Practicum to meet the PST’s as a group.

**At ACU**: Reflection and evaluation workshop Monday 16th November, 9.00am – 12.00pm. All students are required to attend and submit their completed Learning Journals in order to meet the requirements of EDFX110.
Documentation
There are three specific elements of documentation:

1. **Professional Practice folder including:**
   - Learning Journal (LJ)
   - Monitoring and assessment feedback from Supervising Teacher

   Pre-service teachers are asked to complete the various weekly tasks included in their LJ in conjunction with study in the Education Studies unit: *EDFD133 Understanding Learning*.

2. **Resource folder including:**
   - The completed Commitment to Professional Conduct form
   - Information related to the PST’s professional experiences in schools.

3. **e-Portfolio**
   Pre-service teachers are asked to complete various tasks for inclusion in their e-Portfolio in conjunction with their Education units.

   **Please note:** All documentation is required to be of a high standard. The Resource Folder and the Learning Journal should be made available for discussion with the Supervising Teacher and visiting ACU Tertiary Supervisors on request.

Administrative details for the Level 1 Professional Experience
School placements are organised by the PEO based on PSTs’ preferences. Preference forms should be submitted to the PEO by **Friday 19 June, 2015**. Failure to submit the preference form may result in not being placed in a school. While every effort is made to place pre-service teachers in schools of their choice, this cannot be guaranteed.

- Students will be notified of placements via In Place. All relevant documentation will be sent to schools well in advance of the commencement of the Block Practicum.
- PSTs who have not submitted a Preference form should visit the PEO immediately.
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LEVEL 2

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Aims:
- establish links between the theoretical perspectives considered at University and professional practice in schools;
- develop and implement appropriate classroom teaching and learning strategies; and
- critically reflect and evaluate their classroom experiences as a means to develop and refine professional practice in relation to the Australian Professional Standards for Teachers (APST).

This Professional Experience is closely integrated with the unit: EDFD218 Teaching and Learning: Preparing for the Contexts of the Field.

The Level 2 PEP is designed to allow PST’s to become immersed in the life of the school program through participation in seven (7) full-day professional experiences during March to May and a Block Practicum of 14 days in June. PSTs remain in the same classroom for a total of 21 days, unless otherwise directed by the ACU Professional Experience Office.

EDFX216 Task Requirements:

At ACU: Professional Experience Workshop on Wednesday 11th March, 9am-12pm, S3

**Please note:** All PST’s are required to attend.

PST’s will be notified of their placements in March via InPlace

**Please note:** It is essential that PST’s teachers make contact with the School Professional Experience Co-ordinator and Supervising Teacher before starting their professional experience.

**Single days in schools:** 7 Wednesdays – 18th March, 25th March, 1st April, 29th April, 6th May, 13th May and 20th May.

**Teaching Requirements:**

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<tr>
<th>Ongoing Wednesdays</th>
<th>Teaching Expectation</th>
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<tbody>
<tr>
<td>1</td>
<td>Observation</td>
</tr>
<tr>
<td>2-3</td>
<td>Small group teaching</td>
</tr>
<tr>
<td>4-7</td>
<td>One lesson per day</td>
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</tbody>
</table>

**Planning and Preparation for the Block Practicum**

Towards the end of the seven days ongoing professional experience, Level 2 PST’s, with their Supervising Teachers, should plan lessons for the Block Practicum. Careful planning and preparation are essential components of a successful professional experience and PST’s are required to take responsibility for this aspect of their professional development.

**Block Practicum: Tuesday 09 June – Friday 26 June (14 days)**

**Aim:**
To develop and extend basic teaching and learning skills, to assist PST’s to develop and apply appropriate strategies to enhance the teaching and learning process.
Teaching Requirements:

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<tr>
<th>Day</th>
<th>Teaching Expectation</th>
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<tbody>
<tr>
<td>1</td>
<td>Preparation and small group teaching</td>
</tr>
<tr>
<td>2-3</td>
<td>One lesson per day</td>
</tr>
<tr>
<td>4-10</td>
<td>Two lessons per day</td>
</tr>
<tr>
<td>11-14</td>
<td>Three lessons per day</td>
</tr>
<tr>
<td>15</td>
<td>At ACU Monday 1 July –Reflection and evaluation.</td>
</tr>
</tbody>
</table>

At ACU: Reflection and Evaluation Workshop Monday 29 June, 9am-12pm. Room TBA. All PST’s are required to attend.

Documentation:

Documentation should be of a high standard. Lesson Plans and Resource Folders are to be made available for discussion with Supervising Teachers and visiting ACU Tertiary Supervisors.

Three specific elements of documentation are required:

1. **Professional Practice folder including:**
   - Observation/monitoring and assessments
   - Lesson Plans
   - Reflective Practice Learning Journal (LJ)

   The lesson plan format is included in the appendices. Lesson plans should be submitted to the Supervising Teacher before the commencement of teaching. Evidence of ongoing evaluation is essential and PST’s should ensure that lesson evaluation is completed regularly. **A fully developed lesson plan is required to be presented to the ACU Tertiary Supervisor before a supervised lesson.**

   **Supervising teachers please note:** The 2\textsuperscript{nd} year PST’s will be learning how to develop a lesson plan and prepare to teach a lesson DURING Semester 1. They will require guidance by the Supervising Teacher in developing their lesson plans. This is the first placement where lesson plans and the teaching of whole group lessons is a requirement.

2. **Resource folder including:**
   - the completed Commitment to Professional Conduct form; and
   - information related to the specific school and professional experiences.

3. **e-Portfolio.**
   - PST’s are asked to complete the various tasks for inclusion in their e-Portfolio in conjunction with study in the Education units.

Administrative details for the Level 2 Professional Experience

School placements are organised by the PEO based on PSTs’ preferences. Preference forms should have been submitted to the PEO by **Friday 21 November, 2014.** Failure to submit the preference form may result in not being placed in a school. While every effort is made to place pre-service teachers in schools of their choice, this cannot be guaranteed.
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LEVEL 3
EDFX310

Aims:
- align their practice with the APSTs;
- apply principles of curriculum planning;
- develop and consolidate evaluation and assessment techniques;
- refine management and discipline skills;
- apply appropriate curriculum knowledge through lesson and unit preparation and implementation;
- utilise a variety of interpersonal skills; and
- reflect critically on professional experience.

This Professional Experience refines and enhances teaching and learning approaches to provide for individual learning differences. In order to develop a range of competencies, PST’s are encouraged to undertake the Block Practicum in a rural or remote setting that will provide a different learning environment to those of local ACT schools or previous experience. ACU Scholarships to support pre-service teachers are available. More information regarding the application process will be communicated to pre-service teachers and posted on LEO as soon as it is available.

At ACU: Professional Experience Workshop on Wednesday 11th March, 1pm–3pm, Room S3
Focus: the organisation of placements.

Please note: All pre-service teachers are expected to attend this workshop and any further meetings called during the semester.

Important dates:
- **Friday 27 March**: Submission of School Preference Form for PSTs undertaking local placements.
- **Friday 24 April**: Final date for submission to PEO of Level 3 Confirmation of Placement form for PSTs undertaking rural and regional placements.
- **Semester 1**: Meeting with ACU Tertiary Supervisors before commencement of the Block Practicum. Details to be advised.

Block Practicum: 19 days in schools
NSW: Tuesday 9th June to Friday 26th June & Monday 13th July to Friday 17th July
ACT: Tuesday 9th June to Friday 3rd July

Rural, Remote or International Placements
PST’s are responsible for the organisation of placements in rural or remote settings. After establishing school placements, PST’s should complete and submit the Confirmation of Placement Form (refer Appendices) to the PEO. Forms should be received no later than Friday 24 April 2015.

Local Placements
If PSTs are unable to leave Canberra to complete their Block Practicum, due to personal difficulties or responsibilities, they should complete the Preference form and submit to the PEO by Friday 27 March 2015. Please note: Local placements are organised by the ACU Professional Experience Office.
All relevant documentation will be sent to schools well in advance of the commencement of the Block Practicum. It should be also noted that all relevant documentation is available from the ACU Professional Experience website [http://www.acu.edu.au/38919](http://www.acu.edu.au/38919).

**At ACU:** PSTs are required to attend the Reflection and Evaluation Workshop early in Semester 2. Workshop focus: evaluation of the practicum and students’ presentation of their e-Portfolios.

### Preparation for the Block Practicum

Pre-service teachers are expected to:

- make contact with their Supervising Teacher at least five weeks prior to the commencement of the Block Practicum. This will ensure preparation time is used profitably for planning lessons. If possible, PSTs should visit their schools before commencing the practicum;
- take responsibility for the planning and preparation of lesson notes and other documentation. (Please check details regarding library hours and borrowing rights during the practicum);
- meet with their ACU Tertiary Supervisor before commencing the Block Practicum to confirm supervision times and to discuss any matters of concern. A meeting for this purpose is scheduled in Semester 1 and details will be advised via LEO; and
- notify the Professional Experience Office if any difficulties arise.

### Teaching Requirements:

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<thead>
<tr>
<th>Day</th>
<th>Teaching Expectation</th>
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<tbody>
<tr>
<td>1-2</td>
<td>Observation and preparation in schools</td>
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<tr>
<td>3</td>
<td>One lesson per day</td>
</tr>
<tr>
<td>4-6</td>
<td>Two lessons per day</td>
</tr>
<tr>
<td>7-10</td>
<td>Three lessons per day</td>
</tr>
<tr>
<td>11</td>
<td>In-school preparation for full day teaching</td>
</tr>
<tr>
<td>12-18</td>
<td>Full day teaching</td>
</tr>
<tr>
<td>19</td>
<td>Reflection and evaluation. Assist teachers as appropriate.</td>
</tr>
</tbody>
</table>
Documentation:
Documentation is required to be of a high standard. Lesson Plans and Resource Folders need to be made available for discussion with Supervising Teachers and visiting ACU Tertiary Supervisor.

The following documentation is required:

1. Professional Practice folder
   - Observation/monitoring and assessments
   - Lesson Planning
   - Learning Journal (LJ)

Pre-service teachers are required to use the lesson plan format included in the appendices.

