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Professional
Experience
Handbook
2019



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

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PROFESSIONAL EXPERIENCE HANDBOOK 2019

**A GUIDE FOR IN-SCHOOL COORDINATORS, SUPERVISING TEACHERS,
PRE-SERVICE TEACHERS AND UNIVERSITY ADVISORS**

Disclaimer: Details in this document are correct as of 5th April but may be subject to change.



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Contact Details

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Sonia

WHAT IS SONIA?

The School of Education uses Sonia, an online student placement system, to manage Pre-service Teacher professional experience placements. Sonia is primarily used to:

- Maintain a database of Pre-service Teachers, placement venues (eg. schools) and contacts within the venues
- Provide Sonia Online access to Pre-service Teachers, placement venues and contacts
- Communicate with Pre-service Teachers, placement venues and contacts via email
- Administer professional experience placements

Sonia Online is where Pre-service Teachers, venue contacts (Supervising and Cooperating Teachers and In-school Coordinators) and University Advisors log in to access professional experience placement details, documents and resources and complete administrative tasks such as submitting reports and forms.

The Professional Experience Unit (PEX Unit) will organise individuals with Sonia Online accounts as required. If you believe your Sonia Online access has been overlooked or you have difficulty with access please contact the PEX Unit.

For a Supervising Teacher to be able to access their Pre-Service teacher's timesheets, reports and forms, they must be linked in Sonia.



Information for In-school Coordinators

HELP DESK

Professional Experience Unit (PEX Unit)

Email: pex-enquiries@uow.edu.au

Phone: 02 4239 2380

CONTACT DETAILS AND SONIA ONLINE ACCESS

- If there is a change of In-school Coordinator at your school please contact us the Help Desk
- We will use your nominated email address to set you up with a Sonia Online account and to communicate with you
- When you are set up with a Sonia Online account you will receive an email with a *Quick Start Guide for Placement Providers* attached

PLACEMENT REQUESTS & ALLOCATION

Placement requests are sent in October of the preceding year and followed up in early Term 1. You will receive an email from us letting you know of any news for the upcoming year and inviting you to log in to Sonia to view the placement requests.

- **Log in** to Sonia to view the placement requests and nominate which ones you would like to confirm. The *Quick Start Guide for Placement Providers* will show you how
- **Supervising Teachers** need to be linked to their Pre-service Teachers in Sonia. If you know at the time of confirming a placement please provide the Supervising Teacher name and email address. The *Quick Start Guide for Placement Providers* will show you how. If the Supervising Teacher is not yet determined, this information can be provided at a later date
- **Placement Shortages** can occur. The PEX Unit may contact you throughout the year to request additional placements
- **Allocation** of Pre-service Teachers usually occurs 4-6 weeks before the commencement of a placement. When allocation occurs you will receive an automated email asking you to log in to Sonia to view the allocation details. The Pre-service Teachers will contact you to introduce themselves, discuss their first day and organise a meeting with their Supervising Teacher if appropriate

DURING PLACEMENT

- **The University of Wollongong Code of Practice - Student Professional Experience** outlines what is expected from Pre-service Teachers, the University and Placement Providers: <http://www.uow.edu.au/about/policy/UOW058662.html>. Pre-service Teachers are also required to comply with any code of conduct relevant to your institution
- **Timesheets** will be approved by the Supervising Teacher in Sonia. You can only view the timesheets. If you want to have access to approve them please contact the PEX Unit
- **Resources** and forms for the placement can be accessed by you, the Supervising Teacher and the Pre-service Teacher via Sonia login
- **Support** will be provided to the school and the Pre-service Teacher by a **University Advisor**. You can find their details via your Sonia login. They will make contact by phone/email
- **PEX Unit Help Desk** for Sonia and administrative enquiries

The Unsatisfactory Progress Remediation Procedure is for Pre-service Teachers who are not meeting teaching and/or professional conduct expectations. It is vital that it is used in a timely manner so please refer to the *Unsatisfactory Progress Remediation Procedure* (outlined on pages 12-14) and make sure you and the Supervising Teacher are familiar with the process. Implementing the procedure is the best way to support your Pre-service Teacher

- **Reports** will be **completed electronically** in Sonia by the Supervising Teacher

PAYMENT

- **In-School Coordinator:** \$1.60 per Pre-service Teacher per day (excludes Public Holidays). Note: These are the rates for 2019 and may be updated in future
- **Documentation and Claiming Procedures:** Payment claim vouchers are accessed via Sonia
- **Placements not eligible for payment:** Bachelor of Primary Education Immersion days, Master of Teaching School Observation days

ADDITIONAL INFORMATION

- Please refer to the Information for Supervising Teachers regarding Resources, Supervision and Reporting responsibilities



Information for Supervising Teachers

HELP DESK

Professional Experience Unit (PEX Unit)

Email: pex-enquiries@uow.edu.au

Phone: 02 4239 2380

SONIA ONLINE ACCESS

- To access placement information and resources you will need Sonia Online access
- If you have an existing Sonia account please use those log in details. If you have forgotten your password, please contact the Help Desk as soon as possible
- You will receive an email shortly before commencement or on the first day of the placement with instructions and a *Quick Start Guide for Supervising Teachers* explaining how to log in to Sonia
- Once we have your email details we will 'link' you to your Pre-service Teacher so that you can see their placement details and resources when you log in

RESOURCES AND SUPPORT

Resources and forms for the placement can be accessed by you, the Pre-service Teacher and the In-school Coordinator via Sonia login. You must access and use the following available resources to fulfil your obligations for the professional experience:

- **Professional Experience Handbook/s**
- *Australian Professional Standards for Teachers - Evidence Guide for Graduate Level*
- **Lesson Feedback Templates** - you should complete at least three written lesson feedback templates each week in addition to other oral and written feedback. Discuss the feedback and provide copies to your Pre-service Teacher
- **Lesson Self-Reflection Templates** - your Pre-service Teacher should complete a lesson self-reflection template on a daily basis and discuss their reflection with you
- **Lesson Plans** - Pre-service Teacher requirements are outlined in the program content sections of the handbook. Templates from a variety of sources are available to Pre-service Teachers. They should discuss the suitability of their choice of template/s with you

Support is provided to you by the following people:

- **In-school Coordinator** - a support person in the school environment
- **University Advisor** - they will contact you via phone or email but you can find their details one week prior to commencement via Sonia
- **PEX Unit Help Desk** for Sonia and administrative enquiries

The Unsatisfactory Progress Remediation Procedure is a support program for Pre-service Teachers who are not meeting teaching and/or professional conduct expectations. **To identify unsatisfactory progress** refer to the following:

- The relevant Code of Conduct/s: <http://www.uow.edu.au/about/policy/UOW058662.html> (refer to Information for Pre-service Teachers)
- *Australian Professional Standards for Teachers – Evidence Guide for Graduate Level*
- Program requirements - outlined in the Professional Experience Handbook
- Lesson plans submitted by the Pre-service Teacher
- Completed lesson feedback templates

It is vital support is implemented promptly so please refer to the *Unsatisfactory Progress Remediation Procedure* pages 12-14 (available on Sonia by entering the Placement Group and following the 'Documents & Links' tab or contact the PEX Unit) if you have identified unsatisfactory progress. Implementing the procedure is the best way to support your Pre-service Teacher.

As a result of extenuating circumstances or professional misconduct the Pre-service Teacher may be asked by the School Principal or the University of Wollongong to leave the school, terminating the professional experience.

ATTENDANCE AND TIMESHEETS

Pre-service Teachers must meet the attendance requirements to pass the professional experience. **Reports cannot be finalised and signed until all professional experience days have been completed.**

Pre-service Teachers are required to:

- Arrive a minimum of 30 minutes prior to the start of the school day
- Remain for a minimum of 30 minutes at the conclusion of the school day if required
- Be available for extended planning and lesson preparation, meetings, and professional learning opportunities before or after school
- Attend all allocated professional experience days and be present for the whole school day unless granted permission by your In-school Coordinator
- Make-up any days missed due to Illness/Misadventure/Special Leave



Timesheets

- Pre-service Teachers are required to record their attendance using the Timesheet function in Sonia
- Supervising Teachers will log in to Sonia to approve Pre-service Teacher timesheets. Please refer to the *Quick Start Guide for Supervising Teachers* for detailed instructions (see over for Electronic Forms)
- Pre-service Teachers must have the required number of days entered and approved in Sonia for their professional experience report to be valid

Illness/Misadventure/Special Leave Procedure

1. Pre-service Teachers are required to telephone or email the In-school Coordinator and/or Supervising Teacher as soon as possible. Please confirm your school's preferred procedure with your Pre-service Teacher
2. If a student is absent due to Illness/Misadventure/Special Leave they are required to negotiate with you to make up absences. Supervising Teachers are to complete their designated section of the *Illness/Misadventure/Special Leave Form* (found under Forms in Sonia) at the completion of these days

Other: Pre-service Teachers are **not required to make-up professional experience days missed due to Public Holidays**. If any of the following occur during the professional experience, the Pre-service Teacher is to contact the PEX Unit for direction:

- Injury on Placement
- Industrial Action
- Jury Duty

Note: If the Pre-service Teacher requires surgery during their professional experience placement a medical clearance certificate will be required before continuing with the placement.

PROFESSIONAL EXPERIENCE LESSON FEEDBACK, REPORTS & ELECTRONIC FORMS

Lesson Feedback Templates - Please complete a minimum of **three written lesson feedback templates each week** in addition to other oral and written feedback. Copies should be provided to your Pre-service Teacher.

Reports - At the end of a professional experience you will need to complete the *Australian Professional Standards for Teachers Professional Experience Report*. Refer to the *Quick Start Guide for Supervising Teachers* to:

1. Log in to Sonia to access the *Australian Professional Standards for Teachers Professional Experience Report 2019*
2. Refer to the *Australian Professional Standards for Teachers – Evidence Guide for Graduate Level*
3. Complete and submit the report electronically by the due date (but not before the final day of the placement)
4. Inform the Pre-service Teacher that the report has been submitted so they may log in to their own Sonia account to read the contents and submit their section

Note: Some cohorts require an Interim Report to be completed.

