



MASTER OF TEACHING

PROFESSIONAL IMMERSION PROGRAM 2016 HANDBOOK

**UNIVERSITY OF
WOLLONGONG**
AUSTRALIA



MASTER OF TEACHING

PROFESSIONAL IMMERSION
PROGRAM
2016 HANDBOOK

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
4. Students are required to have completed the online ASCIA anaphylaxis e-training and to have submitted a copy of their Certificate of Completion noting an expiry date covering the full 2016 year. <https://etraining.allergy.org.au/>

The Professional Immersion Program is a compulsory component embedded in our Master of Teaching Program. Therefore it is an expectation that students who participate in the program meet the demands of navigating their own way to, from and around the Professional Immersion contexts, eg school sites. It needs to be noted that the off-campus environment is beyond the control of UOW.

Disclaimer

Please note that details in the Master of Teaching: Professional Immersion Program, 2016 Handbook are correct at the time of printing but may be subject to variation through the year.

Professional Immersion Program (PIP)

Overview

The purpose of the Professional Immersion Program (PIP) is to immerse Master of Teaching Pre-service Teachers in the culture of schools and provide opportunities to observe teachers teaching and students learning. Research suggests that Pre-service Teachers benefit from early immersion and mentored teaching and learning experiences in schools by experienced teaching professionals.

The PIP program aims to provide opportunities for Pre-service Teachers to make the important links between practical school experiences and university course work. To achieve this the Professional Immersion Program (PIP) includes organised school experiences, targeted classroom observations, reflective tasks and university assessments that develop Pre-service Teachers' understanding of the teaching profession, student learning and the nature and organisation of schools.

Expectations

Each Primary and Secondary school setting has unique pressures, challenges and complexities. Therefore it is expected that both Primary and Secondary Pre-service Teachers will have exposure to a wide variety of classes throughout their Immersion. For example, Primary Pre-service Teachers are expected to spend time with different classes and stages, as well as taking opportunities to spend time in any specialised departments that the school may have (e.g. Special Needs units).

Secondary Pre-service Teachers will not be assigned to their specialised method area.

It is expected that they will spend time in multiple classes NOT just in a specialised method area, as this will help Pre-service Teachers begin to understand how the different subject areas are delivered, and the interdependent relationship operating between the school's faculties and/or departments.

Pre-service Teachers are expected to:

- Complete all Immersion days
- Complete a tabulated summary table
- Complete detailed observation notes for every activity
- Support and work with teachers in the school as required
- If permissible, work with teachers as a teacher's aide and assist with group work, individual tutoring, extra curricular activities, playground duties, meetings, professional learning opportunities and team teaching

The University of Wollongong recognises that each school setting is unique and this handbook is a guide for both Pre-service Teachers and Supervising Teachers to use as they navigate their individual pathway through the Immersion program. The aim of the program is to give Pre-service Teachers a holistic and broad understanding of the complex ecology at work within the school environment so they are ready and prepared for their first Professional Experience (PEX) in June 2016. Therefore some flexibility and adaptability will be essential in the implementation of activities. Pre-service Teachers and their supervising teachers will need to respond to the lived reality within their individual school placements.

Professionalism

It is expected that Pre-service Teachers understand that whilst they are on school grounds they are in a professional working environment and will act accordingly at all times. This includes respecting the guidance given by Supervising Teachers and upholding the confidentiality of all students, teachers and families associated with the school.

Case Study Data Collection

Pre-service Teachers will be expected to collect data for case studies connected to assignments in a range of subject areas. They will need to negotiate this with their Supervising Teacher with the understanding that **no identifying information** concerning the school, teachers and students will be disclosed. If the school deems it inappropriate to collect case study data Pre-service Teachers may

need to create an amalgam case study, drawing information from a range of students, classes and situations to suit the expectations of the relevant assignment.

Collection of Resources

Pre-service Teachers are expected to collect as many resources from the supervising teacher as they are willing to share.

This booklet provides information on:

1. Master of Teaching Semester 1 subjects that are aligned with the Professional Immersion Program.
2. Mandatory and optional school and classroom experiences to support Pre-service Teachers' Immersion into the school context and classroom teaching.
3. Details of the observations, reflection tasks, school and classroom activities that Pre-service Teachers are to undertake during the Professional Immersion Program.
4. Templates to help Pre-service Teachers develop their professional observational and reflective practices, connecting theory with practice.

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1. **Illness/Misadventure/Special Leave Form**
2. **Pre-service Teacher: In-School Immersion Program Lesson Observation**

Please note that an e-copy of this document can be found from the School of Education home page: socialsciences.uow.edu.au/education. Navigate to Current Students/Professional Experience and follow the links to the document.

1 GENERIC INFORMATION FOR PRE-SERVICE TEACHERS AND HOST SCHOOLS

1.1 Contact Details

Professional Experience Unit Building 23, Room 17

Professional Experience Enquiries	T	02 4239 2380
	F	02 4221 3891
	E	pex-enquiries@uow.edu.au

Key Contacts

Director of Academic Studies Master of Teaching <i>Wollongong Campus: Dr Lynn Sheridan</i>	E	lynns@uow.edu.au
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Regional Campus Coordinators

<i>Batemans Bay:</i> Mrs Saskia Ebejer	T E	02 4472 6619 saskia@uow.edu.au
<i>Bega:</i> Dr Sue Duchesne	T E	02 6494 7958 sued@uow.edu.au
<i>Shoalhaven:</i> Dr Noelene Weatherby-Fell	T E	02 4448 0843 noelene@uow.edu.au
<i>Southern Highlands:</i> Ms Kim Clothier	T E	02 4869 2381 kimc@uow.edu.au

1.2 Payment

Please note that there is no payment to a Supervising Teacher associated with the Master of Teaching Professional Immersion Program. Payment will be provided for other Professional Experiences in this course (see Professional Experience Handbook 2016).