Please note: Level 3 pre-service teachers do not use Day Books during the Block Practicum.

Lesson plans should be handed to the Supervising Teacher before each lesson. A fully developed lesson plan should also be presented to the ACU Tertiary Supervisor before a supervised lesson even if the visit occurs during full-day teaching. Evidence of ongoing evaluation is essential. Lesson evaluations should be entered regularly after each teaching session by the PST and supervising teacher.

Other curriculum specific lesson plan formats recommended by ACU lecturers may be used where appropriate.

2. Resource folder
   - Completed Commitment to Professional Conduct form
   - Information pertaining to your specific setting and professional experience program

3. e-Portfolio.
Pre-service teachers are required to continue to develop their e-portfolios and complete the various tasks that are to be included in their e-Portfolio in conjunction with study in the Education Units.
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<td>The Level 4 Professional Experience facilitates induction into the teaching profession. It focuses on the identification of the professional role as one of reflective practitioner, learner and investigator within particular contexts. This extended practicum offers pre-service teachers an opportunity to:</td>
</tr>
<tr>
<td>• appreciate the professional role of teachers through a collegial and collaborative partnership with relevant staff;</td>
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<tr>
<td>• apply the principles of an integrated curriculum;</td>
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<tr>
<td>• extend and refine their repertoire of pedagogical skills in the planning and delivery of appropriate teaching and learning programs; and</td>
</tr>
<tr>
<td>• develop pre-service teachers’ appreciation of the teachers’ role within the broader educational community.</td>
</tr>
</tbody>
</table>

Professional Experiences will be linked to the Semester 1 units:
EDFD452 Transition to the Profession and 
EDST201 Science and Technology Education and 
Semester 2 unit:
EDFD457 Action Research as Reflective Practice (for Primar only).
Pre-service teachers will be expected to complete various assessment tasks linked to these units.

**EDFD457 requirements:**

In Semester 2, pre-service teachers enrolled in the unit: EDFD457 Action Research as a Reflective Practice will design and implement a research project. The unit will introduce pre-service teachers to the use of action research as a means of enabling reflective practice that informs their teaching and professional learning.

The research project will be developed collaboratively with schools and ACU staff and completed during the professional experience in schools. Pre-service teachers will be required to present their research report at the conclusion of the Professional Experience.

**Important dates:**

**Please note:** Friday 13 February: End date for finalisation of school placements.

**At ACU:** Professional Experience Workshops In week 1 and week 3 of the Transition unit. Focus: practicum preparation. All PSTs are required to attend these workshop and any further meetings organised during the year.

Pre-service teachers will be attached to one classroom within a school throughout the year to complete their final Professional Experience. The program comprises:

**Step 1:**
- 8 single days during Semester 1: Wednesday 11th March, 18th March, 25th March, 1st April, 29th April, 6th May, 13th and 20th May.
- Semester 1: PSTs should visit their schools to meet with their Supervising Teachers before commencing their practicum.
Step 2: 30 hours of Planning and Preparation

PSTs are expected to spend 30hrs of negotiated time preparing and planning with their Supervising Teachers as early as is convenient after the single days have been completed and before the six-week block practicum commences.

- Please note that preparation and planning is the responsibility of the PST. Failure to prepare adequately for the Professional Experience does not present a satisfactory professional image to the school and may jeopardise passing the unit.

Step 3: Semester 2: EDFX413 - see below for specific details.

- Early Semester 2: Meeting with ACU Tertiary Supervisors before commencing Extended Practicum. Details to be advised.
- Friday 18 September: Reflection, evaluation, e-Portfolio presentations and celebration at ACU. Time and venue to be advised. Everyone is required to attend.

SEMESTER 2: EDFX413

EDFX413: Extended Block Practicum

Length: 6 weeks (30 days) Monday 3rd August – Friday 11th September

Extended Practicum – Teacher Professionalism

Pre-service teachers are encouraged to complete their Level 4 Extended Practicum in a local educational setting.

As the Extended Practicum is conducted in the final semester of the fourth year of the Bachelor of Education (Primary), it provides an excellent practical preparation for pre-service teachers about to graduate and seek employment in the teaching profession.

The unit allows Principals, School Professional Experience Coordinators and Supervising Teachers more opportunity to thoroughly assess, challenge and develop the abilities of pre-service teachers. It also provides opportunities for school-based study and the development of closer links between theoretical considerations and the teaching and learning experiences encountered in schools.

At ACU: Professional Experience Workshop Friday 18 September

Focus: Reflection, Evaluation, e-Portfolio presentations and Celebration at ACU. Room to be advised.

Learning Outcomes

On successful completion of this practicum pre-service teachers will be able to:

1. demonstrate achievement of the Australian Professional Standards for Graduates;
2. synthesise teaching and learning theory with current approaches to classroom practice;
3. make effective decisions regarding classroom teaching and management approaches that facilitate effective learning;
4. utilise self-evaluation critiques and reflection to refine professional practice;
5. implement a variety of classroom organisational procedures;
6. demonstrate a sound knowledge of and ability to plan, implement and evaluate the key learning areas that comprise the primary school curricula; and
7. demonstrate an ability to communicate effectively with members of the school community and, where appropriate, with the broader educational community.
## Early Childhood/Primary

BEd (Early Childhood/Primary) pre-service teachers are required to complete **35 Professional Experience days** rather than the 38 days required of primary pre-service teachers. This is due to the fact that they are required at ACU on three Wednesdays (dates to be advised) to complete two academic units in Literacy and Mathematics. The pre-service teachers have been provided with flexible dates in relation to submitting assessment tasks and this should ensure their academic program does not interfere with their Professional Experience.

During week 1, week 2 and week 6 of the placement the PST’s are in schools 4 days and one day at ACU attending lectures. During week 3, week 4 and week 5, the PST will remain in the school for 5 days a week - taking full responsibility for the classroom learning.

### Procedures for Placements

Pre-service teachers are directly responsible for the organisation of their placements and the procedure is similar to that adopted when organising a Level 3 placement. Pre-service teachers are encouraged to undertake the final practicum in a local school setting.

**Step 1: Initial contact with school**

Pre-service teachers should initiate contact with the Principal or Professional Experience Coordinator of their preferred school.

**Step 2: Interview (Essential component of the placement process)**

Pre-service teachers should arrange to be interviewed by the School Principal, or School Professional Experience Coordinator, and their Supervising Teacher to ensure the suitability of their placement. The interview process is essential as it provides opportunities for pre-service teachers to discuss grade levels, expectations, and work programs. Current CVs documenting relevant professional and community experiences should be presented at interviews. Each pre-service teacher should collect a personal **Letter of Introduction and Confirmation of Placement Form** from the Professional Experience Office before attending an interview.

**Step 3: Post-interview**

After establishing the suitability of their placements, pre-service teachers should complete and return the **Confirmation of Placement Form** to the Professional Experience Office. Pre-service teachers should contact the Professional Experience Office immediately if any difficulties arise regarding the suitability of placements.

**Step 4: Formalisation of placement**

After confirmation of placement, the Professional Experience Office will send supporting documentation to all nominated schools well in advance of the commencement of the Extended Practicum. To maintain efficient administration, pre-service teachers should ensure their placements are finalised before Friday 13 February 2015.
Teaching Requirements – Semester One

Teaching requirements below are a guide. Depending on the grade one lesson could take twenty minutes or an hour. PSTs are expected to negotiate with their Supervising Teacher.

<table>
<thead>
<tr>
<th>Days</th>
<th>Teaching Expectation</th>
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</thead>
<tbody>
<tr>
<td>1 - 2</td>
<td>Observations and small group teaching</td>
</tr>
<tr>
<td>3 - 4</td>
<td>One lesson</td>
</tr>
<tr>
<td>5 - 6</td>
<td>One to two lessons</td>
</tr>
<tr>
<td>7 - 8</td>
<td>Two to three lessons</td>
</tr>
<tr>
<td>30 hours of negotiated time</td>
<td>Preparation and planning for Extended Practicum</td>
</tr>
</tbody>
</table>

Pre-service teachers should also consider preparation for Action Research.

Expectations of Single Days

It is expected that PSTs will teach from prepared lesson plans (shortened form) during the single days before working from an ACU Day Book during the Extended Practicum. All documentation must be of a high standard.

Teaching Requirements – EDFX413

<table>
<thead>
<tr>
<th>Week</th>
<th>Teaching Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minimum of 10 lessons</td>
</tr>
<tr>
<td>2</td>
<td>Minimum of 15 lessons</td>
</tr>
<tr>
<td>3-5</td>
<td>Full day teaching</td>
</tr>
<tr>
<td>6</td>
<td>Relief Teaching model (Refer details over page)</td>
</tr>
<tr>
<td>Friday 18 September</td>
<td>Reflection, evaluation, Action Research and e-Portfolio presentations. Celebration at ACU. All pre-service teachers are expected to attend.</td>
</tr>
</tbody>
</table>

Expectations of Extended Practicum

The Extended Practicum should be viewed as a team teaching situation where teachers and PSTs share responsibilities and work together in the planning and preparation of classroom programs and tasks. The Supervising teacher SHOULD provide written feedback to the PST on a regular basis. This can be electronic or hard copy and should be kept as a reference.

Rather than the adoption of a daily requirement for the number of lessons to be presented, it is suggested that a weekly program of work be devised that complements the normal daily routine of the classroom. As a guide, it would normally be expected that PSTs teach a minimum of ten lessons in each of Week 1 and a minimum of 15 lessons in Week 2; however, the arrangement for presentation would be subject to daily timetabling and programming requirements. During this practicum it is also essential that PSTs receive opportunities to observe their Supervising Teachers in action.

By week 3 of the Extended Practicum, it is expected that PSTs will be sufficiently competent to assume responsibility for full-day teaching. Supervising Teachers should notify the University if a pre-service teacher appears unable to reach this level of competency. During Weeks 3, 4, and 5 pre-service teachers are expected to assume full responsibility for the teaching and management of their classes, including the planning and implementation of work programs. PSTs should complete a substantial evaluation of the teaching-learning process after the completion of this component of the Extended Practicum.
Week 6
If considered appropriate by the school, PSTs may assume a role similar to that of a ‘Relief Teacher’ for the final week of the Extended Practicum. The aim of this experience is to encourage the development of PSTs’ teaching and management skills that are relevant to the work of the relief teacher and useful in the preparation for future employment options. The decision to adopt this approach during Week 6 should be made by the School Principal in consultation with the Supervising Teacher and PSTs. If not considered appropriate, PSTs should continue to teach the whole class for at least three days of this week.