Electronic Forms - You may need to complete additional electronic forms in Sonia (Illness/Misadventure/Special Leave or Unsatisfactory Progress Notification 1). Please refer to the *Quick Start Guide for Supervising Teachers* for instructions.

PAYMENT

- **Supervising Teacher:** \$31.50 per Pre-service Teacher per day (excludes Public Holidays). Note: These are the rates for 2019 and may be updated in future
- **Cooperating Teacher (Internship):** \$6.30 per Intern per day (excludes Public Holidays). Note: These are the rates for 2019 and may be updated in future
- **Placements not eligible for payment:** Bachelor of Primary Education Immersion days, Master of Teaching School Observation days
- **Documentation and claiming procedures:** Payment claim vouchers are accessed via Sonia



Information for Pre-service Teachers

HELP DESK

Professional Experience Unit (PEX Unit)

Email: pex-enquiries@uow.edu.au

Phone: 02 4239 2380

PROFESSIONAL CONDUCT

- **The University of Wollongong Code of Practice-Student Professional Experience** outlines what is expected from Pre-service Teachers, the University and Placement Providers: <http://www.uow.edu.au/about/policy/UOW058662.html>
- You are also required to comply with the Code of Conduct relevant to the institution you are placed in. It is your responsibility to locate and familiarise yourself with these codes and/or policies prior to your professional experience
- As a result of extenuating circumstances or professional misconduct you may be asked by the School Principal or the University of Wollongong to leave the school, terminating the professional experience

ENROLMENT AND PLACEMENT OPTIONS

Enrol in your professional experience subjects as early as possible. Placement information will be emailed to you via Sonia and you must be enrolled to be included on the mailing list.

Method of Allocation

- School of Education placement procedure does not permit a student to negotiate their own placement or to contact a school directly seeking a placement. **All placements are negotiated by the PEX Unit.**
- Final year students will be eligible to nominate preferences from a list of available placements. All other students will be allocated based on their session address in SOLS although within their local area this may be restricted due to availability and, as such, extended travel to and from placements outside the area may be required.
- Make sure your session address is current.

Out of Area and International Professional Experience Placements

You may be eligible to apply for an International or Out of Area Professional Experience in a rural or regional area. The PEX Unit will email you information if you are eligible to apply.

- Your application will be assessed on your previous professional experience reports and academic record
- The PEX Unit will negotiate your placement with the nominated school
- A University Advisor will not visit you on an Out of Area placement but will liaise via email/phone/skype
- Travel and accommodation costs must be covered by the student

Variation to Professional Experience - Students are expected to complete their professional experience as scheduled by the School of Education Planner - see attached link <https://socialsciences.uow.edu.au/education/current-students/experience/index.html>

Variations to professional experience will only be considered where circumstances are consistent with the [UOW Student Academic Consideration Policy](#). Students should refer to this policy, as well as the Compassionate and Compelling Circumstances Guidelines, when applying for Academic Consideration to vary their PEX dates. Applications will be reviewed by the Subject Coordinator, in conjunction with the relevant Academic Program Director. Students can apply for Academic Consideration [via this portal](#).

Internships

If you are a 4th Year Bachelor of Primary Education, Bachelor of Health and Physical Education, Bachelor of Mathematics Education or Bachelor of Science Education you will undertake an Internship. A standard Internship Agreement exists between the Department of Education (DoE) and New South Wales Universities. For further information, contact the DoE. Agreements are individually negotiated with the Catholic Education Office (CEO) and the Association of Independent Schools (AIS).

- While completing an Internship you are referred to as an Intern, however throughout this document the term Pre-service Teacher is used generically
- The Supervising Teachers of Interns are referred to as Cooperating Teachers, however throughout this document the term Supervising Teacher is used generically

MANDATORY PRE-SERVICE TEACHER CHECKS

You may be required to participate in a mandatory professional experience briefing prior to each professional experience. Details of the briefing will be provided in the subject outlines and/or advised via email.

You must undergo regular mandatory checks to be eligible to undertake professional experience. Required documentation is as follows:

- Professional Experience and Internship Placement Acknowledgement Form
- NSW Working With Children Check - (Under recent legislative changes around the WWCC that impact all people who work with children in both paid and voluntary roles, there is a requirement for people to keep their personal details up to date or risk a penalty)
- NSW Department of Education and Communities Child Protection Awareness Module



- Anaphylaxis online training module
- PEX Online Orientation 2019 – via e-Learning tab (Moodle)

Instructions for completing these mandatory checks and the frequency at which they must be updated can be found in Sonia. Mandatory check requirements may be subject to change and additional mandatory checks may be introduced by the School of Education. It is your responsibility to ensure these checks are current and not due to expire before or during a placement.

LITERACY AND NUMERACY TEST FOR INITIAL TEACHER EDUCATION STUDENTS

From 2016 onwards, **all** initial teacher education students **must pass** the Literacy and Numeracy Test for Initial Teacher Education Students. Students should take the test **as soon as possible in their degree** to allow them time to sit it again if they fail.

Students will **not be able to undertake their final PEX placement/Internship unless they have passed** the Literacy and Numeracy Test for Initial Teacher Education Students. This is an Australian Government and NESA **mandated requirement**.

The School of Education recommends taking the test:

- **Undergraduate:** Autumn Session, 2nd or 3rd Year or Spring Session 2nd Year
- **Postgraduate:** Spring Session, 1st Year/Autumn Session 2nd Year

Further information and support for this test can be found at: <http://socialsciences.uow.edu.au/education/current-students/UOW220101.html>

ALLOCATION

The PEX Unit will endeavour to allocate you up to 4 weeks prior to the commencement of placement. It is not uncommon for allocations to be made in the week prior to commencement.

Notification of Allocation - you will be emailed an official notification of your placement and you will be asked to:

1. Log in to Sonia to access placement details
2. Contact your In-school Coordinator of your allocated school on the specified date
3. Provide the PEX Unit with the name and email address of your Supervising Teacher

Placement Conflict of Interest - you are not permitted to undertake professional experience at a school where you:

- Are employed
- Have relatives (partner, child, parent or other close relative) employed
- Have relatives (partner, child, parent or other close relative) enrolled

It is your responsibility to notify the PEX Unit immediately if you are placed in a school that breaches this policy.

Name Badges

You will be issued with name badges before your first placement. If you lose your badge you must replace it. Contact: New Millennium Trophies & Gifts, 92 Auburn Street Wollongong | T: 02 4225 3717

RESOURCES & SUPPORT

Resources and forms for the placement can be accessed by you, the Supervising Teacher and the In-school Coordinator via Sonia login. You must access and use the available resources to fulfil your obligations for the professional experience.

Support whilst on professional experience is provided to you by the following people:

- **In-school Coordinator** – your main contact
- **Supervising Teacher** - your mentor
- **University Advisor** - they will contact you via phone or email but you can find their details one week prior to commencement via Sonia login
- **PEX Unit Help Desk** for Sonia and administrative enquiries

The **Unsatisfactory Progress Remediation Procedure** will be implemented if you are not meeting teaching and/or professional conduct expectations. Your Supervising Teacher and University Advisor will meet with you to explain the policy and procedures. It is important that you make yourself familiar with the *Unsatisfactory Progress Remediation Procedure* (pages 13-15). If you have any questions do not hesitate to contact your designated support people. Implementing the procedure is the best way for Pre-service Teachers to be supported.

ATTENDANCE & TIMESHEETS

You must meet the attendance requirements of your professional experience to pass the subject in which the professional experience is attached/embedded. **Reports cannot be submitted until all professional experience days have been completed.**

You are required to:

- Arrive a minimum of 30 minutes prior to the start of the school day
- Remain for a minimum of 30 minutes at the conclusion of the school day if required
- Be available for extended planning and lesson preparation, meetings, and professional learning opportunities before or after school



- Attend all allocated professional experience days and be present for the whole school day unless granted permission by your In-school Coordinator
- Make-up any days missed due to Illness/Misadventure/Special Leave

Timesheets Procedures

- Record your attendance using the Timesheet function in Sonia. Log in to Sonia for detailed instructions
- Your Supervising Teacher will log in to Sonia to approve your timesheets
- You must have the required number of days entered and approved in Sonia for your professional experience report to be valid

Illness/Misadventure/Special Leave Procedure

1. Telephone and email the In-school Coordinator and/or Supervising Teacher as soon as possible. Please confirm your school's preferred procedure with your Supervising Teacher
2. Record an Illness/Misadventure/Special Leave entry in your Sonia Timesheet and request the entry be approved by your Supervising Teacher
3. Negotiate with your Supervising Teacher to make up absences (**this cannot be during study weeks or when lectures or tutorials are scheduled**)
4. Complete and save an *Illness/Misadventure/Special Leave Form* (located in Forms). Once the make-up days have been completed, submit the form. Please ask your Supervising Teacher to complete and submit their designated section of the form.
For absences of two or more days attach a medical certificate as a document in Sonia.

Other: You are **not required to make-up professional experience days missed due to Public Holidays**. When completing timesheets, Public Holiday can be selected from the drop down menu. If any of the following occur during your professional experience, please contact the PEX Unit for direction:

- Injury on Placement
- Industrial Action
- Jury Duty

Note: If you require surgery or suffer a major injury during your professional experience placement a medical clearance certificate will be required before continuing with your placement.

