

BACHELOR OF  
PRIMARY EDUCATION  
CONNECT: GUIDELINES  
FOR IN SCHOOL IMMERSION  
PROGRAM 2016

EDPD101



**BACHELOR OF PRIMARY EDUCATION**

**GUIDELINES FOR  
IN-SCHOOL IMMERSION PROGRAM  
2016**

**EDPD101 PROFESSIONAL  
DEVELOPMENT 1:  
THE LEARNING ENVIRONMENT**

### **IMPORTANT INFORMATION**

1. All currently enrolled students must hold a valid Working with Children Check and are required to provide their WWC number to the PEX Unit School of Education, for verification.
2. New students enrolling in 2016 are required to complete the Working with Children Check online application at <http://www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check> and clearance must be obtained prior to attending Professional Experience.
3. The NSW Department of Education and Communities requires Pre-service Teachers to undertake the Child Protection Awareness Training module currently available at [https://www.det.nsw.edu.au/proflearn/cpat/e\\_learn.html](https://www.det.nsw.edu.au/proflearn/cpat/e_learn.html)
4. Students are required to have completed the online ASCIA anaphylaxis e-training and submitted a copy of their Certificate of Completion noting an expiry date covering the full 2016 year. <https://etraining.allergy.org.au/>

### **Disclaimer**

Please note that details in the 2016 Professional Experience Handbook are correct at the time of printing but may be subject to variation through the year.

# In-School Immersion Program

## Overview

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

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

Tasks may include but are not limited to:

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

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Please note that an e-copy of this document can be found on the School of Education home page; [socialsciences.uow.edu.au/education](http://socialsciences.uow.edu.au/education), then navigate to Current Students/Professional Experience and follow the links to the document.

## 1 CONTACT DETAILS

### Professional Experience Unit

#### Professional Experience Enquiries

*Tel:* 02 4239 2380  
*Fax:* 02 4221 3891  
[pex-enquiries@uow.edu.au](mailto:pex-enquiries@uow.edu.au)

### Key Contacts

**Subject Coordinator: EDPD101**  
Dr Michelle Eady

*Tel:* 02 4221 3613  
[meady@uow.edu.au](mailto:meady@uow.edu.au)

## 2 SUBJECT REQUIREMENTS

As part of the subject Professional Development 1: The Learning Environment (EDPD101), from the first school visit (17 March) Pre-service Teachers are required to keep a daily log and make one detailed observation for each Immersion day. These observations are designed to: capture what happens in an activity or event in any setting; the actions of participants: who did what, when; the key points in the observation setting (including names of speakers and selective, brief verbatim quotes); and the non-verbal expressions (e.g. noting when people came in or left the activity). Reflections on these observations will be shared on the EDPD101 Moodle site.

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

### 2.1 Two-week Professional Experience Placement

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

Please visit the School of Education home page: [socialsciences.uow.edu.au/education](http://socialsciences.uow.edu.au/education), navigate to Current Students/Professional Experience and follow the links to the document required.

The two-week Professional Experience block occurs from 13 to 24 June, 2016.

## 2.2 Bachelor of Primary Education: EDPD101

<b>Immersion Program Dates</b>	<p><b>Nine Immersion days</b> (Thursday) during weeks commencing 14 March to 4 April and 2 May to 30 May 2016 (School Calendar Term 1: Weeks 8 – 10 and Term 2: Weeks 2 – 6).</p> <p>Pre-service Teachers can be placed in pairs during the nine Immersion days and the Professional Experience block.</p>
<b>Subject Number</b>	EDPD101
<b>Observation</b>	Throughout the In-School Immersion Program Pre-service Teachers need to experience the culture of schools and gain an understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, teacher-pupil interaction and behaviour management strategies.
<b>Immersion Program Overview</b>	<ul style="list-style-type: none"> <li>First Year Primary students are placed in Primary Schools for 9 consecutive Thursdays: <ul style="list-style-type: none"> <li>March: 17, 24, 31</li> <li>April: 7</li> <li>May: 5, 12, 19, 26</li> <li>June: 2</li> </ul> </li> <li>Pre-service Teachers are required to attend for the full school day and participate in the normal routine of the school.</li> <li>Pre-service Teachers may support mentor teachers in tasks that the Principal or In-School Coordinator recommend. Pre-service Teachers may be allocated to one teacher for the whole period or to different teachers for a period of weeks.</li> <li>Tasks may include working one-on-one with a child, supervising small groups, reading to a group or the whole class, helping to prepare school plays, musical concerts, and other experiences.</li> </ul>
<b>Outcomes</b>	<p>At the conclusion of the In-School Immersion Program, Pre-service Teachers will have:</p> <ul style="list-style-type: none"> <li>Developed their interpersonal communication skills through involvement in classroom and whole school activities.</li> <li>Interacted professionally with staff, students and the broader school community.</li> <li>Demonstrated a genuine interest and concern in children, their welfare and activities.</li> <li>Demonstrated a growing confidence in working with children.</li> <li>Developed an understanding of how schools are organised and managed.</li> <li>Gained experiences in the six KLA's through observation and immersion.</li> <li>Observed and assisted the teacher in ongoing classroom and school activities.</li> </ul>
<b>University Advisor</b>	A University Advisor will be allocated to a cluster of participating schools, liaising with the Principal and/or In-School Coordinator and acting as the contact person for the Pre-service Teacher cohort.

