



Master of Teaching

PROFESSIONAL IMMERSION PROGRAM
HANDBOOK 2018



UNIVERSITY
OF WOLLONGONG
AUSTRALIA



CONTENTS

MASTER OF TEACHING	1
PROFESSIONAL IMMERSION PROGRAM HANDBOOK 2018	1
CONTACT DETAILS	4
PROFESSIONAL IMMERSION PROGRAM OVERVIEW	4
EXPECTATIONS	5
CASE STUDY AND DATA COLLECTION	5
COLLECTION OF RESOURCES	5
ASSESSMENT AND REPORTING	5
ACTIVE OBSERVATIONS AND REFLECTIONS	6
PROFESSIONAL IMMERSION PROGRAM SCHEDULE	8
INTRODUCTION TO THE SCHOOL CONTEXT	8
Immersion week	8
REFLECTING ON THE ROLE OF POLICIES IN SCHOOLS	9
ENGAGE IN PROFESSIONAL CONVERSATIONS ABOUT ISSUES SUCH AS:	9
PIP WEEK 3	10
ACTIVITY 1: COLLECTING BACKGROUND INFORMATION ON MY SCHOOL	10
ACTIVITY 2: UNDERSTANDING THE SCHOOL CONTEXT	11
TEACHER ADMINISTRATION: COLLECT INFORMATION ABOUT WHAT IS EXPECTED OF YOU WHILE IN SCHOOL GROUNDS	11
SCHOOL ORGANISATION: COLLECT INFORMATION ABOUT HOW YOUR SCHOOL IS ORGANISED	11
SCHOOL COMMITTEES: COLLECT INFORMATION ABOUT HOW YOUR SCHOOL COMMITTEES ARE ORGANISED.	11
SCHOOL POLICIES: COLLECT YOUR SCHOOL'S POLICIES AND PROCEDURES.	12
STUDENT ORGANISATION: COLLECT INFORMATION ABOUT HOW STUDENTS ARE ORGANISED AT YOUR SCHOOL	12
RESOURCES AVAILABLE: COLLECT INFORMATION ABOUT RESOURCES AVAILABLE AT YOUR SCHOOL.	12
DEMOGRAPHIC INFORMATION: GO TO THE 'MY SCHOOL' WEBSITE AND FIND INFORMATION ABOUT YOUR SCHOOL	12
ACTIVITY 3 - REFLECTING ON THE CLASSROOM ENVIRONMENT	13
3A	13
3b	14
3C	15
3D	16
ACTIVITY 4: REFLECTING ON TEACHER PREPARATION	17
4A	17
4B	18
4C	18
4D	19



IMMERSION DAYS	21
ACTIVITY 5: CORE QUALITIES	21
Immersion day 1.....	21
ACTIVITY 6: PEDAGOGY AND STUDENT LEARNING	22
Immersion Day 2.....	22
ACTIVITY 7: LITERACY & LANGUAGE	23
Immersion day 3	23
ACTIVITY 8: THINKING AND WORKING MATHEMATICALLY	27
Immersion day 4	27
ACTIVITY 9: BEHAVIOUR AND WELLBEING	27
Immersion day 4	27
APPENDIX	30
APPENDIX (A)	34
VISIBLE THINKING: SEE, THINK, WONDER*	34
LEVELS OF REFLECTION	35
APPENDIX (B)	36
OBSERVATION SCHEDULE: CLASSROOM COMMUNICATION	36



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**THIS HANDBOOK IS TO BE USED IN CONJUNCTION WITH THE
PROFESSIONAL EXPERIENCE HANDBOOK 2018**



PROFESSIONAL IMMERSION PROGRAM 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 (eg. Special Needs units).

It is expected that Secondary Pre-service Teachers will spend time in multiple classes NOT just in their specialised method area/s, 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. 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.

CASE STUDY AND 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.

ASSESSMENT AND REPORTING

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

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.



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?