PROFESSIONAL EXPERIENCE LESSON FEEDBACK, REFLECTIONS AND REPORTS

The following documentation can be accessed via Sonia login:

- **Professional Experience Handbook/s**
- *Australian Professional Standards for Teachers – Evidence Guide for Graduate Level*
- **Supervising Teacher Lesson Feedback Template** – Please remind your Supervising Teacher to complete **at least three written lesson feedback templates each week** in addition to providing other oral and written feedback. You should keep all feedback to use for self-reflection and future development
- **Pre-service Teacher Lesson Self-Reflection Template** - you should complete a Pre-service Teacher lesson self-reflection template on a daily basis to support your professional dialogue with your Supervising Teacher
- **Lesson Planning** - Requirements for each professional experience program are outlined in the *Planning, Preparation and Reflection Requirements* content sections of the handbook. Templates from a variety of sources are available to you. You should discuss the suitability of your choice of template/s with your Supervising Teacher

Report requirements for each professional experience program are set out in the relevant sections of this handbook. At the end of your professional experience you must:

1. Help your Supervising Teacher to access Sonia and locate the report template
2. Log in via Sonia to view your report once it is written and submitted by your Supervising Teacher
3. Complete and submit your designated section of the report by the due date
4. Make sure all your Timesheet entries are submitted and approved by your Supervising Teacher prior to submitting PEX report
5. Keep a digital or hard copy of all your PEX reports for later use (including accreditation purposes)



Information for University Advisors

HELP DESK

Professional Experience Unit (PEX Unit)

Email: pex-enquiries@uow.edu.au

Phone: 02 4239 2380

SONIA ONLINE ACCESS

- You will access Sonia Online using your UOW username and password. If you are a new University Advisor and are unsure of your log in details please contact the Help Desk
- To log in refer to the *Quick Start Guide for University Advisors*
- If a Supervising Teacher or In-school Coordinator has trouble with accessing Sonia ask them to contact the Help Desk

ALLOCATION AND PLACEMENT INFORMATION

The Professional Experience Coordinator will allocate you to schools hosting Pre-service Teachers from a variety of Teacher Education Programs.

- The professional experience requirements for each program are detailed in the relevant sections of this handbook
- You will receive an email notification when you have been allocated. Log in via Sonia to check the details
- Refer to the *Quick Start Guide for University Advisors* for details on how to use Sonia
- Email your Pre-service Teachers and In-school Coordinators prior to commencement of placement to discuss the level of support you will provide and arrange visitation where required
- You are required to wear a UOW identification badge, provide photo ID and take your Working With Children Check documentation with you when visiting schools

RESOURCES AND SUPPORT

Resources for the placement can be accessed by you, the Supervising Teacher, the In-school Coordinator and the Pre-service Teacher via Sonia. Available resources include:

- **Professional Experience Handbook/s**
- *Australian Professional Standards for Teachers – Evidence Guide for Graduate Level*
- **Supervising Teacher Lesson Feedback Template** - refer to Information for Supervising Teachers for usage requirements
- **Pre-service Teacher Lesson Self-Reflection Template** - refer to Information for Pre-Service Teachers for usage requirements
- **Lesson Plans** - Pre-service Teacher requirements are outlined in the program content sections of the handbook. Templates from a variety of sources are available to Pre-service Teachers. They should discuss the suitability of their choice of template/s with their Supervising Teacher

Support is available:

- **PEX Unit Help Desk** - for Sonia and administrative enquiries

UNSATISFACTORY PROGRESS REMEDIATION PROCEDURE

The **Unsatisfactory Progress Remediation Procedure** is for Pre-service Teachers who are not meeting teaching and/or professional conduct expectations. To identify unsatisfactory progress the Supervising Teacher and/or the In-school Coordinator will refer to the following:

- The relevant Code of Conduct/s (refer to Information for Pre-service Teachers)
- *Australian Professional Standards for Teachers – Evidence Guide for Graduate Level*
- Program requirements - outlined in the Professional Experience Handbook
- Lesson Plans submitted by the Pre-service Teacher
- Completed Lesson Feedback Templates

It is vital that these notifications are used a timely manner so if concerns about a Pre-service Teacher are brought to your attention please refer to the *Unsatisfactory Progress Remediation Procedure* (see pages 12-14). Implementing the procedure is the best way to support the school and the Pre-service Teacher. Please contact the PEX Unit as soon as any issues are brought to your attention.

Forms

Part of the *Unsatisfactory Progress Remediation Procedure* will involve filling out electronic forms in Sonia. These forms must be completed by you, the Supervising Teacher and the Pre-service Teacher using your respective Sonia logins. If there is a Sonia access issue contact the Help Desk as a priority. It is advisable to confirm log in procedures with the PEX Unit before attending a school for a remediation meeting.



General Information

PLANNING, PREPERATION AND REFLECTION REQUIREMENTS

- **Lesson Plans** must be written for all lessons and presented in written form to the Supervising Teacher **a minimum of 24 hours before the lesson** is taught – or as negotiated with the Supervising Teacher(s), so comments and suggestions can be made, discussed and the lesson plan altered prior to implementation. Prepare and organise equipment and resources for each lesson taught
- Lesson **Self-Reflection** Templates should be completed on a daily basis to support professional dialogue
- Pre-service Teachers are expected to keep copies of all Lesson Plans and Self-Reflections, being readily available for lesson improvement, supervisory purposes and subsequent professional experiences

LEGAL CONSIDERATIONS FOR PROFESSIONAL EXPERIENCE

Pre-service Teachers are **not to be given sole responsibility for supervising activities involving risk to students** (e.g. playground duty, taking full classes unsupervised), and Supervising Teachers and other school staff continue to have duty of care responsibilities. For similar reasons, Pre-service Teachers should not be asked to relieve for Teachers who are absent. These guidelines are stated in:

A Framework for High-Quality Professional Experience in Schools

<https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/how-accreditation-works/administering-accreditation/supervisors-principal-service-providers/download-professional-experience-framework>

Specifically Document 2: Professional Experience – Common roles and responsibilities

LEGAL CONSIDERATIONS FOR PROFESSIONAL INTERNSHIPS

An Internship is the final professional experience and provides a significant period of teaching practice where the Pre-service Teacher is provided with program supervision rather than direct in-class supervision. This is at the Principal's discretion and with consideration of the school and class context.

NSW Education Standards Authority (NESA) documents relating to this:

NSW Supplementary Documentation: Professional Experience in Initial Teacher Education (January, 2017)

<https://educationstandards.nsw.edu.au/wps/wcm/connect/2890147a-312e-40d9-8145-d5327c1829a5/professional-experience-in-ite-policy.pdf?MOD=AJPERES&CVID>

Specifically Document 2: Professional Experience – Common roles and responsibilities

OUTCOMES FOR PRE-SERVICE TEACHERS

By the end of the professional experience, Pre-service Teachers will be able to demonstrate knowledge and skills appropriate for Pre-service Teachers as outlined in the *Australian Professional Standards for Teachers – Evidence Guide for Graduate Level*, supported by Lesson Feedback Templates, and the *Australian Professional Standards for Teachers Professional Experience Report*.

- **PEX 1 AND PEX 2 – Early stage**
- **PEX 3 AND PEX 4 – Later stage**
- **INTERNSHIPS – Graduate level**



Unsatisfactory Progress Remediation Procedure

This procedure is to be implemented by the Supervising Teacher in consultation with the University of Wollongong University Advisor and PEX Liaison and Relationship Manager when a Pre-service Teacher is making unsatisfactory progress and is at risk of not meeting the requirements of the professional experience and/or professional conduct expectations.

It is vital that these notifications are used a timely manner if there are concerns about a Pre-service Teacher. Implementing the procedure is the best way to support the school and the Pre-service Teacher.

Forms

Part of the Unsatisfactory Progress Remediation Procedure will involve filling out electronic forms in Sonia. These forms must be completed by the Supervising Teacher, the University Advisor and the Pre-service Teacher via Sonia login.

IDENTIFYING UNSATISFACTORY PROGRESS

The following documentation will assist to determine if a Pre-service Teacher is not making satisfactory progress:

- The University of Wollongong Code of Practice - Student Professional Experience
- Other relevant Code of Conduct/s
- The placement requirements outlined in the Professional Experience Handbook
- Australian Professional Standards for Teachers - Evidence Guide for Graduate Level/Early Years Performance Outcomes and Indicators
- Lesson Plans/documentation submitted by the Pre-service Teacher
- Feedback Templates; Supervising/Cooperating Teacher feedback

PROCESS FOR IMPLEMENTING NOTIFICATION 1

Early notification is critical so as to:

- Clearly articulate the areas of concern and provide additional support
- Give the Pre-service Teacher sufficient opportunity to improve and respond to feedback

The Supervising Teacher will initiate the Notification:

1. **Gather documentation** to support the implementation of the Notification 1
2. **Inform** the University, the In-school Coordinator and the Pre-service Teacher
3. **Arrange** a meeting attended by the Supervising Teacher, Pre-service Teacher and the University Advisor or In-school Coordinator

At the meeting:

- **Discuss** areas of concern with specific reference to the supporting documentation
- **Remind** the Pre-service Teacher of the various types of support available to them
- **Complete** the Notification 1 form in Sonia online, recording **specific criteria** that the Pre-service Teacher will need to meet to be deemed as making satisfactory progress. Professional conduct criteria should be met immediately and maintained. Teaching concerns must be met within a negotiated timeframe
- 4. **Following notification** continue to monitor the Pre-service Teacher's progress

INFORMATION FOR PRE-SERVICE TEACHERS

- **Know the areas of concern** and the expectations required of you to meet and maintain the criteria in the designated timeframe
- **Action** the Notification 1 form in your Sonia account
- **Liaise with your Supervising Teacher** to address the areas of concern
- **Seek additional support and advice**



INFORMATION FOR UNIVERSITY ADVISORS

- Ensure procedures are followed and appropriately documented
- Ensure the Notification 1 Form is actioned through Sonia by all parties
- Notify the PEX Unit and relevant Academic Program Director of the Notification 1 implementation
- Follow up with the Supervising Teacher and Pre-service Teacher and if necessary, assist with the implementation of Notification 2 or Final Notification

OUTCOMES FROM NOTIFICATION 1

The table below outlines the action required if the criteria outlined in Notification 1 are not met and maintained in the specified timeframe:

Scenario	Action
Scheduled placement days complete	Unsatisfactory report issued
Scheduled placement days incomplete	Notification 2 issued
Placement terminated under Code of Practice (see note)	Final Notification issued

Note: University of Wollongong Code of Practice - Student Professional Experience states: "There may be circumstances in which the Faculty or the Host Organisation, in consultation with the Faculty, determines that it is unable to continue a student professional experience owing to the student's performance." This will result in an early termination and an unsuccessful professional experience.