We gratefully acknowledge the added responsibility that hosting a Pre-service Teacher entails and hope that your participation in this program will be a rewarding and enriching one for you, your class and your school.

1.3 Policies and Procedures: Pre-service Teachers

1.3.1 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.

Pre-service Teachers in the School of Education are expected to act in accordance with the University of Wollongong Code of Practice - Student Professional Experience.

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

Please note: Pre-service Teachers are also required to comply with the Code of Conduct regulated by the host school.

Please view the following links to access information relevant:

- Department of Education and Communities (DEC) <http://www.dec.nsw.gov.au/home>
- Catholic Education Office (CEO) <http://www.ceosyd.catholic.edu.au/Pages/Home.aspx>
 - Association of Independent Schools (AIS) <https://www.aisnsw.edu.au/Pages/default.aspx>

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.

1.3.2 Professional Experience and Internship Placement Acknowledgement form

All students must complete and return to the Professional Experience Unit a *Professional Experience and Internship Placement Acknowledgement* form before beginning any Professional Experience.

This form can be downloaded from the School of Education home page - 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.

1.3.3 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 Professional Experience Unit immediately if they have been placed in a school that breaches this policy.

1.3.4 School Placement Offer Procedures

As schools may indicate their placement offers in the previous months or year prior to the Professional Experience occurring, students are requested to contact their allocated schools **only** after confirmation of an initial SOLS message is received from the Professional Experience Unit. This means that students are requested not to contact their school until a confirmed outcome of their initial placement offer has been determined by a second follow-up email via SOLS.

1.3.5 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. Select Current Students, then navigate to Professional Experience.

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.

1.3.6 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. Please refer to Section 2 "Assessment and Reporting Procedures" for more detailed information.

1.3.6.1 Failure of 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.

Pre-service teachers who do not meet the requirements of their Professional Experience will be required to re-attempt the entire subject (coursework and professional experience).

Pre-service Teachers who fail a Professional Experience may be required to complete additional tasks or modules before re-attempting the Professional Experience.

Pre-service Teachers who are unable to demonstrate the standards required for teaching in their second attempt at a Professional Experience placement will be at risk of being suspended from the

program as per the Professional Experience Unsatisfactory Performance Procedure which can be found on the School of Education home page: socialsciences.uow.edu.au/education, navigate to Current Students/Professional Experience. See Section 2.

1.3.6.2 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 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 2.3);
- A Pre-service Teacher discredits the school or school personnel;
- Serious deficiencies in the Pre-service Teacher's communication skills;
- Inappropriate or unprofessional behaviour.

1.3.7 Working with Children Clearance Procedures

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.

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.

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.

1.3.8 Anaphylaxis Training

Prior to attending Professional Experience, students are required to complete the Anaphylaxis online training module and return the Certificate of Completion to the PEX Unit as directed. Registration and instructions for the online training module can be found at: <https://etraining.allergy.org.au/>.

Note:

- Anaphylaxis certificates are valid for 2 years.
- Newly enrolled students are required to undertake anaphylaxis training in 2016.
- Students who have an anaphylaxis certificate dated 2014 or before, are required to undertake the online anaphylaxis re-training in 2016 as per the link provided above.

1.3.9 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.

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.

Pre-service Teachers must sign the Attendance Register each day on arrival and departure. A Pre-service Teacher must not leave the school grounds unless they have gained permission from the In-School Coordinator.

1.3.9.1 Absences and Workplace Injuries

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, e.g. email and phone call. A text message is NOT appropriate.
- Complete an Illness/Misadventure form (see Appendix 13) and submit this to the In-School Coordinator when they return to school. Note: 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 PEX reports.
- Email the Director of Academic Studies, Subject Coordinator and the PEX Unit 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. Note: Absences cannot be made up during study weeks or when lectures or tutorials are scheduled.
- Please note if an injury occurs at school during a Professional Experience placement which requires medical attention, it is not to be claimed as "Worker's Compensation" as a Pre-service Teacher is not employed by the school. There is limited insurance provided by the university however this does not cover gap fees for any medical services or procedures. Students requiring long term treatment (such as physiotherapy) may apply to have their claim considered by the university. There is a fee involved when lodging a claim.

1.3.9.2 Industrial Action

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 Teacher. 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.

1.3.9.3 Public Holidays

Where a public holiday occurs during a professional experience, it will not be necessary to make up this day. However if more than **one** day is affected, then the Pre-service Teacher may need to negotiate a make-up day with their Supervising Teacher.

1.3.9.4 Jury Duty

Jury Duty does not entitle Pre-service Teachers to an exemption from the Professional Experience. If necessary, a jury duty appeal can be lodged with the Sheriff's Office. If an exemption is not granted a Pre-service Teacher will be required to make up any Professional Experience days missed.

1.3.10 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. (Refer to 1.3.1 Professional Conduct).

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*.

1.3.11 Schools as Alcohol and Drug Free Sites

Pre-service Teachers are reminded that all schools are alcohol and drug free sites. The carrying and/or consumption of alcohol and other prohibited substances onto the school site during the Professional Experience are illegal. Failure to observe this legal obligation will result in immediate termination of the Immersion, and thus failure to complete requirements for the award of the degree.

1.3.12 Name Badges

Please note all 1st Year students and students in the Master of Teaching are issued with a name badge by the Professional Experience Unit. 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

1.4 Roles and Expectations

1.4.1 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 Professional Experience Unit as early as possible.

The Principal has a responsibility (duty of care) to ensure the safety and wellbeing of the Pre-service Teacher in accordance with the WH&S policies relevant to the school.