Pre-Service Teachers will also need to attend to what learning is happening in the classroom, and what is supporting this. Here the focus will be on the students and their activity. If there are opportunities for conversations with students about their work, these may provide opportunities for insight into learners' contributions to their learning. Student characteristics such as motivation, engagement, ability, and aspects of identity will be explored in the course, as well as physical, brain, cognitive, social and emotional development, and Pre-service Teachers are encouraged to look for examples of ways these characteristics influence learning.



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. Preservice teachers are encouraged to discuss their observations and reflections with teachers when possible, to guide them in their interpretations of what they see. Some tools to aid Pre-service Teachers in reflecting on observations can be found in the appendix. **Pre-service teachers must 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 and EDMT902: What is Learning. Details will be provided in EDMT901 and EDMT902 lectures. Additionally, these observations and reflections will be used to inform a number of assignments and tutorial discussions across all subject areas including EDMP910, EDMP911, EDMS920, and the range of Secondary method subjects.

The table below outlines the subjects Pre-service Teachers will undertake in the first semester at UOW.

PRIMARY	SECONDARY
EDMP910 Literacy and Language 1 (6 credit points)	EDMS921 Understanding Adolescence: Creating Positive Learning (6 credit points)
EDMP911 Numeracy and Mathematics 1 (6 credit points)	Secondary Method 1 (6 credit points)
EDMT901 What is Teaching? (6 credit points) Professional Immersion Program Intensive 3 days followed by 1 day a week for 4 weeks plus 3 Weeks Professional Experience	
EDMT902 What is Learning? (6 credit points)	



PROFESSIONAL IMMERSION PROGRAM SCHEDULE

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. The schedule below outlines Professional Immersion Program Days and key focus areas for each week.

Please Note: Focus areas indicate the 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 focus areas covered (see p19)

PEX Calendar	Focus Area	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 School Week 5						
Week 2 School Week 6						
Week 3 School Week 7	Activities 1, 2, & 3			PIP	PIP	PIP
Week 4 School Week 8	Activity 4				PIP Primary	PIP Secondary
Week 5 School Week 9	Activity 6				PIP Primary	PIP Secondary
Week 6 School Week 10	Activity 7				PIP Primary	PIP Secondary
Week 7 School Week 11	Activity 5				PIP Primary	PIP Secondary
Recess						
Week 8						
Week 9						
Week 10						
Week 11						
Week 12						
Week 13						

INTRODUCTION TO THE SCHOOL CONTEXT

Immersion week

The focus of the Immersion week is for Pre-service Teachers to be inducted into the teaching profession, and to orient 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:

- Engaging students in learning
- 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
- Best Start
- L3 (Language, Learning & Literacy) program
- Literacy & Numeracy continuums
- Student welfare
- Healthy Eating



PROFESSIONAL IMMERSION PROGRAM ACTIVITIES

PIP DAYS 1, 2 & 3 (University Week 3)

Activity 1: 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 (FOR EDMT901) OF YOUR TIMETABLE FOR WEEK 1 AND SUBSEQUENT WEEKS' SCHEDULE:



Activity 2: Understanding the School Context

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.

Teacher Administration: 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 organization ■ Duties – sport/playground/ bus 	
School Organisation: 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. 	
School Committees: 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 	



School Policies: Collect your school's policies and procedures.	
<ul style="list-style-type: none"> ■ Behaviour Management/Welfare <i>eg. Bullying</i> ■ Literacy and Numeracy ■ Assessment and Reporting ■ Homework ■ Excursions ■ ICT ■ Additional Needs 	
School Philosophy: Collect information about your school's philosophy and purpose.	
<ul style="list-style-type: none"> ■ Philosophy statement ■ Vision statement ■ Mission statement ■ Any statement about teaching, learning, students or community 	
Student Organisation: Collect information about how students are organised at your school.	
<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 	
Resources Available: Collect information about resources available at your school.	
<ul style="list-style-type: none"> ■ Computers or Computer Labs ■ School Hall ■ Gymnasium ■ Ovals ■ Specialist facilities available ■ Sporting facilities and equipment ■ Music/Art/Drama/Dance facilities and equipment 	
Extra-curricular Programs: Collect information about the extra-curricular programs offered at your school.	
<ul style="list-style-type: none"> ■ Sports programs (football, cricket, netball, etc.) ■ Arts programs (Band/choir, Dance ensemble, Drama/theatre groups, Visual Arts groups including photography) ■ Writing programs (poetry/creative writing groups, journalism, etc.) ■ Other programs, clubs & societies 	
Demographic Information: Go to the 'My School' website and find information about your school.	
<ul style="list-style-type: none"> ■ Number of Students ■ Number of Staff ■ SES details ■ NAPLAN Results in Numeracy and Reading 	