PROCESS FOR IMPLEMENTING NOTIFICATION 2

The Supervising Teacher will initiate the Notification 2 by:

1. **Gathering supporting documentation** as per the Notification 1 procedure
2. **Inform the University, the In-school Coordinator and the Pre-service Teacher**
3. **Contact the PEX Unit** and request a Notification 2 and Final Notification form be provided in Sonia
4. **Arrange a meeting** attended by the Supervising Teacher, Pre-service Teacher and University Advisor/Professional Experience Liaison and Relationship Manager. Follow the same procedures that were undertaken in the Notification 1 meeting, including the completion of the Notification 2 form.
5. **Following notification** continue to monitor the Pre-service Teacher's progress

INFORMATION FOR PRE-SERVICE TEACHERS

- **Know the areas of concern** and the expectations required of you to meet and maintain the criteria in the designated timeframe
- **Action** the Notification 2 form in your Sonia account
- **Liaise with your Supervising Teacher** to address the areas of concern
- **Seek additional support and advice**

INFORMATION FOR UNIVERSITY ADVISORS

- Ensure the above procedures are followed and appropriately documented
- Ensure the Notification 2 Form is actioned through Sonia by all parties
- Notify the PEX Unit, Professional Experience Liaison and Relationship Manager and the Academic Program Director of the Notification 2 implementation
- Follow up with the Supervising Teacher and Pre-service Teacher
- If necessary assist to implement a Final Notification



OUTCOMES FROM NOTIFICATION 2

The table below outlines the action required if the criteria outlined in Notification 2 **are not met and maintained** in the specified timeframe

Scenario	Action
Scheduled placement days completed	Unsatisfactory report issued
Scheduled placement days incomplete	Final notification issued and placement terminated

PROCESS FOR IMPLEMENTING A FINAL NOTIFICATION

Final Notification should be implemented when:

- The Pre-service Teacher has not fulfilled the Notification 2 criteria within the specified timeframe or
- The Pre-service Teacher's conduct or teaching performance is detrimental to student welfare and/or their learning
- The Pre-service Teacher who is placed on a Final Notification **has not satisfied** (failed) the requirements of the professional experience.

INFORMATION FOR SUPERVISING TEACHERS AND UNIVERSITY ADVISORS

The Final Notification should be initiated by the In-school Coordinator/School Principal in conjunction with the Professional Experience Liaison and Relationship Manager or university appointed Academic. Ensure that all parties are aware of the Final Notification implementation, including the Pre-service Teacher.

1. **Gather documentation** as per the Notification 1 procedure. There should be clear evidence supporting the determination of an unsuccessful professional experience.
2. **Arrange a meeting** attended by the Supervising Teacher, the university representative, the Pre-service Teacher and if applicable the In-school Coordinator/Principal.
3. **At the meeting**
 - The university representative will facilitate the proceedings
 - Discuss with specific reference to the supporting documentation how the Pre-service Teacher has not met the requirements of the professional experience
 - University representative to inform the Pre-service Teacher of the various types of support available to them after the completion of the professional experience
 - Complete the Final Notification

INFORMATION FOR PRE-SERVICE TEACHERS

When your Professional Experience has been terminated or you have received an Unsatisfactory Australian Professional Standards for Teachers Professional Experience Report you are required to make an appointment with the Head of Students and/or the Academic Program Director to discuss the outcome of the PEX. This meeting will determine implications on course progression and strategies to prepare you for future PEX. You will be required to complete a support module prior to being placed in a school to repeat the failed PEX.

PROFESSIONAL EXPERIENCE SUPPORT MODULE

In the unfortunate event that you are found to be unsatisfactory during the placement, you will be required to complete a *Professional Experience Support Module* before attending your next PEX placement. The module aims to address key components of PEX based on Australian Professional Standards for Teachers. This PEX Support Module is a priority if you wish to attend your next placement and it is your responsibility to ensure you are available to participate.



BACHELOR OF PRIMARY EDUCATION: IMMERSION DAYS

Immersion Dates	<p>10 Immersion Days: Thursdays commencing 21 March to 11 April and 2 May to 6 June 2019 (School Calendar Term 1: Weeks 8 – 11 and Term 2: Weeks 1 – 6)</p> <p>Note: Pre-service Teachers can be placed in pairs during the 10 Immersion Days</p> <p>Note: This Immersion is followed by the supervised PEX 1 undertaken at the same school: two-week block: 17 June to 28 June 2019.</p>
Required Number of Days	10 days
Subject Code	EDPD201
Feedback and Reporting Requirements	<p>10 Immersion Days: If a Pre-service Teacher is not meeting the expectations required of them during the Immersion or the school has concerns with the Pre-service Teacher's professional conduct please contact the PEX Unit immediately. Pre-service Teachers can be placed on notification for unsatisfactory progress if they do not meet the requirements and professional expectations during the Immersion Days.</p> <p>A report is <u>NOT</u> required at the completion of the Immersion Days.</p>
Observations and Experiences	<p>Immersion Days: The purpose of the In-school Immersion Program is to immerse Pre-service Teachers in the culture of schools so that they gain an understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, teacher-pupil interaction, and behaviour management strategies.</p> <p>The Principal or In-school Coordinator may also provide opportunities or activities for Pre-service Teachers to be engaged across the whole school setting.</p> <p>Pre-service Teachers may support teachers and professional staff in tasks that the Principal or In-school Coordinator make available. It is recommended that Pre-service Teachers be allocated to different teachers and professional staff at various locations within the school.</p>
Immersion Program Overview	
<p>The purpose of the In-school Immersion Program is to immerse Pre-service Teachers in the culture of schools. Pre-service Teachers will benefit greatly from gaining first-hand knowledge of how schools and classrooms operate. In an ideal scenario, students would be placed on a weekly rotation being given the opportunity to observe and assist in a variety of contexts including all stages of classrooms, the front office, the library, the duty roster, etc. Understanding the culture of schools, their purpose and their organisational structures will provide Pre-service Teachers with a solid foundation for their overall course and future careers. Immersion also provides Pre-service Teachers with greater opportunities to make the links between the theories and pedagogies that are studied at university. The Immersion will allow Pre-service Teachers to observe appropriate school and classroom organisation and behaviour management strategies. This program acknowledges that practising teachers play an integral role in the overall education of future teachers.</p> <p>Tasks may include, but are not limited to:</p> <ul style="list-style-type: none"> • Working one-on-one with a child • Supervising small groups • Reading to a group or the whole class • Helping to prepare school plays/musical concerts • Assisting in the library • Assisting in the front office • Support/assist teachers on field trips • Help organise/develop reading materials/maths materials • Help in outdoor activities • Observe/assist children with computers • Support teachers before and during creative arts/music/choir/drama activities • Assist children during a writing workshop 	
Linking Immersion and PEX 1 (two-week block)	<p>Following the Immersion Program, the Pre-service Teachers will return to your school for a two-week PEX block.</p> <p>In Week 1 of Term 2 - Please identify the staff member/s who will be the Supervising Teacher/s for the two-week professional experience block. Pre-service Teachers may be placed in pairs with one Supervising Teacher for this PEX, if required.</p>



BACHELOR OF PRIMARY EDUCATION: PROFESSIONAL EXPERIENCE 1 – PEX 1

Professional Experience Dates	<p>Two-week block: 17 June to 28 June 2019</p> <p>Note: Pre-service Teachers may be placed in pairs with one Supervising Teacher for this PEX, if required.</p> <p>Note: This PEX 1 follows the Immersion Days undertaken at the same school</p>
Required Number of Days	10 days Supervised Professional Experience
Subject Code	EDPD201
Pre-Professional Experience Requirements	<p>Before commencing the two-week block PEX, Pre-service Teachers must meet with their Supervising Teacher to ensure they are familiar with:</p> <ul style="list-style-type: none"> • school expectations, policies and procedures • class/stage teaching programme • classroom expectations, routines and procedures
Feedback and Reporting Requirements	<p>Regular oral and written feedback should be provided with a minimum of three lesson feedback forms completed each week.</p> <p>Towards the end of week one discuss with the Pre-service Teacher their progress and set goals for week two using the <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i> and the relevant PEX report.</p> <p>An <i>Australian Professional Standards for Teachers Professional Experience Report 2019</i> is to be submitted at the completion of the two-week block.</p>
Minimum Teaching Allocation	<p>Week One - Plan and implement a minimum of 6 hours of teaching with activities that focus on individuals, small groups and whole class</p> <p>Week Two - Pre-service Teachers should complete a minimum of 8 hours of teaching involving class organisation and/or consecutive lessons</p>
Observations and Experiences	<p>When not teaching, Pre-service Teachers should be assisting their Supervising Teacher, working on planning upcoming lessons, observing teaching, or contributing to other school activities/duties alongside the Supervising Teacher. The Supervising Teacher and In-school Coordinator may also request Pre-service Teachers to observe and/or assist other teachers or staff beyond their allocated classroom.</p>
Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher. • Lesson Plans must be written for all lessons and <u>must</u> be presented to the Supervising Teacher a <u>minimum of 24 hours</u> before the lesson is taught to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation. • Lesson Self-Reflection templates should be completed on a daily basis to support professional dialogue and improve teaching practice.
EDPD201 Focus Areas	<ul style="list-style-type: none"> • Developing interpersonal communication skills through involvement in classroom and whole school activities • Interacting professionally with staff, students and the broader school community • Demonstrating a genuine interest and concern in children, their welfare and activities • Developing an understanding of how schools and classrooms are organised and managed • Gaining experiences in the six KLAs through observation, immersion and teaching