Duty of Care
Please note: As Australian Catholic University, Canberra campus does not have a formal Duty of Care agreement with employing bodies, PSTs should remain under the supervision of the Supervising Teacher or other designated persons during this week.

Sharing of Action Research, Practicum Evaluation, Reflection and Celebration
Friday 18 September – Time and Venue to be advised

Primary students who will be continuing placement will be required to make arrangements with their Supervising Teachers to attend this all day session. Early Childhood/Primary students will be required to make arrangements to attend lunch and the afternoon session. This will count towards your practicum and you will not be required to make up the time.

Documentation

There are three specific elements of documentation the:

1. Professional Practice folder.
   Containing:
   - Learning Journal (LJ)
   - Day Book
   Pre-service teachers are required to maintain a Day Book throughout the Extended Practicum. An ACU Day Book is provided. This professional organiser is evaluated each year to ensure adequacy and suitability. Level 4 PST’s should maintain a detailed Day Book in a professional manner and ensuring sufficient information is included in all sections. Pencil entries are not regarded as suitable for this document.

2. Resource folder.
   Containing:
   - the completed Commitment to Professional Conduct form; and
   - information related to specific setting and Professional Experience program.

3. e-Portfolio.
   PSTs are asked to complete the various tasks that are to be included in conjunction with study in the Education Units. These are to be added to the ePortfolio as evidence of achievement.

Documentation should be of a high standard. Day Books and Resource Folders should be available for discussion with Supervising Teachers and visiting ACU Tertiary supervisors. Evidence of ongoing evaluation is essential. Lesson evaluations should be entered regularly after daily teaching and learning sessions.
Supervising Teacher Assessment and Evaluation (one interim report + one final report)

**Level 4 Report Forms:** The two report forms provide information about the progress of the PST throughout the year, including the single days and extended practicum.

**Interim Report:** This report should be completed by the Supervising Teacher after 10 days have been completed (end of week two) of the Extended Practicum, reflecting progress through the single days and first two weeks of the block practicum.

**Final Report:** The second report reflects progress throughout the entire practicum and will build upon the Interim report already completed. The signed original reports should be submitted to the ACU Professional Experience Office. Please ensure the 2015 report forms, which are based on the Australian Professional Standards for Teachers, are used.

Ongoing feedback is essential for the development of PSTs confidence and professional learning. Supervising Teachers and PSTs should discuss the type of feedback preferred. Daily written feedback is seen as more appropriate at this level of the practicum than comments on individual lessons. In 2015, this feedback will be conducted through Professional Conversations and closely related to the Australian Professional Standards for Teachers.

Report pro formas will be provided in a separate booklet and made available to Schools through the ACU Professional Experience Office (see: Transformative Learning Booklet).
GENERAL INFORMATION

ASSESSMENT
The grades awarded to pre-service teachers participating in the professional experience program are PASS and FAIL.

The responsibility for the assessment of the pre-service teacher rests largely with the Supervising Teacher (Mentoring Teacher) in conjunction with the School Professional Experience Coordinator. Both are in the best position, because of the time spent with the pre-service teacher, to make a sound judgment about the pre-service teacher’s level of competency.

The final assessment should be the result of a collaborative effort involving all partners in the process: the Pre-service Teacher, the Supervising Teacher, the School Professional Experience Coordinator, ACU Tertiary supervisor and the ACU Professional Experience Coordinator (if required).

Formative Evaluation
Regular feedback is an essential element of the practical teaching experience. Supervising Teachers are asked to provide regular feedback to pre-service teachers regarding their progress through discussion and written comments. A special section for written comments is provided in the Lesson Plan outline.

It is recommended that pre-service teachers receive feedback that promotes both confidence and growth and provides opportunities for the development of specific strategies to assist in coping with areas of concern.

Reporting
The Pre-service Teacher Report Form can be downloaded from the ACU website for completion. The Report Form and payment claim forms should be forwarded to the University as soon as possible after the practicum.

Pre-service Teacher Report Form (Levels 2-4)
The Supervising Teacher is responsible for the completion of the Pre-service Teacher Report Form. The details of the report should be discussed with the pre-service teacher before the end of the practicum to ensure accurate interpretation of comments. The Professional Experience Final Pre-service Teacher Report is developed to reflect the competencies outlined in the Australian Professional Standards for Teachers in the Transformative Learning Booklet. The pre-service teacher should read, write a reflective response and sign the report by the last day of the practicum.

Please note: The Level 4 Interim Report should be completed at the end of Week 2 (Day 10 of block prac) and return to the University.

Procedure
School Professional Experience Coordinators are asked to ensure that all reports are fully completed and returned to the University in the first instance to avoid delays in processing claim forms and student grades. Under no circumstances should original reports be given directly to pre-service teachers. A checklist providing details of all documentation to be returned to the ACU Professional Experience Office is included in the information package sent to School Professional Experience Coordinators/ Principals.

Please Note: The Pre-service Teacher Report Form is an official assessment document of the University and therefore must be signed by the ACU Professional Experience Coordinator before a grade of Pass can be recorded. For this reason, all reports must be submitted to the ACU Professional Experience Office.
Pre-service Teachers “At Risk” of Failure

Step 1
If a Supervising Teacher is concerned that a pre-service teacher’s progress is unsatisfactory, the Professional Experience Office should be contacted immediately. The Supervising Teacher should ensure the pre-service teacher is aware of the concern.

It is essential that the pre-service teacher has sufficient time to demonstrate improvement before the end of the practicum. Therefore, the pre-service teacher and the ACU Professional Experience Coordinator should be alerted to possible ‘Risk of Failure’ at least five days before the end of the practicum.

Step 2
An ACU Tertiary Supervisor will then arrange a meeting with the Supervising Teacher/s and pre-service teacher to provide support and determine whether the pre-service teacher should be formally placed ‘At Risk of Failure’. Depending on the nature of the concerns, it may be appropriate for the ACU Tertiary Supervisor to observe a lesson during this visit to the School.

Step 3
At the meeting, the INTERIM MID POINT ASSESSMENT REPORT (refer to Appendices) should be completed by the Supervising Teacher in consultation with the ACU Tertiary Supervisor and pre-service teacher.

The Feedback Sheet should then form the basis for a discussion between the teacher and pre-service teacher regarding progress and specific areas of concern.

Please keep in mind that completion of the Feedback Sheet should reflect the overall expectations of each pre-service teacher’s year level within the course.

Step 4
To complete the process, the ACU Tertiary Supervisor, in consultation with the Supervising Teacher and PST will complete the appropriate ACU Tertiary Supervisor’s Report providing details of the concerns and strategies for improvement. Page 1 of the report need only be completed if a lesson has been observed.

The Faculty of Education values and expects professional conduct at all times and reserves the right to terminate the Professional Experience at any time on the grounds of breach of conduct and unprofessional behaviour. Upon termination a Fail grade may be awarded.
DOCUMENTATION

There are three specific elements of documentation that are the key to your professional development:

- **Professional Practice folder**, containing:
  - Observation/monitoring and assessments;
  - Lesson Planning (in level four this is replaced by the Day Book in extended block prac), and
  - Reflective Practice (Learning Journal).

- **Resource folder**, containing:
  - the completed Commitment to Professional Conduct form, and
  - information pertaining to your specific school’s:
    - organisational procedures;
    - class organisation and structure;
    - key curriculum areas;
    - curriculum development and evaluation;
    - approaches to assessment for learning, and
    - school philosophies, classroom management policies, etc.

- **e-Portfolio**.

The interplay between these elements provide the opportunity to demonstrate a growing level of professionalism that is relevant across the early, middle, later childhood and early adolescence education bands.

Professional Practice Folder

Pre-service teachers are required to develop professional teaching competencies. This necessitates the development of a variety of professional skills that support the:

- needs of the child in the context of the primary school, their family and community;
- sustainability of the primary school’s professional competencies and quality standards;
- safety of the children within the primary school;
- diverse stages of learning development;
- development of rich and supportive learning and care environments; and the child protection and welfare roles that are played by the primary school in the midst of their community.

The folder should be available AT ALL TIMES for perusal by Supervising Teachers and ACU Tertiary Supervisors.

SMART Planning

Pre-service teachers are expected to prepare plans to guide the learning experiences of children. It is essential pre-service teachers are guided by the class program when planning, as well as the Australian Curriculum, a lesson plan guide and Proforma are included in the appendices to guide and inform the development of plans. Other curriculum specific planning formats recommended by ACU lecturers or Supervising Teachers may be used where appropriate.

BEFORE any learning experience commences all sections of the written plan (except the Supervising Teacher/Pre-service teacher self-evaluation sections) should be completed and shown to the Supervising Teacher and constructive feedback sought. AFTER the learning experience has been implemented, it is essential that pre-service teachers ensure evaluations are completed, including relevant assessment, monitoring and observation (e.g. photos, anecdotes, work samples) to provide evidence of regular ongoing program evaluation and reflective practice. Cross referencing/linking to outcomes and indicators should also be made clear.
All written plans and evaluations of these should be filed in the professional practice folder for presentation, loose notes are not acceptable.

Adhering to the ACU SMART Principles will ensure your lesson planning is successful. Practical training in support of these principles and how they directly apply to your lesson planning will be provided in Professional Experience Workshops.