1.4.2 In-School Coordinator

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

Online resources information is available to view on the School of Education website: <http://socialsciences.uow.edu.au/education/current-students/experience/index.html>

Responsibilities of the In-School Coordinator include:

- **being familiar with the relevant sections of the UOW Master of Teaching, Professional Immersion Program Handbook;**
- liaising with the PEX 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, feedback and mentoring from their Supervising Teacher;
- informing the University Advisor or the PEX Unit immediately when the school has concerns with a Pre-service Teacher's competence and/or professional conduct;
- observing a Pre-service Teacher if the Supervising Teacher has concerns regarding their progress and level of competence;
- monitoring Pre-service Teacher attendance to ensure all days required for the Professional Experience are completed;

1.4.3 Supervising Teacher

The role of the Supervising Teacher or collaborative Supervision Team, eg stage/level or faculty, 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. As this is an observation placement the focus is on providing a wide range of opportunities to observe the working of the school/faculty/stage/classroom.

Online resources information is available to view on the School of Education website: <http://socialsciences.uow.edu.au/education/current-students/experience/index.html>

Responsibilities of the Supervising Teacher include:

- **being familiar with the relevant sections of the UOW Master of Teaching, Professional Immersion Program Handbook;**
- discussing and negotiating observation opportunities with the Pre-service Teacher;
- informing of relevant school/class policies and procedures that their Pre-service Teacher must be made aware of or implement during the Professional Experience;
- a willingness to be observed in the process of teaching/learning by your Pre-service Teacher;
- ensuring that the Pre-service Teacher meets the obligations outlined in this Handbook;
- engaging in regular professional conversation with the 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; and
- returning all administrative documents to the In-School Coordinator as soon as possible.

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 | E: pex-enquiries@uow.edu.au

1.4.4 University Advisor

During all Professional Experiences a lecturer 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 Master of Teaching, Professional Immersion Program Handbook;**
- enhancing the relationship between the School of Education and schools;
- contacting their schools by an email to introduce themselves to the Principal/In-School Coordinator/Supervising Teacher and explain the nature of the liaison for the particular Professional Experience, by the commencement of the professional experience placement;
- contacting the Pre-service Teachers by email by the commencement of the professional experience placement
- where possible, arranging in consultation 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;
- informing the PEX Unit if a Supervising Teacher has concerns with a Pre-service Teacher's progress or professional conduct;
- providing further support for Supervising Teachers and Pre-service Teachers through lesson observation and mentoring when a Pre-service Teacher is making unsatisfactory progress;
- placing Pre-service Teachers on Phase 1 if required and completing required paperwork and sending all documentation to the PEX Unit; and
- informing the PEX Unit of the feedback they receive from schools regarding the Professional Experience program.

1.4.5 Pre-service Teacher

During the Immersion placement Pre-service Teachers must:

- have read the appropriate sections for their program of the Professional Experience Handbook; and
- know the requirements of their Immersion and discuss the expectations stated in the Handbook with their Supervising Teacher and In-School Coordinator;
- demonstrate commitment and enthusiasm towards the teaching profession;
- display the ability to engage in the school/classroom context;
- listen and respond accordingly to feedback provided by Supervising Teacher and University Advisor;
- complete the required assessment tasks as outlined in the Immersion Booklet;
- fulfil attendance requirements; and
- know and comply with the UOW and host school's Code of Conduct policies.

1.4.5.1 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.

Pre-service Teachers are encouraged to 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 plan 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.

1.4.5.2 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.

1.4.5.3 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.

1.4.5.4 Professional Experience Report

There is no report associated with the Master of Teaching Professional Immersion Program.

2 ASSESSMENT AND REPORTING PROCEDURES

2.1 Assessment and Reporting Procedures

There is no report associated with the Master of Teaching Professional Immersion Program.

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

The Immersion program is predominantly based on observation and reflective tasks. Professional dialogue between Supervising Teachers and Pre-service Teachers, focusing on current teaching practice, is a key element in the success of the program.

Following the Immersion Program, Pre-service Teachers will participate in Professional Experience involving a formal academic assessment that must be completed successfully in order for Pre-service Teachers to pass their course.

2.2 Unsatisfactory Progress

2.2.1 Identifying Unsatisfactory Progress

A Pre-service Teacher may be identified as making unsatisfactory progress in their teaching and/or their professional conduct. Unsatisfactory progress may be notified either by the Supervising Teacher, Principal, In-School Coordinator or University Advisor.

It is essential Pre-service Teachers are notified as early as possible in their Professional Experience the area/s where the Supervising/Cooperating Teacher or University Advisor have identified areas of concern. Early notification (both oral and written) will reinforce the expectations of the specific Professional Experience and allow sufficient opportunity for the Pre-service Teacher to address the areas of concern.

When providing written feedback to the Pre-service Teacher, the Supervising/Cooperating Teacher or University Advisor should clearly indicate on the Lesson Feedback form where there was NO or LITTLE evidence of capacity demonstrated for their stage of development.

In exceptional circumstances the School of Education has the right to terminate the Professional Experience - refer to the University of Wollongong Code of Practice link found at <http://www.uow.edu.au/about/policy/UOW058662.html>.

2.2.1.1 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 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 2.3);
- A Pre-service Teacher discredits the school or school personnel;
- Serious deficiencies in the Pre-service Teacher's communication skills;
- Inappropriate or unprofessional behaviour.

2.2.2 Reporting Unsatisfactory Progress

Where a Pre-service Teacher is identified as demonstrating unsatisfactory performance they should be placed on the three-phase intervention process.

To support Pre-service Teachers who are not making satisfactory progress, completing the Phase 1 **Unsatisfactory Progress form** is an important process as it clearly articulates the areas of concern and allows the School of Education to provide additional support to the Pre-service and Supervising Teacher.