BACHELOR OF PRIMARY EDUCATION: PROFESSIONAL EXPERIENCE 2 – PEX 2

Professional Experience Dates	Three-week block: 4 November to 22 November 2019
Required Number of Days	15 days Supervised Professional Experience
Subject Code	EDPD202
Pre-Professional Experience Requirements	<p>Before commencing this professional experience, Pre-service Teachers must contact/meet with their Supervising Teacher to ensure they are familiar with:</p> <ul style="list-style-type: none"> • school expectations, policies and procedures • class/stage teaching programme • classroom expectations, routines and procedures • students' learning needs
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided, with a minimum of three Supervising Teacher Lesson Feedback Templates completed each week • Before the midway point of the professional experience, <u>discussions</u> should be held with the Pre-service Teacher to assess their progress and set goals, using the <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i> and the relevant professional experience report • An <i>Australian Professional Standards for Teachers Professional Experience Report 2019</i> is to be submitted at the completion of the three-week block
Minimum Teaching Allocation	<p>Week One - Teaching to commence on day one of the three-week block. 8 hours of teaching including whole lessons (full lesson plans)</p> <p>Week Two - 10 hours of teaching with activities that focus on individuals, small groups and whole class (use lesson plans and daybook at the Supervising Teacher's discretion)</p> <p>Week Three - 15 hours of teaching, comprising of at least two to three full days of teaching (start to use a program and daybook)</p>
Observations and Experiences	When not teaching, Pre-service Teachers should be assisting their Supervising Teacher, working on planning upcoming lessons, observing teaching, or contributing to other school activities/duties alongside the Supervising Teacher. The Supervising Teacher and In-school Coordinator may also request Pre-service Teachers to observe and/or assist other teachers or staff beyond their allocated classroom.
Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher. • Lesson Plans must be written for all lessons and <u>must</u> be presented to the Supervising Teacher a <u>minimum of 24 hours</u> before the lesson is taught to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation. • Lesson Self-Reflection Templates should be completed on a daily basis to support professional dialogue and improve teaching practice
EDPD202 Focus Areas	<ul style="list-style-type: none"> • Developing interpersonal communication skills required to interact effectively and professionally with staff, students and the broader school community • Planning, implementing and evaluating individual lessons and/or sequences of lessons in the six KLAs • Implementing a range of strategies to create and maintain supportive and safe learning environments • Engaging in self-reflection and collegial discussions to improve teaching practice



BACHELOR OF PRIMARY EDUCATION: PROFESSIONAL EXPERIENCE 3 – PEX 3

Professional Experience Dates	Four-week block: 3 June to 28 June 2019
Required Number of Days	20 days Supervised Professional Experience
Subject Code	EDPD301
Pre-Professional Experience Requirements	<p>Before commencing this professional experience, Pre-service Teachers must contact/meet with their Supervising Teacher to ensure they are familiar with:</p> <ul style="list-style-type: none"> • school expectations, policies and procedures • class/stage teaching programme • classroom expectations, routines and procedures • students' learning needs <p>Pre-service Teachers must visit their allocated school prior to the professional experience to meet with their Supervising Teacher to discuss the classroom programme and school expectations.</p>
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided, with a minimum of three lesson feedback forms completed each week • Before the midway point of the professional experience, <u>discussions</u> should be held with the Pre-service Teacher to assess their progress and set goals, using the <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i> and the relevant professional experience report • An <i>Australian Professional Standards for Teachers Professional Experience Report 2019</i> is to be submitted at the completion of the four-week block
Minimum Teaching Allocation	<p>Weeks One and Two - Teaching must commence on day 1 of the four-week block. Pre-service Teachers should teach a minimum of two to three teaching blocks per day</p> <p>Weeks Three and Four - Pre-service Teachers should teach the equivalent of 0.8 of a full teaching load</p>
Observations and Experiences	When not teaching, Pre-service Teachers should be assisting their Supervising Teacher, working on planning upcoming lessons, observing teaching, or contributing to other school activities/duties alongside the Supervising Teacher. The Supervising Teacher and In-school Coordinator may also request Pre-service Teachers to observe and/or assist other teachers or staff beyond their allocated classroom.
Planning, Preparation and Reflection Requirements	<p>Weeks One and Two - Pre-service Teachers should teach from the Supervising Teacher's planned program. Lesson plans / Daybook must be written and presented to the Supervising Teacher a <u>minimum of 24 hours</u> before teaching to allow reasonable time for feedback to be made and discussed, and appropriate adjustments made prior to implementation.</p> <p>Weeks Three and Four - Pre-service Teachers will work with the Supervising Teacher to develop a two-week teaching program and planning / daybook (planning requirements at the Supervising Teacher's discretion). Daybooks must show lesson notes, preparation (including specific examples to be taught), anecdotal notes and teaching/learning reflections.</p> <p>Throughout the professional experience Pre-service Teachers must:</p> <ul style="list-style-type: none"> • Prepare and organise equipment and resources for each lesson taught • Complete Self-reflections daily to support professional dialogue with their Supervising Teacher and improve teaching practice • Keep copies of all lesson plans, self-reflections and lesson feedback forms for later reflection and subsequent professional experiences
EDPD301 Focus Areas	<ul style="list-style-type: none"> • Demonstrating interpersonal communication skills required to interact effectively and professionally with staff, students and the broader school community • Demonstrating a genuine interest in children, their welfare and the teaching profession • Competently planning, implementing, assessing and evaluating lesson sequences and units of work in the six KLAs • Demonstrating involvement in the full teaching and learning cycle. This should include opportunities to review data and evidence about student learning, to implement both formative and summative assessment, and to provide feedback to students • Contributing positively to the school community beyond the classroom • Demonstrating the capacity to create and maintain supportive and safe learning environments • Demonstrating competency to progress to the Internship



BACHELOR OF PRIMARY EDUCATION: PROFESSIONAL EXPERIENCE 4 AND INTERNSHIP – PEX 4

Professional Experience Dates	<p>Six-week block: 12 August to 20 September 2019</p> <p>Honours Students Six-week block: 9 September to 27 September 2019 and 14 October to 1 November, 2019</p> <p>Note: Weeks 1 – 2: Supervised Professional Experience Weeks 3 – 6: Internship</p>
Required Number of Days	10 days Supervised Professional Experience plus 20 days Internship
Subject Code	EDPD402
Pre-Internship Requirements	<p>Before commencing this professional experience, Pre-service Teachers must contact/meet with their Supervising Teacher to ensure they are familiar with:</p> <ul style="list-style-type: none"> school expectations, policies and procedures class/stage teaching programme classroom expectations, routines and procedures students' learning needs <p>Interns must visit their allocated school before the end of school Term 2 to meet with their Co-operating Teacher to discuss the classroom programme and school expectations. Interns must commence teaching on day 1 of the six-week block.</p>
Feedback, Reporting and Assessment Requirements	<ul style="list-style-type: none"> During the two-week supervised PEX regular oral and written feedback should be provided to determine if the Pre-Service Teacher is demonstrating evidence of achieving the Graduate Teacher Standard A Final Year Australian Professional Standards for Teachers Interim Report - Primary is to be submitted to Sonia at the conclusion of week two Regular oral and written feedback should continue to be provided during the Internship with a minimum of three lesson feedback forms completed each week Before the midway point of the Internship, <u>discussions</u> should be held with the Pre-service Teacher to assess their progress and set goals, using the Australian Professional Standards for Teachers – Evidence Guide for Graduate Level and the relevant professional experience report An <i>Australian Professional Standards for Teachers Professional Experience Report 2019</i> is to be submitted at the completion of the Internship All Pre-service Teachers are required to successfully complete their Teacher Performance Assessment (TPA) for their final PEX. Please see the expectations for the TPA in the subject outline which your final PEX is embedded
Minimum Teaching Allocation	<p>Weeks One and Two - Pre-service Teachers commence teaching from day 1 with a reduced weekly teaching load</p> <p>Weeks Three to Six - <u>Interns</u> should teach the equivalent to 0.8 of a full teaching load (program and daybook)</p>
Planning, Preparation and Reflection Requirements	<p>PEX 4: Pre-service Teachers should commence teaching on day one.</p> <p>Planning / Daybook must be written and presented to the Supervising Teacher a <u>minimum of 24 hours</u> before teaching to allow reasonable time for feedback to be made and discussed, and appropriate adjustments made prior to implementation. Preparation and organisation of resources is expected for all teaching.</p> <p>Lesson Self-Reflection Templates should be completed on a daily basis to support professional dialogue and improve teaching practice.</p> <p>Internship: Pre-service Teachers will work with the Cooperating Teacher to develop a teaching program and daybook (planning requirements at the Cooperating Teacher's discretion). As the Internship is an extended period there is a strong emphasis on the planning and development of units of work across all KLAs. Daybooks must show lesson notes, preparation (including specific examples to be taught), anecdotal notes and teaching/learning reflections.</p> <p>Lesson Self-Reflection Templates should be completed on a daily basis to support professional dialogue that can assist Pre-service Teachers to seek advice on ways to develop professionally and improve teaching performance.</p>
EDPD402 Focus Areas	<ul style="list-style-type: none"> Accepting responsibility in an independent teaching position Displaying professional and ethical practices



	<ul style="list-style-type: none"> • Developing awareness, understanding and competencies in the specific roles and responsibilities of a primary school teacher and, as far as possible, effectively participate in these roles and responsibilities • Planning, implementing, and evaluating contemporary units of work that are well grounded in educational research, state and system policy frameworks and designed to maximise student engagement and learning • Demonstrating involvement in the full teaching and learning cycle. This should include opportunities to review data and evidence about student learning, to implement both formative and summative assessment to differentiate the needs of students, and to provide feedback to students • Understanding the nature of schools as workplaces and their associated values, routines and cultures and comply with all policies and procedures • Communicating and interacting professionally with staff, students and the broader school community • Demonstrating an awareness of and respect other people in the school and the community whose work supports the classroom teacher, and their roles and responsibilities • Assessing and reporting on student learning fairly and equitably • Contributing positively to the school community beyond the classroom • Satisfactorily completing an intensive period of in-school experience that effectively inducts them into the nature, structure and organisation of schools and the work, roles and responsibilities of teachers
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BACHELOR OF HEALTH AND PHYSICAL EDUCATION: PROFESSIONAL EXPERIENCE 1 AND 2 – PEX 1 & 2