SMART GUIDE

<table>
<thead>
<tr>
<th>S</th>
<th>SPECIFIC</th>
<th>IS YOUR LESSON PLAN CLEARLY DEFINED?</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Your lesson plan should contain specific outcomes and indicators that are carefully formulated to be purposeful, precise and straightforward. The lesson should include specific strategies that enhance learning such as modelling, shared, guided and independent practice.</td>
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<table>
<thead>
<tr>
<th>M</th>
<th>MEASURABLE</th>
<th>CAN THE RESULTS OF YOUR LESSON BE DETERMINED?</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>If you can’t measure the student’s learning, how will you know if the lesson is a success or not? You should be able to prove how and why you lesson is successful through explicit and authentic assessment strategies that link with your indicators.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>A</th>
<th>ACHIEVABLE</th>
<th>IS YOUR LESSON PLAN POSSIBLE?</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Your lesson plan should be logical, well-sequenced and attainable using your current resources. The lesson should be challenging, while also matching the student’s capabilities.</td>
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<thead>
<tr>
<th>R</th>
<th>RELEVANT</th>
<th>IS YOUR LESSON PLAN APPROPRIATE AND MEANINGFUL?</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Your lesson plan should be creative and interesting; however it must also be significant and meaningful to the students. The purpose should be clear and the students must understand what is expected of them. You should consider the context and how to ensure the learning is relevant to the student’s own lives.</td>
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<tr>
<th>T</th>
<th>TIMELY</th>
<th>HOW LONG WILL THE LESSON TAKE TO IMPLEMENT?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Your lesson plan should include a start time, a timeline and a finish time. This will ensure you keep on track with what you want to achieve and how long this will take. Remember not to keep students too long on the floor. Make sure you leave enough time for introductory focus and a concluding activity.</td>
</tr>
</tbody>
</table>

Day Book (Level Four ONLY)

Level four pre-service teachers are required to use the ACU Day Book during the Extended Practicum. Guidance in the use of a Day Book will be provided prior to the Practicum.

Reflective Practice Journal

Pre-service teachers are also expected to reflect on their daily experiences within the primary school through regular written entries in a Reflective Practice Learning Journal.

Further information about the Learning Journal will be provided during EDFD133 Understanding Learning. Reflective practice skills will be further developed in EDTS210 Teaching and Learning: Preparing for the Context of the Field.

The following questions may assist in guiding the types of entries to record in the reflective diary/journal:

- **Why?** Exploring the reason for an incident, for example, a particular practice, expectation activity or experience.
- **What if?** The ability of the pre-service teacher to focus on their experiences and relating this to their theoretical and practical learning.
• **How will it work?** Making *connections* between themselves, the learning environment, the child, and the child’s family and what they may be able to accomplish when teaching and planning.

**The Resource Folder**

All *pre-service teachers* are expected to gradually build up and maintain a carefully organised Resource Folder (e.g. large ring folder). The folder should be divided into a number of sections for the easy management of material. The Resource Folder supports the development of quality caregiving, teaching and professional development of the pre-service teacher. Whilst the folder’s contents will invariably change over the pre-service teacher’s academic career – the professional elements will not change. As the Supervising Teacher and the ACU Tertiary Representative view the Resource Folder, it should be structured as follows:

**Introduction**

This is where the pre-service teacher introduces himself/herself, to others who view the folder, as a quality pre-service teacher. It is suggested the following personal items are included:

- the completed commitment to professional conduct form;
- a recent personal photo;
- home address and current contact details; and
- a list of recent relevant employment.

**Professional Knowledge**

Pre-service teachers come to know and understand the fundamental ideas, principles and structure of the profession. This section needs to support the gathering of that professional knowledge and how that knowledge links into the business of promoting the healthy well-being and engagement of young children. Primary education is an expansive field encompassing aspects of child and family development, teaching pedagogy and educational curriculum. As such developing primary teachers require a place to store, examine and demonstrate a growing detailed understanding of:

- how children develop and learn and how their role facilitates that development;
- a range of philosophies of care, partnership and learning; teaching and learning theories and how to apply them where appropriate; and
- how the early, middle and later years of childhood are driven through a complex interplay between the child, their family and community within the context of social, cultural and personal diversity.
Examples of items to include in this section:

- primary education and care philosophies of practice;
- child development information;
- quality teaching and learning theories and practices;
- anti-bias and multi-cultural approaches;
- policies and practices pertaining to child well-being, protection, and occupational health and safety; and
- theories and practices that support the development of rich and supportive learning and care environments.

Professional Values

Pre-service teachers are required to demonstrate a growing commitment to their own professional development, through continual evaluation of their performance, to adapt and respond to the changing primary context and to the needs of families and children. As the care and education of growing children is a shared activity, pre-service teachers are required to build productive partnerships with parents and carers in a professional manner.

Pre-service teachers must also uphold high professional ethics with regard to their own conduct and that of others, and to respect the children in their care and value their diversity. Acting professionally at all times in their relationships with the children, families, pre-service peers, members of the primary education profession and wider community is paramount to this also. Pre-service teachers are also expected to maintain a professional attitude towards their appearance and grooming.

Examples of items to include in this section:

- statements of professional philosophy and thinking;
- evidence of supporting the professional development of peers (mentoring); and,
- evidence of pre-service teacher’s own ongoing professional development, (e.g. certificates of courses attended, written evidence of relevant additional training competencies completed).

Professional relationships

Primary professionals engage with a diverse cross-section of community, business and professional domains. It is expected that the pre-service teacher will demonstrate an increasing level of effectiveness in forming and developing professional partnerships at all levels in the community. It is within this broad partnership context that the primary education professional designs and manages the varied learning experiences for both individual and groups of children in their care. Pre-service teachers are expected to value and actively seek out opportunities to actively engage with other members of their profession and the wider school community. It is expected that they will work productively with colleagues and other professionals to enhance the environments of the children in their care.

Examples of items to include in this section could be anecdotes relating to interactions with and observations of: families, peers, colleagues within the setting, outside allied health and specialist support services/resource agencies (e.g. counsellors, speech pathologists, psychologists). Pre-service teachers must be mindful of privacy issues (e.g. do not name children, adults, or preschools/primary schools in written/electronic anecdotes).

Pre-service teachers should avoid photocopying large volumes of material for inclusion in their Resource Folders. Rather it should become more a collection of good ideas, activities and approaches used by teachers in the field.

The folder should be available AT ALL TIMES for perusal by Supervising Teachers and ACU Tertiary Supervisors.
The e-portfolio

The e-Portfolio is a digital document that provides pre-service teachers with a framework for observation and reflection on the many and varied learning experiences they will have while in schools. Further information about the development of an e-Portfolio will be provided during the units EDFD127 Contexts for Learning and Development. Pre-service teachers are required to maintain an e-Portfolio while participating in both the academic and professional experience components of the ACU Primary Education course.

A portfolio is a place to store a collection of artefacts, evidences and reflections that represent the pre-service primary teacher’s on-going development as a primary education professional.

Over the length of the course, pre-service teachers’ contributions to their e-Portfolios should reflect their growing awareness of the interconnectedness of theory and practice and an ability to critically reflect upon professional practice. The e-Portfolio is the place to store artefacts of learning and knowledge and to showcase the developing professionalism of the pre-service teacher.

The e-Portfolio will be based on the Australian Professional Standards for Teachers and assist with the following future tasks:

- preparation for future employment interviews;
- providing a digital showcase of developing skills, abilities and qualities within both early childhood education;
- establishing an excellent habit of documenting accomplishments and results;
- creating an effective personal data base of resources and achievements;
- providing an ongoing and regular assessment of professional development; and
- self-evaluation and assessment of work patterns, preferences and values.

An e-Portfolio is utilised by many employers to assess the suitability and quality of the applicant for a teaching position.

EXPECTATIONS

Attendance

To ensure course requirements are met, pre-service teachers must complete the required number of days for all professional experience units. Days missed due to illness or any other reason must be ‘made-up’ as soon as possible, but not during the University academic program or on specified days linked to the professional experience such as induction and evaluation/reflection sessions.

Pre-service teachers, who are unable to attend their placement, must notify the primary school, their ACU Tertiary Supervisor and the ACU Professional Experience Office as soon as possible.

Please note: If a pre-service teacher fails to attend at any point during the professional experience period, the School Professional Experience Coordinator/Supervising Teacher should contact the ACU Tertiary Supervisor or the ACU Professional Experience Office as soon as possible.

Notification of Absence Form

It is the responsibility of pre-service teachers to advise all absences to the primary school as soon as possible. Pre-service teachers should complete the Notification of Absence form immediately after their absence and return it to the ACU Professional Experience Office at the University.

Please note:
• An absence of two or more days must be explained and documented – i.e. medical certificate provided.
• If a pre-service teacher is absent for three or more days the ACU Professional Experience Coordinator should be notified. In some cases it may be necessary to arrange the completion of the fieldwork at a later time in the semester or year.
• Pre-service teachers will not be deemed to have completed a professional experience unit until all attendance requirements have been met. **Completing extra activities in lieu of days missed is not acceptable.**

**Food**

Pre-service teachers should eat only during their allocated meal breaks. Hot drinks must not be taken into a room with young children. Chewing gum must not be eaten.

**Harassment**

Harassment is considered to be any form of behaviour that is unwanted, offends, humiliates or intimidates, and discriminates because of race, pregnancy, marital status, disability, sexual preference or age (Anti-Discrimination Board, NSW). The University has a Policy and Procedures Statement for complaints of sexual harassment. Pre-service teachers who feel they are being harassed while on professional experience should contact the ACU Tertiary Supervisor in the first instance. If this is not appropriate or possible, pre-service teachers should contact the ACU Professional Experience Office.

**ORGANISATION**

ACU aims to give each pre-service teacher a broad range of experiences in a variety of primary school settings across the bands of early and later childhood and early adolescence. Pre-service teachers are encouraged to strengthen their teacher skills and acquire a breadth of experience and understanding.

The Professional Experience Office will consider all relevant credited previous experience and offer placements to enhance the pre-service teacher’s professional development.

**Working with Vulnerable People Check (WWVP)**

In accordance with the Working with Vulnerable People (Background Checking) Act 2011, pre-service teachers seeking practicum placements in schools must register with the Office of Regulatory Services (ORS) and obtain a WWVP card prior to commencing prac.

Forms are available on the Office of Regulatory Services website or from the Professional Experience Office.

Submission of forms is the responsibility of the pre-service teacher and should be completed at least 4 weeks before commencement of the practicum. Police checks are completely confidential.