It is critical this is undertaken as soon as the Supervising Teacher/In-School Coordinator has any concerns. This will enable additional support from a University Advisor to be implemented. Placing a Pre-service Teacher on Phase 1 or 2 does not mean that the Professional Experience has been terminated or will result in the failure of the Professional Experience – it should be seen as remedial intervention.

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

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

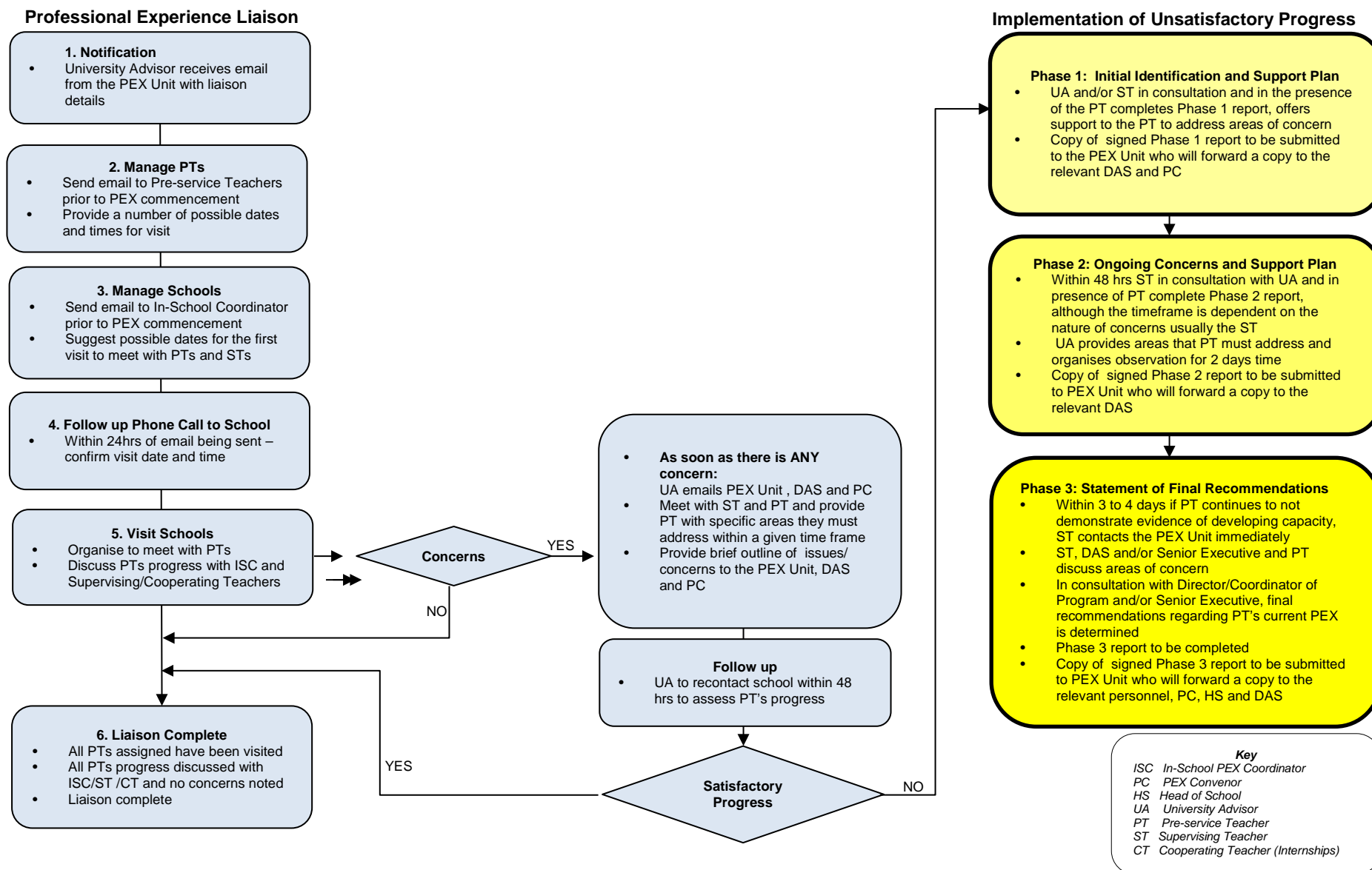
2.2.3 Unsatisfactory Progress Process – Flow Chart

The following flow chart is a guide for managing the Pre-service Teacher who is having identified difficulties with day-to-day classroom practice.

All Pre-service Teachers who require extra support will be individually case managed within their specific context.

Note: The Pre-service Teacher who is placed on Phase 1 or 2 does not mean that the Professional Experience has been terminated or will result in failure of the Professional Experience. It should be seen as remedial intervention.

2.3 Professional Experience Liaison Process and Unsatisfactory Flow Chart



3 MASTER OF TEACHING

3.1 Semester 1 Subjects

The Professional Immersion Program (PIP) aims to provide Pre-service Teachers with opportunities to further develop their understanding of educational theory and pedagogy through supported practical experiences in school and classrooms.