Professional Experience Dates	<p>PEX 1: 10 Rolling Days - Fridays commencing 22 March to 12 April and 3 May to 7 June 2019 (School Calendar Term 1: Weeks 8 – 11 and Term 2: Weeks 1 – 6)</p> <p>PEX 2: Three-week block - 18 November to 6 December 2019</p>
Required Number of Days	25 days Supervised Professional Experience
Subject Code	EDPS111 and EDPS201
Pre-Professional Experience Requirements	<p>PEX 1: Pre-service Teachers are required to contact the In-school Coordinator to confirm first day organisation for the Rolling Days.</p> <p>PEX 2: Before commencing this professional experience, Pre-service Teachers must contact/meet with their Supervising Teacher to ensure they are familiar with:</p> <ul style="list-style-type: none"> • school expectations, policies and procedures • class/stage teaching programme • classroom expectations, routines and procedures • students' learning needs
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided, with a minimum of one lesson feedback form completed each day students teach • PEX 1: A Professional Experience Interim Report – 2nd Year Health and Physical Education is to be submitted at the completion of the 10 Rolling Days • PEX 2: Before the midway point of the three-week professional experience, <u>discussions</u> should be held with the Pre-service Teacher to assess their progress and set goals, using the Australian Professional Standards for Teachers – Evidence Guide for Graduate Level and the relevant professional experience report • An <i>Australian Professional Standards for Teachers Professional Experience Report 2019</i> is to be submitted at the completion of the three-week block
Minimum Teaching Allocation	<p>PEX 1: Rolling Days - Pre-service Teachers may be involved in assisting the Supervising Teacher in activities such as teaching small groups, assisting individual students, teaching lesson segments and team teaching as appropriate</p> <p>PEX 2: Three-week block - The professional experience should concentrate on supporting and assisting Pre-service Teachers to gain confidence working with secondary pupils</p> <p>Week 1 - Pre-service Teachers should be engaged in productive teaching. This should be achieved in the following ways:</p> <ul style="list-style-type: none"> • Continue observation of the Supervising Teacher's lessons and; • Teaching segments of lessons (eg. lesson introduction) with other Pre-service Teachers or experienced teachers; and • Teaching small groups; and • Team teaching; and • Teaching part or whole lessons where appropriate <p>Week 2 - Pre-service Teachers would be expected to teach whole classes for approximately: 7 x 40 minute teaching periods per week <i>plus</i> sport and 6 x 40 minute timetabled observation periods per week; OR 6 x 50 minute teaching periods per week <i>plus</i> sport and 5 x 50 minute timetabled observation periods per week; OR 5 x 60 minute teaching periods per week <i>plus</i> sport and 4 x 60 minute timetabled observation periods per week</p> <p>Week 3 - Pre-service Teachers would be expected to teach whole classes for: 14/15 x 40 minute teaching periods per week <i>plus</i> sport and 6 x 40 minute timetabled observation periods per week; OR 11/12 x 50 minute teaching periods per week <i>plus</i> sport and 5 x 50 minute timetabled observation periods per week; OR 9/10 x 60 minute teaching periods per week <i>plus</i> sport and 4 x 60 minute timetabled observation periods per week</p>
Observation and Experiences	<p>PEX 1: Rolling Days - Pre-service Teachers need to experience the culture of schools and gain an understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, teacher-pupil interaction and behaviour management strategies.</p>



	<p>Students may assist the Supervising Teacher in team teaching practices however, as this is the student's introductory professional experience, they should not be teaching whole classes independently. Students may work towards teaching small groups or lesson segments on their own.</p> <p>PEX 2: Three-week block - Pre-service Teachers are required to attend the timetabled observation periods. When not teaching or observing, Pre-service Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, eg. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other teachers (including other methods). Pre-Service Teachers are required to remind their Supervising Teacher(s) about completing the lesson feedback templates to assist in guiding their Pre-service Teacher development.</p>
Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher. • Lesson plans must be written for all lessons and <u>must</u> be presented to the Supervising Teacher a <u>minimum of 24 hours</u> before the lesson is taught (or as negotiated with the Supervising Teacher) to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation. • Lesson Self-reflection templates should be completed on a daily basis to support professional dialogue and improve teaching practice. • Pre-service Teachers are expected to keep copies of all lesson plans and self-reflections, being readily available for lesson improvement, supervisory purposes and subsequent professional experiences.
EDPS111 and EDPS201 Focus Areas	<ul style="list-style-type: none"> • Plan, implement and evaluate engaging lessons in PDHPE • Develop further confidence in the skills of teaching PDHPE • Collect a range of appropriate PDHPE resources • Reflect on their teaching practice against the <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i> for a Graduate Teacher • Display awareness of the importance of developing professional interpersonal relationships • Display interest in secondary school students and their welfare • Reflect on the observations of experienced Teachers to develop greater understanding of individual teaching styles



BACHELOR OF HEALTH AND PHYSICAL EDUCATION: PROFESSIONAL EXPERIENCE 3 – PEX 3

Professional Experience Dates	Four-week block: 3 June to 28 June 2019
Required Number of Days	20 days Supervised Professional Experience
Subject Code	EDPS301
Pre-Professional Experience Requirements	<p>Before commencing this professional experience, Pre-service Teachers must contact/meet with their Supervising Teacher to ensure they are familiar with:</p> <ul style="list-style-type: none"> school expectations, policies and procedures class/stage teaching programme classroom expectations, routines and procedures students' learning needs
Feedback and Reporting Requirements	<ul style="list-style-type: none"> Regular oral and written feedback should be provided, with a minimum of three lesson feedback forms completed each week during the four-week block Before the midway point of the four-week professional experience, <u>discussions</u> should be held with the Pre-service Teacher to assess their progress and set goals, using the <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i> and the relevant professional experience report An <i>Australian Professional Standards for Teachers Professional Experience Report 2019</i> is to be submitted at the completion of the four-week block
Minimum Teaching Allocation	<p>Week 1 - Pre-service Teachers would be expected to teach whole classes for: 14/15x40 minute teaching periods per week <i>plus</i> sport and 6x40 minute timetabled observation periods per week; OR 11/12x50 minute teaching periods per week <i>plus</i> sport and 5x50 minute timetabled observation periods per week; OR 9/10x60 minute teaching periods per week <i>plus</i> sport and 4x60 minute timetabled observation periods per week</p> <p>Weeks 2 to 4 - Pre-service Teachers would be expected to teach whole classes for: 17/18x40 minute teaching periods per week <i>plus</i> sport and 5x40 minute timetabled observation periods per week; OR 13/14x50 minute teaching periods per week <i>plus</i> sport and 4x50 minute timetabled observation periods per week; OR 11/12x60 minute teaching periods per week <i>plus</i> sport and 3x60 minute timetabled observation periods per week</p>
Observation and Experiences	Pre-service Teachers are required to attend the timetabled observation periods. When not teaching or observing, Pre-service Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, eg. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other Teachers (including other methods).
Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> Teaching must commence on day one of the four-week block. All lesson planning should be done in consultation with the Supervising Teacher. Lesson plans must be written for all lessons and <u>must</u> be presented to the Supervising Teacher a <u>minimum of 24 hours</u> before the lesson is taught (or as negotiated with the Supervising Teacher) to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation. Lesson Self-Reflection Templates should be completed on a daily basis to support professional dialogue and improve teaching practice. Pre-service Teachers are expected to keep copies of all lesson plans and self-reflections, being readily available for lesson improvement, supervisory purposes and subsequent professional experiences. Pre-service Teachers are required to remind their Supervising Teacher(s) about completing the lesson feedback templates to assist in guiding their development.
EDPS301 Focus Areas	<ul style="list-style-type: none"> Demonstrate confidence in teaching a range of subject content in PDHPE Display competence in planning, implementing and evaluating lessons in PDHPE



	<ul style="list-style-type: none"> • Demonstrating involvement in the full teaching and learning cycle. This should include opportunities to review data and evidence about student learning, to implement both formative and summative assessment, and to provide feedback to students • Display competence in the development of professional interpersonal relationships • Further develop a personal teaching style • Recognise and cater for student diversity • Reflect on their teaching practice against the <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i> for a Graduate Teacher • Demonstrate a willingness to contribute to the school beyond the classroom and Education
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BACHELOR OF HEALTH AND PHYSICAL EDUCATION: PROFESSIONAL EXPERIENCE 4 AND INTERNSHIP – PEX 4