Pre-service teachers must submit a certified copy of the WWVP card together with the Department of Education and Training (DET) cover sheet to the Education and Training Directorate. Forms may be obtained from the LEO website.

• Pre-service teachers should collect their ACT Department of Education and Training Student Teacher Identification card from the Professional Experience Office prior to commencing their Practicum.

**ACU Dress Code**

Pre-service teachers are expected to adopt the standards set by the primary school by dressing appropriately and in recognition of relevant health and safety requirements. Pre-services teachers will be issued with a name badge prior to their first practicum. Name badges identify pre-service teachers within schools and are to be worn at all times during professional experience visits/placements.
Professional Conduct
Teachers have serious legal responsibilities that can be fulfilled only through the adoption of a professional code of practice. The same high standard is expected of pre-service teachers. They are expected to be courteous, cooperative and punctual.

The School of Education values and expects professional conduct at all times and reserves the right to terminate the Professional Experience at any time on the grounds of unprofessional behaviour. Upon termination a Fail grade will be awarded.

Pre-service teachers:
- should make a full commitment to the practicum, giving it precedence over outside employment
- should aim to be at the school at least half an hour before the school day begins. If a pre-service teacher realises he/she will be late on a particular day, the Supervising Teacher or the School Principal should be informed as early as possible
- should remain after school until the Supervising Teacher has had the opportunity to discuss any work completed during the day
- should recognise their professional responsibilities to teachers and to non-teaching staff of the school. They should seek information about school policies such as car parking arrangements, use of facilities, payment for morning tea, attendance at extra meetings, first aid procedures and so on
- are expected to observe and participate in the ongoing daily work of their Supervising Teachers and to undertake similar duties, such as playground duty, assembly and meetings, during their stay at the school
- should exercise their initiative when it comes to performing extra duties that will make their classes or schools operate a little more effectively; and
- should demonstrate their professionalism in their ability to retain confidential information about children or others, and at no time should they discuss confidential matters outside the school.

Pre-service teachers are required to complete a Commitment to Professional Conduct before commencing each practicum. A signed copy must be given to the Professional Experience Office before the commencement of the practicum and the original kept in the front of the pre-service teacher’s Resource Folder.

Placement Requirements
Pre-service teachers are encouraged to teach across a range of schools and primary grades throughout their four-year Professional Experience Program. Through participation in a variety of settings, pre-service teachers are encouraged to strengthen their teaching and management competencies and acquire a breadth of experience and understanding.

Pre-service teachers should not undertake:
- a practicum in the same school or grade on two different occasions;

OR

- a practicum at a school where close family members, such as children, participate in the educational program.

Pre-service teachers in any doubt regarding the suitability of their placements should seek advice from the ACU Professional Experience Office.

Professional experience placements are not permitted during study break, exam and recess periods when ACU Lecturers and ACU Tertiary Supervising staff are not available to supervise pre-service teachers. Please note that no placements will occur during the Christmas/January break.
RELIGIOUS EDUCATION POLICY

Level 1 and 2 pre-service teachers
Because Level 1 and 2 pre-service teachers have not completed EDRE101 Religious Education I and do not have a methodological understanding for teaching religious education, they should not teach this subject. It is recommended they observe lessons in religious education and make notes about the lessons they view.

Level 3 and 4 pre-service teachers
Level 3 pre-service teachers who have successfully completed EDRE101 Religious Education I will have a methodological understanding for teaching religious education. However, where there are diocesan policies governing who may teach religious education in Catholic schools, teachers are asked to inform pre-service teachers of these policies and pre-service teachers are expected to comply.

Level 3 and 4 pre-service teachers should use the praxis plan format provided in EDRE101 Religious Education 1.

SUPPORT

ACU Library
Pre-service teachers are encouraged to continue to use the ACU Library throughout their professional experience period. The Library takes into account the dates of professional experience, but because of the limited staff budget it is not possible to open the Library at dates that suit everyone. It is important that pre-service teachers on professional experience check the Library’s opening hours – these are publicised on handouts and the website.

Pre-service teachers on levels one, two and three professional experience are permitted to borrow ordinary items (i.e. items on a two-week loan) for the duration of the placement, but all other library conditions remain unchanged. If library staff identify, however, that an extended loan of particular items is likely to cause significant inconvenience to other library users, these items will be subject to standard loan conditions. On rare occasions library staff may set individual loan conditions. During the mid-year professional experience period in June and July, priority is given to Level 3 pre-service teachers completing their placements outside the ACT. The library establishes and publicises “professional experience loan dates”. It is the pre-service teacher’s responsibility to check that the loan period for which items are issued corresponds with that of the placement period.

Pre-service teachers on level four, due to the period of the extended practicum over the second semester, standard loan periods apply. Level 4 pre-service teachers with special needs (e.g. placements outside the ACT and local region) should contact the library ahead of time so that special arrangements may be made.

Library staff conducts information sessions for all professional experience pre-service teachers before commencement of the block practicum.

Pre-service teachers should take particular care of borrowed library items and are asked not to lend them to other people. Pre-service teachers completing their professional experience outside Australia should not take library items with them.

ACU Tertiary Supervisers
Each pre-service teacher will normally receive one visit from an ACU Tertiary Supervisors. A second visit will be arranged on the request of the Principal, Supervising Teacher, pre-service teacher, or ACU Tertiary Supervisor.

The visit should include a pre-lesson discussion with the pre-service teacher to establish the lesson focus and the pre-service teacher’s learning needs, an observation of a whole lesson, and a post-lesson discussion aimed at critically reflecting upon the strengths and challenges posed by the presentation of the lesson.
At the conclusion of the visit, the ACU Tertiary Supervisor should present the pre-service teacher with a written report. Both the pre-service teacher and the Supervising Teacher are required to sign the report. The ACU Tertiary Supervisor is asked to submit a photocopy of the report to the Professional Experience Office.

**Level 1 Pre-service Teachers**

ACU Tertiary Supervisors should meet with their Level 1 pre-service teachers as a group at their school during their professional experience. Although Level 1 pre-service teachers are not required to engage in any formal teaching, the visits and discussion are regarded as vital in guiding and supporting beginning pre-service teachers in their learning.

**Level 2 and 3 Pre-service Teachers**

When visiting these pre-service teachers, the role of ACU Tertiary Supervisors is to provide support, constructive feedback and an evaluation of progress. At least one full lesson should be observed during the school visit with some time allocated before and after the lesson for discussion and constructive feedback. Pre-service teachers are required to present a carefully prepared lesson plan to the ACU Tertiary Supervisors before the commencement of the teaching session. Lesson notes written in pencil are not acceptable. Documentation should be checked at the time of the visit.

The **ACU Tertiary Supervisor’s Report** should be completed during the lesson and then discussed with the pre-service teacher. The report should be photocopied at the school, the original returned to the pre-service teacher, and the photocopy submitted to Professional Experience Office.

**Level 4 Pre-service Teachers**

ACU Tertiary Supervisors are asked to make contact with their schools during the first week of the Extended Practicum to ensure the placement has commenced in a positive manner and, if necessary, to provide further information regarding practicum expectations.

This should be followed by a visit. The visit should occur during week 3 of the practicum during which a lesson should be observed and the Tertiary Supervisor should engage in a meaningful conversation with the pre-service teacher aimed at supporting the pre-service teachers’ professional learning process. The ‘points for discussion’ listed on the **Level 4 ACU Tertiary Supervisor’s Report Form** should provide a guide for the discussion. At the conclusion of the visit, a Report Form should be completed and shown to the pre-service teacher. The Report should be photocopied at the school, the original returned to the pre-service teacher, and the copy submitted to the Professional Experience Office. Documentation should be checked at the time of the meeting.

**Evaluation Process for School Professional Experience Coordinators and Supervising Teachers**

To ensure the ongoing quality of the program we welcome your feedback at any time and more formally at the completion of each practicum. Written evaluation forms will be sent to all Supervising Teachers and School Professional Experience Coordinators. The Professional Experience Guidelines and pre-service teacher report proformas are available on the ACU website at [http://www.acu.edu.au/38919](http://www.acu.edu.au/38919)

Pre-service teachers will participate in ongoing reflection and evaluation of their professional practicum.

**Emergency Contact Form**

Pre-service teachers are asked to complete the Professional Experience Emergency Contact Form (see Appendices) and provide a copy of this to their professional experience setting for their own safety and protection.
Immunisation
The National Health and Medical Research Council (NH&MRC) recommend the following immunisations for all those who work with children:

- Measles, Mumps and Rubella (MMR) if born during or since 1966;
- Varicella (Chicken Pox); and
- Pertussis (Whooping Cough)

For pre-service teachers working with pre-school aged children or in environments where there may be handling of human tissues (for example: special needs, learning support or early intervention units):

- Influenza/Swine Flu and
- Hepatitis A & B.

The following additional immunisation may also be taken:

- Meningococcal C.

ACU recommends pre-service teachers consider taking the independent advice of their own Medical General Practitioner. These immunisations are to be made at the pre-service teacher's own cost.

Insurance
The School Office should be notified immediately if a pre-service teacher is involved in an accident during the professional experience. Please refer to the letter included in the Appendices regarding insurance cover for professional experience in Australian schools. Pre-service teachers intending to complete their professional experience in an international setting are advised to ensure they have adequate travel and medical insurance. Please contact the Professional Experience Office for further details.

Occupational Health and Safety (OH&S)
It is the responsibility of the School Professional Experience Coordinator to ensure that the pre-service teacher understands the school’s OH&S policies and procedures and to ensure adequate supervision of the pre-service teacher whilst on placement.

ACU pre-service teachers do not have duty of care and should not be left in sole responsibility of children either indoors or outdoors.

Pre-service teachers must be given adequate opportunity to become familiar with the primary school’s policies concerning illness (e.g. cold sores, conjunctivitis, colds and influenza). If a pre-service teacher has any broken skin, cuts or sores they must be covered. Hygiene procedures are to be adhered to at all times (e.g. guidelines for hand washing procedures; meals; dental care; cleanliness and the wearing of gloves) and when outdoors sunscreen should be applied and a hat worn.