PRIMARY ONLY EDMP910 LITERACY and LANGUAGE I (6 Credit Points)	PRIMARY ONLY EDMP911 NUMERACY AND MATHEMATICS I (6 Credit Points)	
SECONDARY ONLY SECONDARY METHOD I (6 Credit Points)	SECONDARY ONLY EDMS920 LITERACY AND NUMERACY IN THE SECONDARY SCHOOL (6 Credit Points)	
COMMON CORE SUBJECTS		
EDMT901 WHAT IS TEACHING? (6 Credit Points) <i>(Professional Immersion Program - Intensive 4 days followed by 1 day a week Immersion for 9 weeks plus 3 Weeks PEX)</i>	EDMT902 WHAT IS LEARNING? (6 Credit Points)	EDMT903 COMMUNICATION FOR TEACHERS (6 Credit Points)

3.2 Professional Immersion Program Dates

- **WEEK 0:**
EDMT901 –Lecture and Tutorial Sessions (Monday – Friday – intense mode)
- **WEEK 1:**
Professional Immersion Program (PIP) begins: Monday, Tuesday, Wednesday and Friday (school hours)
- **WEEK 2 ONWARDS:**
 - PIP Primary & Secondary cohorts attend assigned school on **Monday only**. This continues through the semester (see table below)
 - 1st of 4 workshops for 901 in Wollongong on the Wednesday 5.30 - 7.30pm (see timetable for specific groups and rooms)
 - *Regional students should refer to the specific schedule for their campus for these 901 workshop days and times.*

Please Note: Focus area weeks indicate weeks these topics will be discussed in university classes. In school coordinators can arrange activities to suit their own context. Students should keep a schedule and record of focus areas covered (see p19).

AUTUMN SESSION 2016		Monday	Tuesday	Wednesday	Thursday	Friday	Focus Area*
23 - 25 Feb School Week 5	University Week 0 - Orientation Week (Tutorials and Lecture Series) – Monday to Friday (intense mode)						
29 Feb – 4 Mar School Week 6	Week 1	PIP - Primary PIP - Secondary	PIP - Primary PIP - Secondary	PIP - Primary PIP - Secondary	Primary Secondary	PIP - Primary PIP - Secondary	Induction. School Context/ Collection of data, Policy & Procedures
7-11 Mar School Week 7	Week 2	PIP - Primary PIP - Secondary		EDMT901 Wollongong Workshop 5.30- 7.30pm Primary Secondary			Communication
14 - 18 Mar School Week 8	Week 3	PIP - Primary PIP - Secondary					Pedagogy & Learning
21- 25 Mar School Week 9	Week 4	PIP - Primary PIP - Secondary					Literacy & Language
28 Mar - 1 Apr School Week 10	Week 5	Easter Monday: No Professional Immersion Program EDMT901 Wollongong Workshop Wednesday 5.30-7.30pm Primary Secondary					
1 Apr – 5 Apr School Week 11	Week 6	PIP - Primary PIP - Secondary					ICT, Mathematics & Numeracy
11 – 22 Apr	No Professional Immersion Program - School Holidays						
25 – 29 Apr	Mid-Session Recess						
2 May – 6 May School Week 2	Week 9	PIP - Primary PIP - Secondary		EDMT901 Wollongong Workshop 5.30- 7.30pm Primary Secondary			Core Qualities/ Questioning
9 May -13 May School Week 3	Week 10	PIP - Primary PIP - Secondary		EDMT901 Wollongong Workshop 5.30- 7.30pm Primary Secondary			Teaching Philosophy
16 - 20 May School Week 4	Week 11	PIP - Primary PIP - Secondary					Feedback in the Classroom
23- 27 May School Week 5	Week 12	PIP - Primary PIP - Secondary					Positive learning environments
PEX preparation							

3.3 Professional Immersion Program - Organisation Summary

The basic organisation for the Master of Teaching Professional Immersion Program is as follows:

An In-School Coordinator will oversee the basic organisation of the program within the school and be the main contact for the university.

Pre-service Teachers will, where possible, **be in pairs** and assigned to one Supervising Teacher or a collaborative Supervision Team (e.g. stage/faculty).

A University Advisor will be assigned to an Immersion School and be in regular contact and meet with the In-School Coordinator, Pre-service Teachers and Supervising Teachers during the Professional Immersion Program.

Professional Immersion Conversation(s) are an important part of the structure of the Immersion and specifically, the weekly focus areas outlined in the Immersion Handbook (e.g. behaviour management). The Pre-service Teachers are expected to reflect and discuss their understanding of the focus areas from their Immersion and university experiences and ask questions to further their understanding.

3.4 Active Observations and Reflections

To become a successful educator, Pre-service Teachers will need to develop their observational and reflective skills. There is so much activity in any given classroom it can be hard to know what to look for in the initial stages of PIP, therefore it is recommended that Pre-service Teachers use the templates provided as part of this document as a guide to focus their attention on different aspects of the learning/teaching process and the classroom environment. It is expected that as Pre-service Teachers develop their own knowledge concerning educational theory and processes, they will actively apply this knowledge to their observations.

For example, during the first stages of PIP it will be expected that Pre-service Teachers will broadly observe how teachers utilise the classroom space to manage behaviours and encourage learning. However, as the semester progresses, the Pre-service Teachers are expected to look more deeply at the specifics of how the individual teacher achieves this – how and why does the seating arrangement impact on student behaviour? Or, does the teacher utilise Vygotsky's Zone of Proximal Development (ZPD) in how they group students together for activities?

Active observations lead to professional reflections, which is a vital skill for Pre-service Teachers. It is expected that all Pre-service Teachers **will keep and maintain ongoing records** of their observations and reflections for every day they are in the classroom environment. The templates provided in this handbook will assist Pre-service Teachers to record, reflect, analyse and make meaning of their observations, as part of the reflective process. Pre-service teachers should maintain professional ethics including confidentiality and respect in all their observations and reflections.

These recorded observations and reflections will be required as part of assignments in EDMT901: What is Teaching (they can be hand written). Details will be provided in 901 lectures. Additionally, these observations and reflections will be used to inform a number of assignments and tutorial discussions across all subject areas including EDMT902, EDMT903, EDMP 910, EDMP 911, EDMS920, and the range of Secondary method subjects.