Professional Experience Dates	<p>Seven-week block: 12 August to 27 September 2019</p> <p>Note: Weeks 1 – 3: Supervised Professional Experience (12 Aug – 30 Aug) Weeks 4 – 7: Internship (2 Sept – 27 Sept)</p>
Required Number of Days	35 days total (15 days Supervised PEX plus 20 days Internship)
Subject Code	EDPS402
Pre-Internship Requirements	<p>Before commencing this professional experience, Pre-service Teachers must contact/meet with their Supervising Teacher to ensure they are familiar with:</p> <ul style="list-style-type: none"> school expectations, policies and procedures class/stage teaching programme classroom expectations, routines and procedures students' learning needs
Feedback, Reporting and Assessment Requirements	<ul style="list-style-type: none"> In the initial three weeks of professional experience regular oral and written feedback should be provided to determine if the Pre-Service Teacher is demonstrating evidence of achieving the Graduate Teacher Standard A Final Year Australian Professional Standards for Teachers Interim Report – Health and Physical Education is to be submitted to Sonia at the conclusion of week three Regular oral and written feedback should continue to be provided during the Internship with a minimum of three lesson feedback forms completed each week Before the beginning of the Internship, <u>discussions</u> should be held with the Pre-service Teacher to assess their progress and set goals, using the Australian Professional Standards for Teachers – Evidence Guide for Graduate Level and the relevant professional experience report An <i>Australian Professional Standards for Teachers Professional Experience Report 2019</i> to be submitted to Sonia at the completion of the Internship All Pre-service Teachers are required to successfully complete their Teacher Performance Assessment (TPA) for their final professional experience. Please see the expectations for the TPA in the subject outline which your final professional experience is embedded
Minimum Teaching Allocation	As a general principle, Pre-service Teachers should commence their Supervised Professional Experience period with a reduced teaching load and increase this to 0.8 of a full teaching load by week three of the Supervised Professional Experience and throughout their Internship.
Planning, Preparation and Reflection Requirements	<p>PEX 4: Pre-service Teachers should commence teaching on day one.</p> <p>Lesson plans must be written and <u>must be presented to the Supervising Teacher a minimum of 24 hours</u> before the lesson is taught (or as negotiated with the Supervising Teacher) to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation. Preparation and organisation of resources is expected for all teaching.</p> <p>Lesson Self-reflection templates should be completed on a daily basis to support professional dialogue and improve teaching practice.</p> <p>Internship: Pre-service Teachers will work with the Cooperating Teacher to develop a teaching program and daybook (planning requirements at the Cooperating Teacher's discretion). As the Internship is an extended period there is a strong emphasis on the planning and development of units of work. Daybooks must show lesson notes, preparation (including specific examples to be taught), anecdotal notes and teaching/learning reflections.</p> <p>Because the Internship is an extended period there is a strong emphasis on the planning and development of a sequence of lessons that constitute one or more units of work with classes taught. Unit plans should be discussed with the Cooperating Teacher well before lessons are implemented.</p> <p>Lesson Self-reflection templates should be completed on a daily basis to support professional dialogue that can assist Pre-service Teachers to seek advice on ways to develop professionally and improve teaching performance.</p> <p>Pre-service Teachers are required to remind their Supervising Teacher(s) about completing the lesson feedback templates to assist in guiding their development.</p>
EDPP402 Internship Focus Areas	<p>Interns are expected to:</p> <ul style="list-style-type: none"> Satisfactorily complete an intensive period of in-school experience that inducts them into the nature, structure and organisation of schools and the work, roles and responsibilities of Teachers Understand the nature of schools as workplaces and their associated values, routines and cultures



	<ul style="list-style-type: none"> • Accept responsibility in an independent teaching position • Display effective interpersonal communication skills and interact professionally with staff, students and the broader school community • Develop positive interpersonal relationships with students and staff • Plan, implement, assess and evaluate contemporary units of work and lessons in PDHPE that are well grounded in educational research, state and system policy frameworks and designed to maximise student engagement and learning • Demonstrating involvement in the full teaching and learning cycle. This should include opportunities to review data and evidence about student learning, to implement both formative and summative assessment, and to provide feedback to students • Assess students learning fairly and equitably • Develop an awareness of and respect for other people in the school and the community whose work supports the classroom teacher, and their roles and responsibilities (eg. Deputy Principal, Curriculum Coordinator, School Counsellor, etc) • Display a professional attitude towards teaching and the teacher's role in the school • Contribute positively to the school beyond the classroom and Education • Demonstrate the practical consolidation of the Graduate Teacher level of the <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i>. • Demonstrated an understanding of Department of Education, NSW Education Standards Authority (NESA) and AITSL documents
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BACHELOR OF MATHEMATICS EDUCATION: PROFESSIONAL EXPERIENCE 1 AND 2 – PEX 1 & 2

Professional Experience Dates	<p>PEX 1: 10 Rolling Days – Fridays commencing 22 March to 12 April and 3 M to 7 June 2019 (School Calendar Term 1: Weeks 8 – 11 and Term 2: Weeks 1 – 6)</p> <p>PEX 2: Three-week block - 18 November to 6 December 2019</p>
Required Number of Days	25 days Supervised Professional Experience
Subject Code	EDPS111 and EDPS201
Pre-Professional Experience Requirements	<p>PEX 1: Pre-service Teachers are required to contact the In-school Coordinator to confirm first day organisation for the Rolling Days.</p> <p>PEX 2: Before commencing this professional experience, Pre-service Teachers must contact/meet with their Supervising Teacher to ensure they are familiar with:</p> <ul style="list-style-type: none"> • school expectations, policies and procedures • class/stage teaching programme • classroom expectations, routines and procedures • students' learning needs
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided, with a minimum of one lesson feedback form completed each day students teach • PEX 1: A Professional Experience Interim Report – 2nd Year Mathematics is to be submitted at the completion of the 10 Rolling Days • PEX 2: Before the midway point of the three-week professional experience, <u>discussions</u> should be held with the Pre-service Teacher to assess their progress and set goals, using the Australian Professional Standards for Teachers – Evidence Guide for Graduate Level and the relevant professional experience report • An <i>Australian Professional Standards for Teachers Professional Experience Report 2019</i> is to be submitted at the completion of the three-week block
Minimum Teaching Allocation	<p>PEX 1: Rolling Days Pre-service Teachers may be involved in assisting the Supervising Teacher in activities such as teaching small groups, assisting individuals students, teaching lesson segments and team teaching as appropriate</p> <p>PEX 2: Three-week block - The professional experience should concentrate on supporting and assisting Pre-service Teachers to gain confidence working with secondary pupils</p> <p>Week 1 - Pre-service Teachers should be engaged in productive teaching, this could be achieved in the following ways:</p> <ul style="list-style-type: none"> • Observation of the Supervising Teacher's lessons; • Teaching segments of lessons (e.g. lesson introduction) with other Pre-service Teachers or experienced Teachers; • Teaching small groups; • Team teaching; and • Teaching whole lessons if appropriate <p>Week 2 - Pre-service Teachers would be expected to teach whole classes for approximately: 7 x 40 minute teaching periods per week <i>plus</i> sport and 6 x 40 minute timetabled observation periods per week; OR 6 x 50 minute teaching periods per week <i>plus</i> sport and 5 x 50 minute timetabled observation periods per week; OR 5 x 60 minute teaching periods per week <i>plus</i> sport and 4 x 60 minute timetabled observation periods per week</p> <p>Week 3 - Pre-service Teachers would be expected to teach whole classes for: 14/15x40 minute teaching periods per week <i>plus</i> sport and 6x40 minute timetabled observation periods per week; OR 11/12x50 minute teaching periods per week <i>plus</i> sport and 5x50 minute timetabled observation periods per week; OR 9/10x60 minute teaching periods per week <i>plus</i> sport and 4x60 minute timetabled observation periods per week</p>



Observation and Experiences	<p>PEX 1: Rolling Days - Pre-service Teachers need to experience the culture of schools and gain an understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, teacher-pupil interaction and behaviour management strategies.</p> <p>PEX 2: Three-week block - Pre-service Teachers are required to attend the timetabled observation periods. When not teaching or observing, Pre-service Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, eg. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other Teachers (including other methods). Pre-Service Teachers are required to remind their Supervising Teacher(s) about completing the lesson feedback templates to assist in guiding their Pre-service Teacher development.</p>
Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher • Lesson plans must be written for all lessons and <u>must</u> be presented to the Supervising Teacher a <u>minimum of 24 hours</u> before the lesson is taught (or as negotiated with the Supervising Teacher) to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation • Lesson Self-reflection templates should be completed on a daily basis to support professional dialogue and improve teaching practice
EDPS111 and EDPS201 Focus Areas	<ul style="list-style-type: none"> • Plan, implement and evaluate engaging lessons in Mathematics • Develop further confidence in the skills of teaching Mathematics • Collect a range of appropriate Mathematics resources • Reflect on their teaching practice against the Graduate Teacher <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i> • Display awareness of the importance of developing professional interpersonal relationships • Display interest in secondary school students and their welfare • Reflect on the observations of experienced Teachers to develop greater understanding of individual teaching styles



BACHELOR OF MATHEMATICS EDUCATION: PROFESSIONAL EXPERIENCE 3 – PEX 3

Professional Experience Dates	Four-week block: 3 June to 28 June 2019
Required Number of Days	20 days Supervised Professional Experience
Subject Code	EDPS301
Pre-Professional Experience Requirements	<p>Before commencing this professional experience, Pre-service Teachers must contact/meet with their Supervising Teacher to ensure they are familiar with:</p> <ul style="list-style-type: none"> • school expectations, policies and procedures • class/stage teaching programme • classroom expectations, routines and procedures • students' learning needs
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided, with a minimum of three lesson feedback forms completed each week during the four-week block • Before the midway point of the four-week professional experience, <u>discussions</u> should be held with the Pre-service Teacher to assess their progress and set goals, using the <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i> and the relevant professional experience report • An <i>Australian Professional Standards for Teachers Professional Experience Report 2019</i> is to be submitted at the completion of the four-week block
Minimum Teaching Allocation	<p>Week 1 - Pre-service Teachers would be expected to teach whole classes for: 14/15x40 minute teaching periods per week <i>plus</i> sport and 6x40 minute timetabled observation periods per week; OR 11/12x50 minute teaching periods per week <i>plus</i> sport and 5x50 minute timetabled observation periods per week; OR 9/10x60 minute teaching periods per week <i>plus</i> sport and 4x60 minute timetabled observation periods per week</p> <p>Weeks 2 to 4 - Pre-service Teachers would be expected to teach whole classes for: 17/18x40 minute teaching periods per week <i>plus</i> sport and 5x40 minute timetabled observation periods per week; OR 13/14x50 minute teaching periods per week <i>plus</i> sport and 4x50 minute timetabled observation periods per week; OR 11/12x60 minute teaching periods per week <i>plus</i> sport and 3x60 minute timetabled observation periods per week</p>
Observation and Experiences	Pre-service Teachers are required to attend the timetabled observation periods. When not teaching or observing, Pre-service Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, eg. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other Teachers (including other methods).
Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> • Pre-Service Teachers should commence teaching on day one • All lesson planning should be done in consultation with the Supervising Teacher • Lesson Self-reflection templates should be completed on a daily basis to support professional dialogue and improve teaching practice • Pre-service Teachers are expected to keep copies of all lesson plans and self-reflections, being readily available for lesson improvement, supervisory purposes and subsequent professional experiences • Pre-service Teachers are required to remind their Supervising Teacher(s) about completing the lesson feedback templates to assist in guiding their development <p>Weeks One and Two: Pre-service Teachers should teach from the Supervising Teacher's planned program. Lesson plans / Daybook must be written and presented to the Supervising Teacher a minimum of 24 hours before teaching to allow reasonable time for feedback to be made and discussed, and appropriate adjustments made prior to implementation.</p> <p>Weeks Three and Four: Pre-service Teachers will work with the Supervising Teacher to develop a two-week teaching program and planning / daybook (planning requirements at the Supervising</p>