Mandatory Reporting
ACU pre-service teachers do not have duty of care. At NO TIME should they be left unsupervised whilst on placement.

Child Protection and Mandatory Reporting topics will be covered in EDFD261 Creating Inclusive, safe and supportive schools undertaken in semester 3 of the program.
APPENDICES
FITNESS TO TEACH GUIDELINES

Expectations and responsibilities relevant to all Pre-Service Teachers undertaking a Professional Experience Program

The Australian Catholic University School of Education is committed to providing strong, non-discriminatory and tailored support to all Pre Service teachers to enable them to achieve their potential and career objectives. The School of Education is further committed to making reasonable adjustments to teaching and learning, assessment, the Professional Experience Program (PEP) and other activities in order to address the impact of students’ disabilities so that they are able to participate successfully in their course.

All of ACU’s teacher education courses feature periods of mentored, continuous fulltime Professional Experience Placements in centres, schools or other educational contexts. Pre Service Teachers (PST), including those with special needs, are required to fulfil certain requirements designed to establish their fitness to teach. These requirements are set out in National and State/Territory accreditation protocols for teacher education courses. These regulatory protocols will be taken into consideration when decisions regarding modifications to Professional Experience are being considered.

The following guidelines have been developed by the Faculty of Education and Arts and set out the expectations and responsibilities for Pre-service Teachers (PST) in relation to meeting mandatory teaching requirements. These guidelines must be read in conjunction with the Professional Experience documentation relevant to the degree program for which a PST is enrolled:

- It is the responsibility of each PST to disclose any pre-existing conditions (including physical and mental health conditions, disabilities, or disorders) that impact, or are likely to impact their capacity to meet PEP requirements as stipulated in their degree program.

- Where adjustments may be required for the PST to meet the mandatory requirements of the program, it is recommended that they register with Disability Services on their relevant campus as soon as possible. Disability Services will work with the student in consultation with the PEP / Course Co-ordinator to determine reasonable adjustments that can be made.

- Should the PST develop a condition that is likely to impact their capacity to fulfil any of the Professional Experience requirements, it is the responsibility of the PST to notify the Professional Experience Office or PEP Coordinator and Course Co-ordinator immediately.

- Where adjustments are required, it is the PST’s responsibility to meet with relevant staff, including the Course Coordinator and PEP Coordinator, with appropriate lead in time prior to commencing placement. Only in exceptional cases and in relation to conditions that have arisen suddenly, would it be acceptable for the PST to provide less than one month’s notice of required adjustments.

- Due to the varying nature of each placement, the PST will meet with Disability Services to review the agreed adjustments as and when required.

- When on placement the PST is responsible for maintaining their own wellbeing and safety, and that of the children under their care with respect to their role and the placement requirements.

- If an issue arises in relation to a PST’s Fitness to Teach, the PST may be required to submit evidence including medical or other formal documentation to support and/or demonstrate their fitness to complete the requirements of the Professional Experience teaching component of the degree program in which they are enrolled.

Final: ratified by Faculty Strategy Group - 24/2/15

Australian Catholic University Limited
ABN 15050192660
CRICOS registered provider: 00004G
COMMITMENT TO PROFESSIONAL CONDUCT
To be completed, signed and submitted to the relevant ACU Professional Experience Program Office BEFORE commencement of EACH and every Professional Experience placement (including any single days and/or preparation visits).

I, __________________________________ agree to the following commitment concerning my ACU Professional Experience participation. I will undertake my _________________________ placement at ______________________________________________________ (Placement) under the supervision of (If known) _______________________________________________ from ______________ to______________.

I have read the Fitness to Teach Guidelines and understand my responsibilities in relation to the requirements of the Professional Experience Program I am undertaking (PEP). I understand that failure to comply with these Commitments may constitute misconduct. I acknowledge that Professional Experience takes place at set times during the year and cannot be altered unless prior permission is granted.

I will meet the requirements of the Placement and the PEP. Without limiting those requirements, I will use all reasonable endeavours to: (please initial each point)

— obtain prior written approval for any placement amendment, including withdrawal;
— attend all Professional Experience briefing sessions and complete any tasks (including online if applicable) associated with Professional Experience;
— attend the Placement for all hours as required by the PEP guidelines;
— complete all duties and tasks required by the PEP guidelines at the Placement;
— conduct myself professionally at all times including by prioritising placement over external work commitments; refraining from commenting on social media or using mobile devices inappropriately; dressing appropriately; being punctual and ensuring courteous, respectful interactions with staff, parents and students;
— make myself familiar and comply with the Placement requirements, policies and procedures in relation to conduct, workplace health and safety, privacy, confidentiality and any other relevant policy and procedures;
— wear an ACU name badge (if required) and carry mandatory documentation at all times;
— notify the Supervising Teacher and the ACU Professional Experience Office and, if required, the Professional Experience Coordinator/ Lecturer in Charge (LIC) as soon as possible if unable to attend due to illness, or involvement in an accident or other incident while on placement;
— notify the Supervising Teacher and ACU Professional Experience Office and the Professional Experience Coordinator /LIC of any personal or health issues that may impact on the PEP, whether the issues are existing or arise during the placement;
— ensure I maintain and keep up to date all professional documentation and assessment as required, and have this available at all times for my Supervising Teacher and Tertiary Supervisor.
— follow all policies and procedures as set out in the ACU PEP guidelines, booklets and the relevant unit outline;
— maintain the required level of contact with the Professional Experience Office and (if applicable) my nominated ACU Tertiary Supervisor during the PEP, contacting them as soon as possible and in any event no later than within one work-day if any problems arise; and
— submit and/or have ready for review all assessment items as stipulated by the unit outline/Professional Experience guidelines.

— I acknowledge that I must gain a satisfactory level of achievement to pass the PEP, as assessed in reports submitted by the Supervising Teacher and the Tertiary Supervisor and must also pass any other required assessment tasks.

Pre-service Teacher: ___________________________ Student No.: _________________

Signature: ___________________________________________ Date: ___________________

Received by: __________________________________________ Date: ___________________
CHECKLIST FOR SUPERVISING TEACHERS

I have:

☐ received all documentation relating to the pre-service teacher placement. (Note: School Professional Experience Officers and/or Principals are sent information packages containing Professional Experience Guidelines, pre-service teacher report forms and supervision claims for distribution to each Supervising Teacher).

☐ read the Professional Experience Guidelines and familiarised myself with the requirements and specific learning outcomes for the practicum.

☐ met with my pre-service teacher prior to the practicum to prepare and plan. (Note: pre-service teachers are asked to contact their Supervising Teachers for this purpose prior to the commencement of the practicum).

☐ considered how my pre-service teacher can be provided with the opportunities to complete a wide variety of tasks and teaching experiences.

☐ provided regular feedback to my pre-service during the practicum through discussion and written comments. (Note: throughout this process encourage your pre-service teacher to reflect on his/her own performance).

☐ read and understand the procedures to follow if my pre-service teacher experiences difficulties during the practicum (Note: please refer to the Assessment section in the Professional Experience Guidelines).

☐ re-negotiated dates for any days my pre-service teacher may have missed due to illness or other reasons.

☐ completed the report in consultation with my pre-service teacher.

☐ submitted original report and payment claim form/s to the School Professional Experience Coordinator/Principal for prompt return to the Professional Experience Office, ACU. (Note: Please do not hand original report to your pre-service teacher).

☐ familiarised myself with the ACU website at http://www.acu.edu.au/38919
CHECKLIST FOR PRE-SERVICE TEACHERS

I have:

☐ attended all information sessions and workshops arranged by the Professional Experience Office before the practicum. (Note: Pre-service teachers should refer to the meeting schedules provided in the Professional Experience Guidelines).

☐ regularly checked my student email and WebCT for messages.

☐ carefully read the Professional Experience Guidelines and familiarised myself with procedures, unit requirements and expectations for the practicum.

☐ completed a Police Probit Check.

☐ contacted my Supervising Teacher well in advance of the practicum and, if possible, arranged a meeting to visit the school. (Note: Pre-service teachers should also refer to the formal preparation days set for each level in the Professional Experience Guidelines).

☐ met with my ACU Tertiary Supervisor at ACU prior to the block practicum.

☐ collected my identification badge (Note: please ensure that it is displayed at all times during the practicum).

☐ completed the Emergency Contact Form and handed it to the School Secretary in a sealed envelope at the commencement of the practicum.

☐ re-negotiated dates for any missed days with my Supervising Teacher and faxed the completed Notification of Absence form to the ACU Professional Experience Office.

☐ discussed and signed my report with my Supervising Teacher at the conclusion of the practicum. (Note: Please do not take your original report – it may be collected from the ACU Professional Experience Office at a later date).

☐ attended the evaluation and reflection workshops at ACU when required.

PROFESSIONAL EXPERIENCE EMERGENCY CONTACT FORM

Pre-service teachers are requested to complete this form, place it in a sealed envelope marked ‘confidential’ and then, on the first day of professional experience, leave it with the School Secretary for the duration of the practicum. Pre-service teachers can collect the form on the last day of the practicum.

In case of an emergency, the school will contact the designated person(s).

Pre-service Teacher’s Name: ________________________________________________

Contact Person(s) Name: 1 ________________________________________________
2 ________________________________________________

Phone Number(s): 1 ______________________________________________________
2 ______________________________________________________

In case of an emergency, I ____________________________ give the school where I
(pre-service teacher)
am placed for professional experience, permission to seek medical assistance or call an ambulance as deemed necessary.