3.5 Tabulated Summary of PIP experiences

Pre-service Teachers are to keep a tabulated collection of information about their Immersion experiences, showing their exposure to a range of classes/stages and other school experiences. This information will be shared and discussed during coursework tutorials, together with your detailed observational notes for each week. **The table will be required as an appendix to the 2nd assignment in EDMT901 as evidence of full participation in the Immersion program.**

Below is an example of what the table could look like, and students can create a format that suits their individual placement. **Please note that detailed information is not needed for this specific task**, as the table is intended to give a quick overview of the 13 PIP days at a glance (e.g. 2-3 pages max).

Tabulated Information on my PIP Experience

School:

School Advisor:

Day 1 /Date	Class/Stage Time (e.g. period 1)	Observational and/or Teaching Activities	Signature: (Supervising Teacher)
Period 1			
Period 2			
Period 3			
Period 4			
Period 5			

3.6 Week 1: Introduction to the School Context (School Week 6) – Task 1

Immersion Week 1: Induction and Policy implementation; Collection of essential information about your Immersion school context.

The focus of the Immersion week is for Pre-service Teachers to be inducted into the teaching profession, and to orientate themselves within their school setting. Below is a timetable template and a checklist template that students can use to ensure they record pertinent information. Have this information ready to be shared and discussed during EDMT901 debrief/workshop.

During this week, pre-service teachers are encouraged to have discussions with senior staff of the school, and to make links between policies and procedures collected during Immersion week and how these are implemented in the school setting. It is also an opportunity to understand the broad range of learning that occurs in a school.

Reflecting on the role of policies in schools

- What are the different policies in the school and how are they implemented in practice?
- What are some of the issues that you have observed? Consider which policies they might relate to.
- How do teachers/ the school address these issues?
- How do school/system policies support this?
- How are the policies evident in teachers' work and why is this important?
- Select one relevant policy. Discuss its purpose and use and relevance to you as a beginning teacher

Engage in professional conversations about issues such as:

- Particular policy focuses at this school
- NAPLAN testing and how to use this data to improve students' outcomes
- HSC results – what was the outcome for this high school? Why?
- Modified programs for special needs students and individual learning plans
- Collaborative partnership with communities
- Engaging with parents
- Aboriginal education
- Music and Drama Programs
- Sports Programs
- Multicultural Programs
- Teachers' Professional Development opportunities
- TAFE and work linked school programs
- Careers Education for students
- Leadership programs for students
- Early Career Teacher Accreditation
- National Curriculum initiatives

Collecting background information on my school:

- Name of school
- Principal/Deputy
- School Advisor:
- University Advisor:
- Supervising Teacher/s:
- Assigned Class/es:
- Specialist Teachers
- Support Staff
- Demographic information
- Type of school, focus, mission statement, behaviour management plan, etc.
- Other information

Attach a copy of your timetable for Week 1 and subsequent weeks' schedules

Understanding the School Context

Immersion Week 1: Checklist of essential information about your Immersion school context

Collect this information and have it ready to be shared and discussed during EDMT901 debrief/workshop.

<u>Teacher Administration</u> Collect information about what is expected of you while in School grounds.	<ul style="list-style-type: none"> ▪ Dress code ▪ Signing in ▪ Absences ▪ Parking ▪ Access to photocopying, library etc. ▪ Staffroom organisation ▪ Duties – sport/playground/ bus 	
<u>School Organisation</u> Collect information about how your school is organised.	<ul style="list-style-type: none"> ▪ Timetable ▪ Roll call / student absence procedures ▪ House teams ▪ Sport organization ▪ Assemblies / Scripture ▪ Meetings: Staff, Year/Stage Level, Faculty Meetings, etc. 	
<u>School Committees</u> Collect information about how your school committees are organised.	<ul style="list-style-type: none"> ▪ Executive ▪ Teaching and Learning ▪ Welfare ▪ Year/Stage Level ▪ Special Education ▪ Parent & Citizens ▪ Student Committees 	
<u>School Policies</u> Collect your school's policies and procedures.	<ul style="list-style-type: none"> ▪ Behaviour Management/ Welfare: e.g. Bullying ▪ Literacy and Numeracy ▪ Assessment and Reporting ▪ Homework ▪ Excursions ▪ ICT ▪ Additional Needs 	
<u>Student Organisation</u> Collect information about how your school's students are organised.	<ul style="list-style-type: none"> ▪ Roll call/ House groups ▪ Uniform requirements ▪ Forms of communication within school for students ▪ School counsellor/ welfare 	

	person ▪ School Assemblies	
<u>Resources Available</u> Collect information about the resources available at your school.	▪ Computers or Computer Labs ▪ School Hall ▪ Gymnasium ▪ Ovals ▪ Specialist facilities available ▪ Sporting facilities and equipment ▪ Music/Art/Drama facilities and equipment	
<u>Demographic Information</u> Go to the My School website and find information about your school	▪ Number of Students ▪ Number of Staff ▪ SES details ▪ NAPLAN Results in Numeracy and Reading (Years 3,5,7,9)	

Use the templates to help guide observations during Immersion week.
 (Focus on one specific area for that day/session, e.g. Day 1. Paraphernalia, Day 2, Teaching etc.)

Reflecting on the Classroom Environment Template		Date:
Class:		Stage/Grade:
Subject Area:		Signed:
Teacher/s name	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>Draw a sketch of the room.</p> </div> </div>	
Student/s Who? How many? Background?		
Classroom layout and Paraphernalia Describe the room Describe how the students and teacher operate in this physical environment How does the room layout and operation connect the teaching and learning? What role does this classroom's physical environment play in supporting or not, effective teaching and learning?		

What technology does the room have and how is it used?	
Teaching What is the core content of the lesson? How does the teacher communicate with his/her students? What style of teaching is being employed?	
Learning How are the students responding? Are they engaged? What indicates this? How do students work with the teacher each other?	
Resources What resources are used to aid teaching and learning? (e.g. ICT, whiteboard, books etc.)	