## 3 POLICIES AND PROCEDURES

### 3.1 Professional Conduct

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

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

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

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

#### 3.1.1 Professional Experience and Internship Placement Acknowledgement form

All students must complete and return to the Professional Experience Unit a *Professional Experience and Internship Placement Acknowledgement* form before beginning any Professional Experience. The form will be distributed to students but can also be downloaded from the School of Education home page - [socialsciences.uow.edu.au/education](http://socialsciences.uow.edu.au/education) . Select Current Students, then navigate to the Professional Experience website and follow the link to Forms.

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

#### 3.1.2 Grounds for exclusion from a school placement

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

- A serious breach of the University Code of Conduct, Policies or Procedures;
- A serious breach of the relevant New South Wales Department of Education and Communities, Catholic Education Office NSW or Association of Independent School regulations;
- A Pre-service Teacher's behaviour places school pupils and/or staff at risk or themselves at risk;
- Unexplained absences or absences without satisfactory explanation;
- A Pre-service Teacher accesses confidential school documents without permission;
- A Pre-service Teacher has demonstrated unsatisfactory progress over a period of time during Professional Experience and this unsatisfactory progress has been documented but not adequately addressed by the Pre-service Teacher (see 2016 Professional Experience Handbook, Section 2.3);
- A Pre-service Teacher discredits the school or school personnel;
- Serious deficiencies in their communication skills;
- Inappropriate or unprofessional behaviour.



## 3.2 School Placement

For ethical and professional reasons Pre-service Teachers are not permitted to undertake Professional Experience at a school where they work, or have relatives (partner, child, parent or other close relative) employed or enrolled at a school. It is the responsibility of a Pre-service Teacher to notify the PEX Unit immediately if they have been placed in a school that breaches this policy.

### 3.2.1 Variation to Professional Experience

Each Professional Experience must be completed when scheduled in each degree and at the designated time allocated by the University within the academic year. Refer to the School of Education Professional Experience Planner which can be downloaded from the School of Education home page - [socialsciences.uow.edu.au/education](http://socialsciences.uow.edu.au/education). Select Current Students, then navigate to Professional Experience.

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

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

## 3.3 Name Badges

Please note all 1<sup>st</sup> First Year students are issued with a name badge by the Professional Experience Unit. It is a requirement to wear your name badge while on Professional Experience. In the unfortunate circumstance that a UOW name badge is misplaced, the Pre-service Teacher is required to replace and purchase their name badge.

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

New Millennium Trophies & Gifts  
92 Auburn Street, Wollongong  
T: 02 4225 3717

## 3.4 Attendance and Absences

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

- 3.4.1 In-School Coordinators will inform Pre-service Teachers of the time of arrival and departure as this varies from school to school. Punctuality is a professional responsibility. Arrival and departure times specified by the school must be adhered to, however the School of Education expects Pre-service Teachers to be present at least 30 minutes prior to the start of the school day and be available for meetings after school.
- 3.4.2 Pre-service Teachers must sign the Attendance Register each day on arrival and departure.
- 3.4.3 A Pre-service Teacher must not leave the school grounds unless they have gained permission from the In-School Coordinator.

### 3.4.4 Absences

If an absence occurs at school due to illness or other extenuating circumstances, Pre-service Teachers must undertake the following:

- Contact the Principal, In-School Coordinator or Supervising Teacher through established channels as early as possible, eg email and phone call. A text message is NOT appropriate.
- Complete an Illness/Misadventure form (see Appendix 1) and submit this to the In-School Coordinator when they return to school. A medical certificate is required for absences of two or more days and must be attached to the form.