Pre-service Teacher’s Signature: ____________________________ Date: ____________

Medicare Number: _______________________________________________________
Ambulance Subscription: _________________________________________________
Name of Doctor: _________________________________________________________
Phone No: ______________________________________________________________

Please list any allergies or important medical information (e.g. asthma, diabetes)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The above information is confidential. This form should be collected by the pre-service teacher at the conclusion of the professional experience.
INSURANCE

1 November 2014

To Whom It May Concern:

‘Employers those who provide industry experience for students of Australian Catholic University’

The purpose of this letter is to advise organisations who provide unpaid industry experience to
students of Australian Catholic University in relation to course requirements, that the following
insurance covers have been arranged by the University:

1. General & Product Liability
   Policy Number:   ACU GPL 15
   Period of Cover   01/11/2014 to 31/10/2015
2. Professional Liability
   Policy Number:   ACU PL 15
   Period of Cover   01/11/2014 to 31/10/2015
3. Students Work Experience Personal Accident
   Policy Number:   02.PAE.110727
   Period of Cover   01/11/2014 to 31/10/2015

I can be contacted on (02) 9739 2945, if you require further information

Rajan Wijey
Insurance Manager

Australian Catholic University Limited
ABN 15050192660
CRICOS registered provider: 00004G
NOTIFICATION OF ABSENCE

Pre-service teachers are required to complete the specified number of days for any given practicum before a grade of PASS can be recorded. Make-up days for illness or other reasons should be completed as soon as possible after the day/s absent but not at a time that interferes with the academic program.

After an absence from school, pre-service teachers should complete this form and fax to the ACU Professional Experience Office on 6209 1213.

ATTENTION PROFESSIONAL EXPERIENCE OFFICER

PRE-SERVICE TEACHER’S NAME: _____________________________________
LEVEL: ______________ SCHOOL: ________________________________

DATES ABSENT: ________________________________

After speaking with my Supervising Teacher, I will complete _____ day/s absent on:
____________________________________________________
____________________________________________________
____________________________________________________

Signed:

Supervising Teacher:____________________________________________________
Pre-service Teacher:____________________________________________________
Date: __________________________
## LESSON PLANNING GUIDE 2015

(Details prepared by Mary Gallagher - ACU Faculty of Education and Arts, Canberra)

<table>
<thead>
<tr>
<th>DATE:</th>
<th>/ /</th>
<th>Grade: Specify year level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant Curriculum Reference:</td>
<td>Specific curriculum subject area, program/lesson topic or integrated unit. What are the relevant Syllabus outcomes, Australian Curriculum (AC) Strand, Content Descriptions and/or Elaborations? This section can be taken directly from the teachers program and/or curriculum documents. However, the reference <strong>must directly relate to the learning intention for this particular lesson/learning experience.</strong> Please note: NSW &amp; ACT have differing Curriculum and programming documents &amp; requirements.</td>
<td>Duration: Specify when you will implement the learning experience, time taken and expected start/finish time.</td>
</tr>
<tr>
<td>Rationale:</td>
<td>Why have you planned this lesson? State the reason and relevance. Reference the class program, your observations of the child(ren) and your knowledge of child development &amp; curriculum frameworks.</td>
<td></td>
</tr>
<tr>
<td>Specific Lesson Outcome/s (Learning Intentions):</td>
<td>This is <strong>not</strong> to be a syllabus outcome, AC Strand, Descriptor, Elaboration or any other content/process statement that has been taken directly from the School’s preferred teaching program or curriculum framework documents. The specific lesson outcome/learning intention is <strong>based</strong> on these and should represent the expected learning achievements as a result of <strong>this actual lesson (or series of lessons covered by lesson plan) only.</strong> You are expected to state the main purpose of your planned learning experience for the child(ren). Whilst you can be guided by curricular documents, <strong>you need to develop the lesson outcome/s in your own words</strong> to provide ownership, ensuring the learning intention/direction is clear to you. Ask yourself “What is the expected learning as a result of this lesson? What other possible skill development and learning may also occur?” Clearly and concisely state exactly what <strong>YOU - the teacher,</strong> want to achieve with the students. Consider the knowledge, skills and/or attitude changes that will measure achievement of the outcome/s. <strong>Be sure to link to curriculum frameworks</strong> - how does the lesson outcome/s relate to the <strong>Australian Curriculum?</strong> (or whichever documents are being utilised by the school) Be sure to reference the <strong>Quality Teaching Framework (QTF)</strong> dimension/elements where appropriate.</td>
<td></td>
</tr>
<tr>
<td>Indicators of Achievement (Expected achievements): The children will:</td>
<td>These are <strong>SPECIFIC</strong> statement/s of expected and intended learning by students - <strong>aligned with</strong> the syllabus outcome/ELA, AC strand/descriptions/elaborations and your lesson outcome. Whilst these can be based on the class program, you are expected to <strong>develop own indicators.</strong> These provide direction and an explicit teaching focus, while also specifying the expected achievements of the students. They are statements that establish a specific intention for a particular lesson. <strong>Indicators MUST link directly to assessment strategies.</strong> Attainment of the indicators provides evidence that you have achieved your stated lesson intent/outcome/s. Ask yourself: “How will these be demonstrated by the students? (through discussion, analysing, creating, etc) How will I know if the outcome/s has been achieved? What types of learning behaviours would I expect to see?” Linking to assessment strategies, attainment of indicators provides <strong>evidence</strong> the outcome/s have been achieved. Indicators should begin with an action verb (e.g. articulate, examine, review, demonstrate, discuss, etc) and always be <strong>specific, measurable and achievable.</strong> Indicators should cover <strong>knowledge acquisition, skill development</strong> and make reference to attitudes/values, if applicable.</td>
<td></td>
</tr>
</tbody>
</table>
Pre-requisites (prior knowledge, skills, etc.):
What skills/abilities/knowledge do the children need to participate meaningfully and successfully in this experience? What happened before this experience? How does this experience connect to other learning? How does this lesson fit into the class integrated unit? What comes after this lesson – where does it fit within the whole class program? Identify teaching/learning strategies to ensure all children have prior knowledge.

Preparation and Resources:
How will the use of space, equipment, materials, time and people be structured during the learning experience? What do you need to effectively implement this learning experience in an organised and streamlined manner? Are resources available, and in good working order? Do you need to improvise and create alternatives? Make sure you are prepared well before the lesson begins. Have a plan B!

Learning Experience/Lesson Sequence:

Introduction/Focusing Activity: How will you stimulate interest and attention to ensure engagement and participation? The focusing activity should be creative to capture the student’s attention and generate anticipation. Also a time to review previous learning, communicating the context and purpose explicitly.

Lesson development: A variety of teaching strategies and processes should be employed to ensure active participation. Reflect on students preferred way of learning/learning styles. How are you going to differentiate to ensure ALL students are learning? What will you do to make sure Students with Additional Needs are catered for? The choice of approaches will depend on the type of lesson and expected learning. Be careful with the sequence - is it developmental and carefully scaffolded? Multiple strategies are required. Consider: think-pair-share, group work, questioning and processes such as Gradual Release of Responsibility (GRR) though modelled, shared, guided and independent practice.

Conclusion: A well thought-out conclusion is an opportunity to summarise the learning and assist in the development of your evaluation and assessment skills. Check for understanding through questioning. Make connections to previous lessons; relate back to purpose of the lesson and bring all points together; provide students with time to critically reflect; give students an opportunity to articulate the learning achieved.

Assessment Procedures (Evidence of achievements):
Assessment of learning occurs through all components of the lesson and teachers plan both what will be assessed and how it will be assessed. You must decide on the type of assessment and how this will be implemented. Consider assessment of learning and assessment AS learning. Assessment should link directly to the indicators as this confirms what is to be achieved by the children during the lesson.

Assessment of learning can be formal or informal. Formal assessment includes testing, structured writing; Informal assessment includes teacher observation, anecdotal records, questioning, demonstration, learners’ own self and peer assessment. You and the students must see the value in assessment tasks and the approach should be fair and equitable. Decide on what feedback should be provided to the students and if work needs to be marked. This must be done as soon as possible to maximise the impact of the response.
**Evaluation (to be completed AFTER implementation):**

**Achievement of learning outcomes and indicators:** Were the outcomes(s) achieved? Why/why not? What kinds of changes were observed in students’ knowledge, skills and attitudes? Did the students demonstrate achievement of the indicators? How? If an indicator was not achieved, where to next?

**Catering for individual differences, additional needs:** Did this experience suit the children involved? Why/why not? Were ALL the students engaged and interested? How do you know? If not, why not? What changes are needed in future lessons to better cater for the range of learning abilities? Specify.

**Resource Appropriateness:** Resources suit children’s abilities and interests? Why/why not?

<table>
<thead>
<tr>
<th><strong>Self evaluation/critical reflection:</strong></th>
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<tr>
<td>You are required to <strong>evaluate your own performance and reflect on the lesson.</strong> This should be a critical reflection based on the assessment procedures and lesson evaluation. You need to consider your role in whether the learning focus was realised and the effectiveness of the teaching and learning actions. Ask yourself: “did I adequately prepare? Were my teaching strategies effective and appropriate? Why/why not? Was I able to relate learning to student context and prior experience? Did I allocate enough time? Was the lesson too teacher-directed? Questioning effective? Did the classroom / behaviour management strategies I implement support an effective learning environment?” Specify what worked well and what could be done differently next time. Cross reference to your <strong>Reflective Practice Journal.</strong></td>
</tr>
</tbody>
</table>

**Associate teacher feedback and focus for development:**

Whilst the associate teacher may not always complete this section, they are **expected** to evaluate as many lessons/learning experiences as possible, while also offering constructive feedback in a written form. This should take place within the framework of **Professional Conversations** and the **Australian Professional Standards for Teachers (APST).** (See: **ACU Transformative Learning** booklet). You are required to document how you will approach any area in need of further development and how this will impact on any future lesson planning and implementation. Depending upon your stage of learning you are required to consider each of the Standards, focus areas and descriptors in light of your Professional Experience.
<table>
<thead>
<tr>
<th>LESSON PLAN FORMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATE:</strong> / /</td>
</tr>
<tr>
<td><strong>Grade:</strong> specify year level</td>
</tr>
<tr>
<td>Relevant Curriculum Area/ELAs:</td>
</tr>
<tr>
<td>Duration:</td>
</tr>
<tr>
<td><strong>Rationale:</strong></td>
</tr>
<tr>
<td><strong>Lesson Outcome/s (Learning intentions for this lesson):</strong></td>
</tr>
<tr>
<td><strong>Indicators of achievement:</strong></td>
</tr>
<tr>
<td>The students will:</td>
</tr>
<tr>
<td>•</td>
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<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td><strong>Pre-requisites (prior knowledge, skills, etc.):</strong></td>
</tr>
<tr>
<td><strong>Preparation and Resources:</strong></td>
</tr>
<tr>
<td><strong>Learning Experience/Lesson Sequence:</strong></td>
</tr>
<tr>
<td><strong>Introduction/Focusing Activity:</strong></td>
</tr>
<tr>
<td><strong>Lesson development:</strong></td>
</tr>
<tr>
<td><strong>Conclusion:</strong></td>
</tr>
<tr>
<td><strong>ASSESSMENT PROCEDURES:</strong></td>
</tr>
<tr>
<td><strong>EVALUATION (to be completed AFTER lesson implementation):</strong></td>
</tr>
<tr>
<td>Achievement of learning outcomes and indicators:</td>
</tr>
<tr>
<td>Catering for individual differences, additional needs:</td>
</tr>
<tr>
<td>Resource Appropriateness:</td>
</tr>
<tr>
<td><strong>SELF EVALUATION:</strong></td>
</tr>
<tr>
<td><strong>SUPERVISING TEACHER EVALUATION:</strong></td>
</tr>
<tr>
<td><strong>FOCUS FOR DEVELOPMENT:</strong></td>
</tr>
</tbody>
</table>
REPORTS