Teacher Preparation

Use the templates to help guide observations during Immersion week.
 (Focus on one **specific area** for that day/session, e.g. Day 1. Preparation, Day 2, Introduction etc.)

Reflecting on Teacher Preparation Template		Date:
Class: Teachers Name:		Stage/Grade:
Subject Area:		Signed:
Preparation What preparation was required prior to the lesson commencing? e.g. what resources used, materials/ ICT/		

equipment	
Introduction How was the lesson started? How did the teacher gain student attention? Organisation of the students/classroom/lab etc. How long before students started to work?	
Lesson Objective What was the purpose of the lesson? What were the specific objective(s) of the lesson? What were the intended learning outcomes?	
Learning Activities List the different activities/ work students were required to complete in the lesson. How much time was given for each activity? How did the teacher support students to keep on task? How did the teacher vary the activities for individual students?	
Conclusion How was the end of the lesson communicated to students? Was the student work/ activity/productivity assessed? How did they transition to the next lesson/activity?	

3.7 Week 2: Overview and Tasks

Week 2: Focus Area: Communication

EDMT903: Communication for Teachers

The focus of this week's Immersion day is to support Pre-service Teachers in developing an understanding of how teachers communicate within the classroom and the different forms of communication within schools.

Observe a lesson with the focus on the communication within the classroom. What types of communication are used in the classroom? E.g. direct verbal, non-verbal, eye contact, etc.

Communication and Teaching

Observing Communication Approaches in Teaching Template		Date:
Class:		Stage:
Subject Area: Teacher Name:		Signed:
Communication by teacher to the class	Collect data during observations, and then based on this data, provide an estimate percentage of communication between the various groups.	
Teacher to individual student		
Teacher to a student with special needs.		
Teacher to an EAL/D student		
Student to teacher		
Student to student		
Describe the outcomes of some of these communication exchanges		
How effective was the teacher's non-verbal communication? Why do you think non-verbal communication is so important?		
Where did you observe the most effective communication, who was it between and why was it so effective?		

3.8 Week 3: Overview and Tasks

Week 3: Focus Area: Pedagogy and student learning

EDMT902: What is Learning

The focus of this week's Immersion day is student learning. Pre-service Teachers are encouraged to think about some of the basics of classroom teaching: setting up the classroom, introducing lessons, gaining students' attention, achieving lesson objectives, lesson closures; and to consider how these elements influence students' learning.

Observing Different Teachers Teach

Observing Links between Learning and Pedagogy Template		Date:
Class:		Stage/Grade:
Subject Area: Teacher's Name:		Signed:
What learning is happening in the lesson? By whom? What is blocking learning for another student?		
What evidence of learning is visible?		
What did the teacher, the student, the task or others do for the learning to eventuate? Consider the teaching practices you observed in this lesson. To what extent did these teaching practices support all students' learning and outcomes?		
At what points in the lesson does most learning happen? When in the lesson do you see the least learning?		

3.9 Week 4: Overview and Tasks

Week 4: Focus Area: Literacy & Language*

EDMP910: Primary Literacy and Language

EDMS920: Literacy and Numeracy in the Secondary School

The focus of this week's Immersion day is to go to the BOSTES website: <http://syllabus.bos.nsw.edu.au/> and look up the relevant English syllabus for the class/stage you are in this week. Use this information in conjunction with your Supervising Teacher to make connections between the students' literacy and language learning and the BOSTES curriculum.

Ensure you have collected the relevant data for assignments for EDMP910 or EDMS920, and fulfil any requirements for these subject areas.

Incorporating Literacy in Teaching

Observing Literacy Teaching Template		Date:
Class:		Stage:
Subject Area: Teacher Name:		Signed:
What literacy skills/knowledge is the class exploring?		
How has the teacher contextualised this learning?		
What resources has the teacher used to support student learning? How has the teacher adapted or modified learning for students who have special needs e.g. low academic, gifted, EAL/D, ADHD, Autism etc		
Why is the relationship between students' verbal skills and literacy skills so important for the class and for		

individuals?	
How would you approach literacy in your teaching/subject area? What additional activities would you implement?	

*As Pre-service Teachers will have exposure to different classes throughout their Immersion experience at differing times, record and make these observations according to your individualised schedule.

3.10 Week 6: Overview and Tasks

Week 6: Focus Area: Numeracy & Mathematics*

EDMP 911: Primary Numeracy and Mathematics

EDMS920: Literacy and Numeracy in the Secondary School

The focus of this week's Immersion day is to go to the BOSTES website: <http://syllabus.bos.nsw.edu.au/> and look up the relevant Mathematics syllabus for the class/stage you are in this week. Use this information in conjunction with your Supervising Teacher to make connections between the students mathematical and numeracy learning and the BOSTES curriculum.

Ensure you have collected the relevant data for assignments for EDMP911 or EDMS920, and fulfil any requirements for these subject areas.

Incorporating Mathematics and ICT in Teaching

Observing Mathematics Teaching Template		Date:
Class:		Stage:
Subject Area: Name:		Signed:
What ICT and/or mathematics is the class exploring?		
How has the teacher contextualised this learning?		
What pedagogy approach is being used with the technology?		
What resources has the teacher used to support all student learning?		
How would you		

<p>approach teaching mathematics in your classroom/subject area?</p> <p>What additional activities would you implement?</p> <p>What ideas do you have for using technology in your classroom/subject area?</p>	
<p>Why do you think some students have challenges in their development of mathematical skills?</p> <p>How is ICT being used to support all students' learning and students with special needs by the teachers you are observing?</p>	

*As Pre-service Teachers will have exposure to different classes throughout their Immersion experience at differing times, record and make these observations according to your individualised schedule.