Activity 3: Reflecting on the Classroom Environment

3A

Classroom Layout and Paraphernalia (Complete this template for each classroom you visit)		DATE: / /
Class:	Stage/Grade:	
Students: (How many? Background?)	Subject Area:	
Teacher/s Name:		
Draw a sketch of the classroom layout and 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?		
How does this classroom's physical environment influence effective teaching and learning?		
What technology does the room have and how is it used?		
What elements of a positive learning environment are present?		



Teaching	
(Complete two templates each day on your PIP)	
Class:	Stage/Grade:
Students: (How many? Background?)	Subject Area:
Teacher/s Name:	
What is the core content (or the 'Big Idea') of the lesson?	
How does the teacher communicate with his/her students?	
What teaching strategies are employed? Why? How?	

Learning	
(Complete two templates each day on your PIP)	
DATE: / /	
Class:	Stage/Grade:
Students: (How many? Background?)	Subject Area:
Teacher/s Name:	
How are the students responding? What evidence of learning can you see?	
Are they engaged? What is the evidence? In other words, what are the students doing to convince you that they are engaged in learning from the activity e.g., not just busy work deep learning.	
How do students work with the teacher and each other?	



RESOURCES	
(Complete two templates each day on your PIP)	
DATE: / /	
Class:	Stage/Grade:
Students: (How many? Background?)	Subject Area:
Teacher/s Name:	
<p>What resources are used to aid teaching and learning? (e.g., ICT, whiteboard, books etc.)</p> <p>How are the resources used?</p>	



PIP IMMERSION DAYS

PIP Day 4 (Wk 4)

Activity 4: Reflecting on Teacher Preparation

4A

Preparation	
<i>(Complete two templates each day on your PIP)</i>	
Class:	DATE: / /
Stage/Grade:	
Students: (How many? Background?)	Subject Area:
Teacher/s Name:	
<p>What preparation was required prior to the lesson commencing? e.g., Preparing resources used materials/ICT/equipment.</p>	



Introduction & Conclusion	
(Complete two templates each day on your PIP)	
DATE: / /	
Class:	Stage/Grade:
Students: (How many? Background?)	Subject Area:
Teacher/s Name:	
How was the lesson started?	
How did the teacher gain student attention? How long before students started to work?	
How was the learning intent and significance of the learning communicated to students?	
How was the end of the lesson communicated to students?	
Was the student work/ activity/productivity assessed? In what way was the assessment reliable/valid?	
How did they transition to the next lesson/activity?	



4C

Lesson Objective <i>(Complete two templates each day on your PIP)</i>		DATE: / /
Class:	Stage/Grade:	
Students: (How many? Background?)	Subject Area:	
Teacher/s Name:		
<p>What was the learning intention of the lesson and how was it communicated to students?</p>		
<p>What were the specific objective(s) of the lesson? Write 2 lesson objectives for this teaching episode.</p>		
<p>What were the success criteria of the lesson and how were they assessed?</p>		



4D

Learning Activities <i>(Complete two templates each day on your PIP)</i> / /		DATE:
Class	Stage/Grade:	
Students: (How many? Background?	Subject Area:	
Teacher/s Name		
List the different activities/ work students were required to complete in the lesson and identify the purpose in relation to the learning goals and outcomes.		
How much time was given for each activity?		
How did the teacher support the students' to keep on task? How did the teacher support the students' learning in the task?		
How did the teacher vary the activities for individual students?		