INTERIM MID POINT ASSESSMENT REPORT

The Interim Mid-Point assessment is designed to clearly indicate the pre-service teacher’s performance at the middle stage of the professional experience practicum. Supervising Teachers are asked to work through each of the thirty-seven Standard focus areas with the pre service teacher and ascertain their overall progress so far in the placement. The mid-point provides an opportunity for the Supervising Teacher to communicate to the pre service teacher specific areas for improvement as well as areas of strength.

If assessed as “Knowledge & Skills Not Sufficiently Demonstrated”, this signifies that the pre-service teacher’s progress is inadequate at the level of Professional Experience being undertaken and is ‘At Risk’ of not achieving a Satisfactory grade.

NB: If the pre-service teacher is deemed to be ‘At Risk’ then the Supervising Teacher should immediately contact the University Supervisor and the PEP Placement Office and complete the ‘Notification for ‘At Risk’ of Unsatisfactory Progress’ form found in the transformative Learning Booklet. The midpoint report and the At Risk form are considered an intervention and support mechanism to ensure pre service teachers have every opportunity to further develop the necessary knowledge and skills in order to successfully complete the Professional Experience.

PROFESSIONAL EXPERIENCE REPORT

Please see 'Transformative Learning Booklet' for report format. This format is used for the final report as evidence of achievement during the placement against the Graduate Professional Teaching Standards.
### MID POINT INTERIM OVERALL ASSESSMENT RATING

Please place a tick in the relevant box on the rating scale below to indicate your overall assessment of the Mid-Point development of the pre-service teacher across the three Domain Areas of the Australian Professional Standards for Teachers – Professional Knowledge, Professional Practice and Professional Engagement.

<table>
<thead>
<tr>
<th>Knowledge &amp; Skills Not Sufficiently Demonstrated</th>
<th>Knowledge &amp; Skills Provisionally Demonstrated</th>
<th>Knowledge &amp; Skills Clearly Demonstrated</th>
</tr>
</thead>
</table>

### SUPERVISING TEACHER’S REFLECTIVE COMMENTS ON MID-POINT PERFORMANCE

Please articulate observed strengths in professional knowledge, practices and engagement as well as identifying specific and realistic goals.

**Strengths:**

**Areas for development during the rest of the placement:**

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

### PRE-SERVICE TEACHER’S REFLECTIVE COMMENTS ON MID-POINT PERFORMANCE

**Aspects of my teaching progress that I believe have been successful:**

**Aspects of my teaching progress that I believe need to be developed further:**

**After consultation with my Supervising Teacher and the University Supervisor, my goals for the remainder of the practicum experience are:**

Pre-Service Teacher Signature: ................................................. Date ..................................

*This report should be submitted to the relevant Professional Experience Office as soon as possible after it is completed. This report and the At Risk notification can be used as the basis for discussion with the University Supervisor and Professional Experience Coordinator if a PST is identified as being ‘AT RISK’.***
At Risk’ Assessment
Assessment of your professional development in this professional experience placement has highlighted significant areas of concern, which indicate that at this point you are ‘at risk’ of obtaining an Unsatisfactory grade. The areas of unsatisfactory progress have been identified below and need to be rectified in order for a Satisfactory grade to be awarded for this Professional Experience component.

Areas of Concern: (Identified by the Supervising Teacher/Educator and/or Tertiary Supervisor):
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Strategies for Improvement: (Developed by the Supervising Teacher and Tertiary Supervisor in consultation with the Pre-Service Teacher)
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

I have read and understand the details and requirements of the ‘At Risk’ assessment noted above.
Pre-service Teacher: ____________________________ (signature) Date: __________
Mentor: ____________________________ (signature) Date: __________
Supervising Teacher: ____________________________ (signature) Date: __________
Tertiary Supervisor: ____________________________ (signature) Date: __________
ACU TERTIARY SUPERVISOR’S REPORT
LEVELS 2 and 3

Pre-service Teacher: _______________________________ Level: __________________________
School _________________________________________ Grade: __________________________
Associate Teacher: ________________________________ Date: __________________________
Curriculum Area: _________________________________ Lesson Topic: ____________________

Developing Professional Knowledge, Skills and Values
Communicating, Interacting and Working with Students and Others
Planning and Managing the Teaching and Learning Process
Monitoring and Assessing Student Progress and Learning Outcomes
Reflecting, evaluating and planning for continuous improvement
Demonstrating Professional Attitudes
Developing competence in ELearning and the Australian Curriculum
Achieving the Graduate Standards

Page 1/2
Concerns:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Strategies for improvement:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

General Comment:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Pre-service Teacher Documentation:

<table>
<thead>
<tr>
<th>Planning Documents:</th>
<th>Excellent ☐</th>
<th>Satisfactory ☐</th>
<th>Unsatisfactory ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Folder:</td>
<td>Excellent ☐</td>
<td>Satisfactory ☐</td>
<td>Unsatisfactory ☐</td>
</tr>
</tbody>
</table>

Pre-service Teacher Progress:

Satisfactory ☐ At Risk ☐ (Please provide details on At Risk form and notify the Professional Experience Office immediately)

ACU Tertiary Supervisor: ___________________________ Date: ____________

Supervising Teacher: ___________________________________________ Date: ____________

Pre-service Teacher: __________________________________________ Date: ____________

Please return a copy of this report to the ACU Professional Experience Office.
LEVEL 3 SECOND WEEK PROFESSIONAL EXPERIENCE REPORT

FACSIMILE

TO: Professional Experience Office FAX: (02) 6209 1213

FROM: SCHOOL:

DATE: ____/____/2015 NO. OF PAGES:

MESSAGE:
LEVEL 4 – ACU TERTIARY SUPERVISER’S REPORT

Pre-service Teacher: __________________________________________ Date: ______

School: ____________________________________________________________

Grade: _____ Supervising Teacher: ______________________________________

POINTS FOR DISCUSSION:

• Relationship with colleagues and members of the school community.
• Ability to critically evaluate and reflect on teaching.
• Demonstrating flexibility and creativity in approaches to teaching and learning.
• Catering for children’s individual differences and special needs.
• Classroom organisation and management.

GENERAL COMMENTS:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Pre-service Teacher Documentation:

Day Book     Excellent □ Satisfactory □ Unsatisfactory □
Resource Folder     Excellent □ Satisfactory □ Unsatisfactory □

Concerns:
Strategies for Improvement:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Pre-service Teacher Progress:

Satisfactory ☐ At risk ☐

(Please provide details below and notify the Professional Experience Office immediately)

ACU Tertiary Supervisor: ______________________________ Date: ____________

Supervising Teacher: ______________________________ Date: ____________

Pre-service Teacher: ______________________________ Date: ____________

Please return a copy of this report to the ACU Professional Experience Office.
LEVEL 3 CONFIRMATION OF PLACEMENT FORM

NAME OF PRE-SERVICE TEACHER: ___________________________________________

STUDENT ID: __________________________

CONTACT NUMBER/S: (Home) ____________________ (Work) _________________

(Mobile) ____________________________________________

EMAIL: (other than ACU) ______________________________________________________

NAME OF SCHOOL: __________________________________________________________

ADDRESS: _________________________________________________________________

_________________________________________________ POSTCODE: _____________

PHONE: _________________________________ FAX : _____________________________

EMAIL:  ____________________________________________________________________

NAME OF PRINCIPAL:  _______________________________________________________

(Please print)

SIGNATURE: _______________________________________________________________

(Principal)

NAME OF SCHOOL PROFESSIONAL

EXPERIENCE COORDINATOR: ______________________________________________

NAME OF TEACHER: _______________________________________________________

(Please print)

EMAIL:  ____________________________________________________________________

GRADE: ________________________________ DATE: ____________________________

Please note: Pre-service teachers may not undertake a practicum at a school where close
family members participate in the educational program.
LEVEL 4 CONFIRMATION OF PLACEMENT FORM

NAME OF PRE-SERVICE TEACHER: __________________________________________

STUDENT ID: ____________________________________________________________

CONTACT NUMBER/S: (Home) ____________________  (Work) _________________
                         (Mobile) ___________________________________________

EMAIL: (other than ACU)  __________________________________________________

NAME OF SCHOOL: ________________________________________________________

ADDRESS: _______________________________________________________________
                         ___________________________________ POSTCODE: _______________

PHONE: _________________________________ FAX : ___________________________

EMAIL: __________________________________________________________________

DATE OF INTERVIEW:  ___________________________  (If not interviewed, please provide
                    reason):_________________________________________________________________________

NAME OF PRINCIPAL:  ______________________________________________________
(Principal)

SIGNATURE: ______________________________________________________________
(Principal)

NAME OF SCHOOL PROFESSIONAL
EXPERIENCE COORDINATOR: ______________________________________________

NAME OF TEACHER: _______________________________________________________
(Please print)

EMAIL: __________________________________________________________________

GRADE: ___________________________ DATE: ________________________________

Please note: Pre-service teachers should not undertake a practicum at a school where close
family members participate in the educational program.