- The above form and documentation should be copied for the Pre-service Teacher's own records, as it will be required by the PEX Unit when the Pre-service Teacher submits their Professional Experience report.
- Email the Director of Academic Studies, Subject Coordinator and the PEX Unit ([pex-enquiries@uow.edu.au](mailto:pex-enquiries@uow.edu.au)) summarising the days missed and when they will be made up.
- Pre-service Teachers must negotiate with their Supervising Teacher to make up all absences. Absences cannot be made up during study weeks or when lectures or tutorials are scheduled.
- Where industrial action is scheduled during a Professional Experience placement the In-School Coordinator should discuss the implications for the placement with the Pre-service Teachers. If industrial action results in a loss of more than one day during a placement the Pre-service Teacher may need to negotiate a make-up day with their Supervising Teacher.

## 3.5 Roles and Responsibilities

### 3.5.1 School Principal

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

### 3.5.2 In-School Coordinator

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

Responsibilities of the In-School Coordinator include:

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

### 3.5.3 Supervising Teacher

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

Responsibilities of the Supervising Teacher include:

- **being familiar with the relevant sections of the UOW Professional Experience Handbook;**
- discussing and negotiating teaching allocation with the Pre-service Teacher;
- informing of relevant school/the School of Education/class policies and procedures that their Pre-service Teacher must be made aware of or implement during the Professional Experience;
- being willing to be observed in the process of teaching/learning by your Pre-service Teacher;
- informing the In-School Coordinator and/or University Advisor immediately when a Pre-service Teacher is making **unsatisfactory progress** or if concerned with their professional conduct;
- providing signed original Professional Teaching Standards and Professional Experience Reports to their Pre-service Teacher at the conclusion of the Professional Experience; and
- returning all administrative documents to the In-School Coordinator as soon as possible.

#### Please note:

If there are any concerns regarding a Pre-service Teacher's attitude, commitment or performance please contact the Professional Experience Unit **immediately**: – T: 02 4239 2380, [pex-enquiries@uow.edu.au](mailto:pex-enquiries@uow.edu.au)

### 3.5.4 University Advisor

During all Professional Experiences a University Advisor from the School of Education is allocated to each school to liaise with the In-School Coordinator, Supervising Teachers and Pre-service Teachers. The University Advisor will maintain contact with the school either by phone, school visits, email or video conference if available.

Responsibilities of the University Advisor include:

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

### 3.5.5 Pre-service Teacher

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

The Pre-service Teacher is expected to listen and respond accordingly to feedback provided by the Supervising Teacher and University Advisor.

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

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

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

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

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

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

Pre-service Teachers are expected to undertake observation and planning activities in relation to the class/classes, which will be taught during the Professional Experience. Specific guidelines for the Immersion Program are outlined in this handbook (2.2).

### ***The Law***

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

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

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

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

***Additional Duties***

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

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

***Pre-service Teacher Academic Progress***

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

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## **APPENDICES**

## RELEVANT CONTACT DETAILS

<b>Name of School</b>	
<b>School Telephone Number</b>	
<b>School Email Address</b>	
<b>Name of In-School Coordinator</b>	
<b>In-School Coordinator Email and Phone contact</b>	
<b>Name of UOW University Advisor</b>	
<b>UOW University Advisor Email and Phone contact</b>	

## Illness/Misadventure/Special Leave Form

### INSTRUCTIONS

This form is for students who have experienced illness or misadventure or who wish to apply for Special Leave during their Professional Experience.

**Note: If applying for Special Leave, the student must first seek approval from their Program Director of Academic Studies or the Professional Experience Convenor in the first instance before negotiating this request with the School.**

- All absences taken during Professional Experience must be made up by the student and make up days are to be negotiated with and approved by the School.
- Complete all sections of this form. **Submit only when make up days have been fulfilled.**
- Send this form to the relevant University campus below, forwarding originals of attachments as soon as possible.

<b>Wollongong</b> Professional Experience Unit Building 23, Room 17 School of Education Faculty of Social Sciences University of Wollongong NSW 2522 E: pex-enquiries@uow.edu.au F: 02 4221 3891	<b>Shoalhaven</b> Regional Campus Coordinator: Master of Teaching Shoalhaven Campus University of Wollongong PO Box 5080 Nowra Distribution Centre NSW 2541 F: 02 4448 0889	<b>Batemans Bay</b> Regional Campus Coordinator: Master of Teaching Batemans Bay Education Centre "Hanging Rock" Beach Road Batemans Bay NSW 2536 F: 02 4472 2126	<b>Bega</b> Regional Campus Coordinator: Master of Teaching Bega Education Centre PO Box 1020 Bega NSW 2550 F: 02 6494 7036	<b>Southern Highlands</b> Regional Campus Coordinator: Master of Teaching UOW Southern Highlands Campus University Building C/ Moss Vale College of TAFE Kirkham Street Moss Vale NSW 2577 F: 02 4869 2342
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### PERSONAL DETAILS