3.11 Week 9: Overview and Tasks

Week 9: Focus Area: Core qualities & questioning

EDMT901: What is Teaching

EDMT903: Communication for Teachers

The focus of this week's Immersion day is seeing evidence of core qualities, and the impact of these in the classroom, as well as developing your understanding of the type of questions teachers ask and why they ask them.

Teacher Qualities & Questioning

Observing Teacher Qualities in Practice Template	Date:
Class:	Stage:
Subject Area: Teachers Name:	Signed:
What do you understand by "teacher presence"?	

How does teacher presence have an impact on student learning?	
What core skills, values and attitudes do you bring to the profession and how do you need to develop these skills further?	
What is the role of questioning to support student learning?	
Give an example of how to re-phrase a question that opens up further discussion and exploration of a concept.	

3.12 Week 10: Overview and Tasks

Week 10: Focus Area: Teaching Philosophy

EDMT901: What is Teaching?

EDMT902: What is Learning?

The focus of this week is to continue to develop and articulate your Teaching Philosophy.

Have a Professional Conversation with your University Advisor, In-School Coordinator or Supervising Teacher and discuss your teaching philosophy and what has shaped your emerging philosophy to this point.

Teaching Philosophy

Observing a Teacher's Philosophy and Subsequent Approach to Teaching & Learning	Date:
Class:	Stage:
Subject Area: Teachers Name:	Signed:

What evidence of a teacher's philosophy have you seen in the classroom?	
How does this have an impact on the learning environment, the teacher's approach to teaching and response and support of students?	
From observing a range of teachers what ideas do you have for your own philosophy statement on teaching and learning.	
What impact do you think this will have on the learning environment, your approach to teaching and the way you interact with students and colleagues?	

3.13 Week 11: Overview and Tasks

Week 11: Focus Area: Feedback in the Classroom

EDMT903: Teachers as Communicators

The focus of this week is observing the use of feedback in the classroom and its possible effect on student learning, engagement, and behaviour.

Using Feedback in Teaching

	Date:
--	-------

Observing Teacher Feedback in a Lesson Template		
Class:		Stage:
Subject Area: Teachers Name:		Signed:
What, when and how is feedback provided to students?		
How is feedback important for student learning and improving student outcomes?		
What challenges do teachers experience in giving feedback? How do students respond?		
How can this be done well to achieve positive outcomes/ be improved for all student?		
Reflect how you as a teacher are both a receiver and sender of communication. How will you do this well?		

3.14 Week 12: Overview and Tasks

Week 12: Focus Area: Behaviour and wellbeing

EDMT901: What is Teaching

EDMT902: What is Learning

Observe a more practical lesson (e.g. Physical Education, Visual Arts, Drama, Science experiment)*

Creating a Supportive Teaching Environment

Observing Classroom Management Template		Date:
Class:		Stage:
Subject Area: Teachers Name:		Signed:
<p>What behaviour issues did you notice?</p> <p>Consider why they may be occurring.</p> <p>How does the teacher respond to misbehaviour?</p>		
<p>List the range of strategies different teachers use to manage disruptive classroom behaviour.</p> <p>What strategies are used for special needs students - are they different? What about different age groups or genders?</p> <p>Which ones were most effective? Why?</p>		
<p>How did the teacher use their voice, body language, positive reinforcement, rules, routines and strategies in creating a positive learning environment?</p>		
<p>How does the</p>		

teacher's relationship with students have an impact on behaviour issues?	
What classroom management strategies do you believe are most effective in the classroom and why?	

*As Pre-service Teachers will have exposure to different classes throughout their Immersion experience at differing times, record and make these observations according to your individualised schedule.

APPENDICES

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.

Wollongong
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

Shoalhaven
Regional Campus Coordinator:
Master of Teaching
Shoalhaven Campus
University of Wollongong
PO Box 5080
Nowra Distribution Centre NSW
2541
F: 02 4448 0889

Batemans Bay
Regional Campus Coordinator:
Master of Teaching
Batemans Bay Education Centre
"Hanging Rock"
Beach Road
Batemans Bay NSW 2536
F: 02 4472 2126

Bega
Regional Campus Coordinator:
Master of Teaching
Bega Education Centre
PO Box 1020
Bega NSW 2550
F: 02 6494 7036

Southern Highlands
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

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? ☐ N/A ☐ Yes ☐ No

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

If Yes is ticked for either of the above, you must contact the Professional Experience Unit on 02 4239 2380.

Medical Certificate attached. (A Medical Certificate is required for all sick leave of two or more days.) ☐ N/A ☐ Yes ☐ No

STUDENT SIGNATURE

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

SPECIAL LEAVE APPROVAL

Approval	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<input type="checkbox"/>	Program Director of Academic Studies	<input type="checkbox"/>	
	OR	<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 ☐ Yes

Make up days were completed on / /

Pre-service Teacher In-School Immersion Program Lesson Observation

Pre-service Teacher Details					
Student Name				Student No.	
Name of Teacher being Observed**		Stage/Year		No. of Students	
Lesson	<i>Time</i>		<i>Duration</i>		<i>Place</i>
Subject/KLA					
Lesson Focus					
Observation Record					
Time	Activity	Purpose			
STUDENT COMMENTS					
The three most important things I learned from this observation:					
1.					
2.					
3.					
SIGN OFF					
Teacher's Signature				Date	

** No surnames.

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

Tel: +61 2 4239 2380

Fax: +61 2 4221 3891

socialsciences.uow.edu.au/education

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

CONTACT:

PROFESSIONAL EXPERIENCE UNIT SCHOOL OF EDUCATION

Faculty of Social Sciences
Building 23.G17

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