PIP Day 5 (Wk 5)

Activity 5: Core Qualities

EDMT901 What is Teaching

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

Teacher Qualities & Questioning: Observing Teacher Qualities	
Class:	Date:
Stage:	Teacher:
Subject Area:	
What do you understand by "teacher presence"?	
How does teacher presence have an impact on student learning?	
What verbal and non – verbal skills does the teacher employ to keep students engaged in tasks?	
How does the teacher use these core academic and non- academic qualities to engage students in learning?	
Give an example of student engagement – what does it look like? How was the teacher able to generate and support engagement during the lesson?	



Activity 6: 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 observe and think about how teachers support students' learning in their classroom.

Observing Different Teachers Teach: Observing Links between Learning and Pedagogy	
Class:	Date:
Stage:	Teacher:
Subject Area:	
What learning is happening in the lesson? By whom? What prevents learning for a student?	
What evidence of learning is visible?	
Consider the teaching practices and differing ways teachers assess students' learning during the lesson; to what extent did these teaching/assessment 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?	



PIP Day 6 (Wk 6)

Activity 7: Literacy & Language

EDMP910: Primary Literacy and Language

To prepare for this week's Immersion day, go to the NESA website: <http://syllabus.nesa.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 NESA curriculum.

Ensure you have collected the relevant data for assignments for other subjects (EDMS921 for example), and fulfil any requirements for these subject areas.

***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.**

Incorporating Literacy and Language in Teaching: Observing Literacy- Teaching	
PRIMARY ONLY	
Class:	Date:
Stage:	Teacher:
Subject Area:	
What mode of language is being explored in this lesson? In particular identify a particular literacy knowledge/skill/understanding under construction	
Connect this focus specifically to some of the praxis (theory into classroom practice) that we've explored in lectures. For example: What links can you make between this lesson and Cambourne's Conditions of Learning?	



What resources has the teacher used to support student learning? How successful were these across the context of the lesson?

How has the teacher adapted or modified learning for students who have special needs?
e.g. low academic, gifted, EAL/D, ADHD, Autism etc.

What is the relationship between the Oral Language opportunities provided in this lesson and the current Literacy focus under construction? Consider: Types of questions asked, opportunities for student to student discussions (see lectures). How were these and other opportunities supported?

Would you implement any additional activities? What would these be? Why would you include these?



PIP Day 6 & 7 (Wk 6 & 7)

Activity 7: Adolescents

EDMS921: Adolescence and creating positive learning environments

*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.

Teaching adolescents - comparing junior and senior classrooms (Secondary Only)	
Observe a Year 7 or 8 Class and a Year 11 or 12 Class	
Class:	Date:
Stage:	Teacher:
Subject Area:	
Describe the communication strategies both verbal and non- verbal used by the teacher for Year 7 or 8 (junior) class and a Year 11 or 12 (senior) class. What are the similarities/differences?	
Describe the classroom organization and activities the teacher implements for Year 7 or 8 (junior) class and a Year 11 or 12 (senior) class. What are the similarities/differences?	



What resources and ICT has the teacher used to support student learning in the junior class compared to a senior class, similarities and differences?

How has the teacher adapted or modified learning for students in the junior and secondary classes?
e.g. low academic, gifted, EAL/D, ADHD, Autism etc.

How does the teacher interact with students in a junior class compared to a senior class? What are the similarities/differences?

What are the behavior management strategies used by the teacher in a Year 7 or 8 (junior) class and a Year 11 or 12 (senior) class, similarities and differences?



Activity 8: Behaviour and Wellbeing

EDMT901: What is teaching?

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

*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.

Creating a Supportive Teaching Environment: Observing Classroom Management	
Class:	Date:
Stage:	Teacher:
Subject Area:	
<p>How does the teacher establish to reinforce expectations for behavior?</p>	
<p>How does the teacher respond to misbehaviour?</p>	
<p>What behaviour issues did you notice? Consider why they may be occurring.</p>	



What strategies are used for students with special needs? Do they differ? If so, how?

List the range of strategies different teachers use to manage disruptive classroom behavior.

Which ones were most effective? Why?



How did the teacher use their voice, body language, positive reinforcement, rules, routines and strategies in creating a positive learning environment?

How does the 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?