Student name		Student No.	
Course	Year	School	
Private address during absence (if applicable)			

### ABSENCE DETAILS

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

### REASON FOR ABSENCE (Tick applicable absence and provide details)

<input type="checkbox"/>	Injury/Illness	
<input type="checkbox"/>	Special Leave	
<input type="checkbox"/>	Other (please specify)	

Did the injury occur while undertaking Professional Experience commitments?	<input type="checkbox"/> N/A	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Was the injury sustained whilst travelling to or from the school to which you have been allocated?	<input type="checkbox"/> N/A	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If Yes is ticked for either of the above, you must contact the Professional Experience Unit on 02 4239 2380.</i>			
Medical Certificate attached. (A Medical Certificate is required for all sick leave of two or more days.)	<input type="checkbox"/> N/A	<input type="checkbox"/> Yes	<input type="checkbox"/> No

### STUDENT SIGNATURE

Student signature	Date
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### SPECIAL LEAVE APPROVAL

Approval <input type="checkbox"/> Yes	Approval <input type="checkbox"/> No
<input type="checkbox"/> Program Director of Academic Studies	<input type="checkbox"/> Professional Experience Coordinator
Name	Signed
	Date

### SCHOOL PRINCIPAL OR IN-SCHOOL COORDINATOR SIGNATURE

Arrangements have been made with the Supervising Teacher for the student to make up the absence(s).			
Signature	Position	Date	
The day/days missed has/have been fulfilled		<input type="checkbox"/> Yes	
Make up days were completed on		/ /	



## Pre-service Teacher In-School Immersion Program: Daily Log

Pre-service Teacher Details	
Date	
Stage	

Time	Activities (teacher, class and groups within class)		
	What did you do?	What did your teacher do?	What did the class do?
Before school			
Block 1			
Recess			
Block 2			
Lunch			
Block 3			
After school			

## Pre-service Teacher In-School Immersion Program Lesson Observation\*

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

\* One record to be completed each visit from first week – will be integral for immersion reflection assessment tasks

**\*\* No surnames.**

## **Immersion Reflection Assessment Task**

As part of EDPD101 assessments we will be using a blog for you to:

1. Post your own thoughts, and,
2. Respond to one other student's post in each of the topics below.

You are required to write three 250 word blog entries (one for each topic) and three 150 word responses to your peers' postings. The blog topics will open and close on specific dates. Failure to adhere to these dates will result in a zero grade for that topic.

### **1. Teaching Profession**

*This blog will open at 3pm on Friday March 11th and close at 9 am on Monday March 21st.*

You have now spent time in a primary school. Based on your daily logs, lesson observations readings in Churchill et al., 2013, Chapter 1 & 2 and in the discussions you have had with teachers, what do you think are the most important dispositions of teachers? What skills and attributes to teachers need in order to be quality teachers in their classrooms?

### **2. Understanding Learning and Learners**

*This blog will open at 3pm on Friday March 25<sup>th</sup> and close at 9am on Monday April 4th.*

In what ways have you observed technology being integrated into the classrooms at your immersion placement? Please reflect on your daily logs, lesson observations, Dr Howard's lecture and your reading of Churchill et al., 2013, Chapter 10 when creating your blog entry.

### **3. Effectiveness, Professionalism and Practice**

*This blog will open at 3 pm on Friday May 13th and close at 9am on Monday May 23rd.*

At the core of who you are as an educator are the values and beliefs that you uphold in your own philosophy of teaching. Discuss with teachers at your school if they have a philosophy of teaching. Start to fashion your own philosophy of education, share as your blog entry and discuss what you feel is of upmost importance to include in your philosophy.

## Professional Experience Unit

School of Education

Faculty of Social Sciences

Building 23.G17

University of Wollongong NSW 2522

Australia

Email: [pex-enquiries@uow.edu.au](mailto:pex-enquiries@uow.edu.au)

Tel: +61 2 4239 2380

Fax: +61 2 4221 3891

[socialsciences.uow.edu.au/education](http://socialsciences.uow.edu.au/education)

Opening hours: Mon – Fri, 8.00am to 4.30pm

## **Professional Experience Unit**

School of Education  
Faculty of Social Sciences  
Room G17, Building 23  
University of Wollongong NSW 2522  
Australia  
Email: [pex-enquiries@uow.edu.au](mailto:pex-enquiries@uow.edu.au)  
Tel: +61 2 4239 2380  
Website: [socialsciences.uow.edu.au/education](http://socialsciences.uow.edu.au/education)  
Opening hours: Mon – Fri, 8.00am to 4.30pm