PIP Day 7 (Wk 7)

Activity 9: Thinking and Working Mathematically

EDMP911: Primary Numeracy and Mathematics

To prepare for this week's Immersion day, go to the NESA website: <http://syllabus.nesa.nsw.edu.au/> and look up the relevant 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 capabilities required to engage with the NESA Syllabus outcomes for that lesson.

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

*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 individualized schedule.

Incorporating Numeracy & ICT in Teaching and Learning: Observing these General Capabilities in and across Subjects	
Class:	Date:
Stage:	Teacher:
Subject Area:	
What ICT and/or numeracy capabilities is the class exploring? How is/are these aspects foregrounded or explicitly addressed by the teacher?	
How has the teacher contextualised this learning within the lesson content?	
What pedagogical approach is the teacher using to incorporate technology?	



How has the teacher provided scaffolding using technology to support the needs of all students?
How is ICT being used to support students with special needs during this lesson?
How would you approach teaching numeracy in your classroom/subject area?
What behaviours (social/academic) did you observe that may indicate some students are challenged by the numeracy/capabilities in the lesson?
What additional activities could you implement to assist students meet the numeracy and/or technology demands of the lesson?
What additional technological tools (software and hardware) could be used to further scaffold and enrich the numeracy demands of this lesson? How?



<p>How would you incorporate teaching about the technological tools for students to effectively engage in the subject content and use the ICT?</p>	
<p>What aspects of the technological tools used in the lesson;</p> <p>A) challenged the students?</p> <p>B) most engaged the students?</p> <p>C) best supported the students to complete the task?</p> <p>D) least supported or hindered the students in completing the task?</p>	<p>How did the teacher respond to these aspects?</p> <p>A)</p> <p>B)</p> <p>C)</p> <p>D)</p>
<p>What additional resources has the teacher used?</p>	
<p>What additional resources are used to support all students' learning and engagement in the task?</p>	



Incorporating ICT into Mathematics	
Class:	Date:
Stage:	Teacher:
Subject Area:	
What ICT is being used in the mathematics classroom?	
How is ICT being used to support mathematical thinking?	
What strategies (pedagogy) does the teacher use to incorporate ICT when teaching mathematics?	
What ICT would you like to use in your mathematics classroom? Explain.	



APPENDIX

APPENDIX (A)

Visible thinking: See, Think, Wonder*

* With thanks to Sharon McDonough and Amanda McGraw of Federation University for the idea of using this for school observations. See Harvard University's Visible Thinking project for more on this approach.

1. **See.** During a lesson, just describe what is happening. Suspend judgement or interpretation. Focus on careful observation.
2. **Think.** Later in the day, get together with a peer and discuss your observations, to make sense of what you saw. Go beyond judgements, to think about why. Aim for thoughtful interpretation of your observations.
3. **Wonder.** Develop a wondering statement or question arising from your discussion. This is a time for curiosity and inquiry to emerge.
4. **Explore** your questions with your peers and mentor teacher for deeper discussion. Note you're not just looking for an answer here; the discussion may prompt further thinking and wondering. Reading educational theory and research may help you to explore the questions you raise. You may also go back into this or another classroom to explore your questions with focused observation.



Levels of reflection

See Duchesne & McMaugh (2016:7-8)

1. **Description.** Most likely to be the level of your observational notes. Other levels may be added later.
2. **Evaluation.** What were the results of the actions you observed?
3. **Analysis.** Why did those results occur as they did? (what does theory tell you about this?)
4. **Integration,** reframing with reference to theory. Develop a statement that brings together the previous levels of information.



APPENDIX (B)

Observation Schedule: Classroom communication

Complete 4 and submit with Assessment 2

Class & Stage:		Teacher:		Lesson:		Date:					
		Record type and direction of communication at time intervals of five minutes in a 50 minute block. Write the main activity of each phase of the lesson than corresponds to the time period being observed.									
		Time									
		1	2	3	4	5	6	7	8	9	10
Lesson activity											
Teacher-whole class											
Teacher-individual											
Teacher-student with special needs											
Teacher-student EAL/D											
Student-teacher											
Student-student											
Student-whole class											





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