	Teacher's discretion). Daybooks must show lesson notes, preparation (including specific examples to be taught), anecdotal notes and teaching/learning reflections.
EDPS301 Focus Areas	<ul style="list-style-type: none"> • Demonstrate confidence in teaching a range of subject content within a variety of teaching situations • Display competence in planning, implementing and evaluating lessons in Mathematics • Demonstrating involvement in the full teaching and learning cycle. This should include opportunities to review data and evidence about student learning, to implement both formative and summative assessment, and to provide feedback to students • Display competence in the development of professional interpersonal relationships • Further develop a personal teaching style • Recognise and cater for student diversity • Reflect on their teaching practice against the Graduate Teacher <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i> • Demonstrate a willingness to contribute to the school beyond the classroom and education



BACHELOR OF MATHEMATICS EDUCATION: PROFESSIONAL EXPERIENCE 4 AND INTERNSHIP – PEX 4

Professional Experience Dates	Seven-week block: 12 August to 27 September 2019 Note: Weeks 1 – 3: Supervised Professional Experience (12 Aug – 30 Aug) Weeks 4 – 7: Internship (2 Sept – 27 Sept)
Required Number of Days	35 days total (15 days Supervised Professional Experience + 20 days Internship)
Subject Code	EDPS402
Pre-Professional Experience Requirements	Before commencing this professional experience, Pre-service Teachers must contact/meet with their Supervising Teacher to ensure they are familiar with: <ul style="list-style-type: none"> • school expectations, policies and procedures • class/stage teaching programme • classroom expectations, routines and procedures • students' learning needs
Feedback, Reporting and Assessment Requirements	<ul style="list-style-type: none"> • In the initial three weeks of professional experience regular oral and written feedback should be provided to determine if the Pre-Service Teacher is demonstrating evidence of achieving the Graduate Teacher Standard • A Final Year Australian Professional Standards for Teachers Interim Report – Mathematics Education is to be submitted to Sonia at the conclusion of week three • Regular oral and written feedback should continue to be provided during the Internship with a minimum of three lesson feedback forms completed each week • Before the beginning of the Internship, <u>discussions</u> should be held with the Pre-service Teacher to assess their progress and set goals, using the Australian Professional Standards for Teachers – Evidence Guide for Graduate Level and the relevant professional experience report • An <i>Australian Professional Standards for Teachers Professional Experience Report 2019</i> to be submitted to Sonia at the completion of the Internship • All Pre-service Teachers are required to successfully complete their Teacher Performance Assessment (TPA) for their final professional experience. Please see the expectations for the TPA in the subject outline which your final professional experience is embedded
Minimum Teaching Allocation	As a general principle, Pre-service Teachers should commence their Supervised Professional Experience period with a reduced teaching load and increase this to 0.8 of a full teaching load by week three of the Supervised Professional Experience and throughout their Internship.
Planning, Preparation and Reflection Requirements	<p>PEX 4: Pre-service Teachers should commence teaching on day one.</p> <p>Planning / Daybook must be written and presented to the Supervising Teacher a <u>minimum of 24 hours</u> before teaching to allow reasonable time for feedback to be made and discussed, and appropriate adjustments made prior to implementation. Preparation and organisation of resources is expected for all teaching.</p> <p>Lesson Self-reflection templates should be completed on a daily basis to support professional dialogue and improve teaching practice.</p> <p>Internship: Pre-service Teachers will work with the Cooperating Teacher to develop a teaching program and daybook (planning requirements at the Cooperating Teacher's discretion). As the Internship is an extended period there is a strong emphasis on the planning and development of units of work. Daybooks must show lesson notes, preparation (including specific examples to be taught), anecdotal notes and teaching/learning reflections.</p> <p>Because the Internship is an extended period there is a strong emphasis on the planning and development of a sequence of lessons that constitute one or more units of work with classes taught. Unit plans should be discussed with the Cooperating Teacher well before lessons are implemented.</p> <p>Lesson Self-reflection templates should be completed on a daily basis to support professional dialogue that can assist Pre-service Teachers to seek advice on ways to develop professionally and improve teaching performance.</p>
EDPD404 Focus Areas	Interns are expected to: <ul style="list-style-type: none"> • Satisfactorily complete an intensive period of in-school experience that effectively inducts them into the nature, structure and organisation of schools and the work, roles and responsibilities of Teachers • Develop a professional learning plan for the extended professional experience • Accept professional responsibility in an increasingly independent teaching position • Display effective interpersonal communication skills and interact professionally with staff, students and the broader school community



	<ul style="list-style-type: none"> • Plan, implement, assess and evaluate contemporary units of work and lessons in Mathematics that are well grounded in educational research, state and system policy frameworks and designed to maximise student engagement and learning • Demonstrating involvement in the full teaching and learning cycle. This should include opportunities to review data and evidence about student learning, to implement both formative and summative assessment, and to provide feedback to students • Assess student learning fairly and equitably • Further develop the skill of reflection to analyse and improve teaching practice based on the Graduate Teacher <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i> • Develop an awareness of and respect other people in the school and the community whose work supports the classroom teacher, and their roles and responsibilities (eg. Deputy Principal, Curriculum Coordinator, Teacher's Aides, School Counsellor, etc) • Develop an individual teaching style • Demonstrate the practical consolidation of the Graduate Teacher level of the <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i>
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BACHELOR OF SCIENCE EDUCATION: PROFESSIONAL EXPERIENCE 1 AND 2 – PEX 1 & 2

Professional Experience Dates	<p>PEX 1: 10 Rolling Days – Fridays commencing 22 March to 12 April and 3 May to 7 June 2019 (School Calendar Term 1: Weeks 8 – 11 and Term 2: Weeks 1 – 6)</p> <p>PEX 2: Three-week block - 18 November to 6 December 2019</p>
Required Number of Days	25 days Supervised Professional Experience
Subject Code	EDPS111 and EDPS201
Pre-Professional Experience Requirements	<p>PEX 1: Pre-service Teachers are required to contact the In-school Coordinator to confirm first day organisation for the Rolling Days.</p> <p>PEX 2: Before commencing this professional experience, Pre-service Teachers must contact/meet with their Supervising Teacher to ensure they are familiar with:</p> <ul style="list-style-type: none"> • school expectations, policies and procedures • class/stage teaching programme • classroom expectations, routines and procedures • students' learning needs
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided, with a minimum of 1 lesson feedback form completed each day students teach • PEX 1: A Professional Experience Interim Report – 2nd Year Science is to be submitted at the completion of the 10 Rolling Days • PEX 2: Before the midway point of the three-week professional experience, <u>discussions</u> should be held with the Pre-service Teacher to assess their progress and set goals, using the Australian Professional Standards for Teachers – Evidence Guide for Graduate Level and the relevant professional experience report • An <i>Australian Professional Standards for Teachers Professional Experience Report 2019</i> is to be submitted at the completion of the three-week block
Minimum Teaching Allocation	<p>PEX 1: Rolling Days Pre-service Teachers may be involved in assisting the Supervising Teacher in activities such as teaching small groups, assisting individuals students, teaching lesson segments and team teaching as appropriate</p> <p>PEX 2: Three-week block - The professional experience should concentrate on supporting and assisting Pre-service Teachers to gain confidence working with secondary pupils</p> <p>Week 1 - Pre-service Teachers should be engaged in productive teaching, this could be achieved in the following ways:</p> <ul style="list-style-type: none"> • Observation of the Supervising Teacher's lessons; • Teaching segments of lessons (e.g. lesson introduction) with other Pre-service Teachers or experienced Teachers; • Teaching small groups; • Team teaching; and • Teaching whole lessons if appropriate <p>Week 2 - Pre-service Teachers would be expected to teach whole classes for approximately: 7 x 40 minute teaching periods per week <i>plus</i> sport and 6 x 40 minute timetabled observation periods per week; OR 6 x 50 minute teaching periods per week <i>plus</i> sport and 5 x 50 minute timetabled observation periods per week; OR 5 x 60 minute teaching periods per week <i>plus</i> sport and 4 x 60 minute timetabled observation periods per week</p> <p>Week 3 - Pre-service Teachers would be expected to teach whole classes for: 14/15x40 minute teaching periods per week <i>plus</i> sport and 6x40 minute timetabled observation periods per week; OR 11/12x50 minute teaching periods per week <i>plus</i> sport and 5x50 minute timetabled observation periods per week; OR 9/10x60 minute teaching periods per week <i>plus</i> sport and 4x60 minute timetabled observation periods per week</p>



Observation and Experiences	<p>PEX 1: Rolling Days: Pre-service Teachers need to experience the culture of schools and gain an understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, teacher-pupil interaction and behaviour management strategies.</p> <p>PEX 2: Three-week block: Pre-service Teachers are required to attend the timetabled observation periods. When not teaching or observing, Pre-service Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, e.g. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other Teachers (including other methods). Pre-service Teachers are required to remind their Supervising Teachers(s) about completing the lesson feedback templates to assist in guiding their Pre-service teacher development.</p>
Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher • Lesson plans must be written for all lessons and <u>must</u> be presented to the Supervising Teacher a <u>minimum of 24 hours</u> before the lesson is taught (or as negotiated with the Supervising Teacher) to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation • Lesson Self-reflection templates should be completed on a daily basis to support professional dialogue and improve teaching practice
EDPS111 and EDPS201 Focus Areas	<ul style="list-style-type: none"> • Plan, implement and evaluate engaging lessons in Science • Develop further confidence in the skills of teaching Science • Collect a range of appropriate Science resources • Reflect on their teaching practice against the Graduate Teacher <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i> • Display awareness of the importance of developing professional interpersonal relationships • Display interest in secondary school students and their welfare • Reflect on the observations of experienced Teachers to develop greater understanding of individual teaching styles



BACHELOR OF SCIENCE EDUCATION: PROFESSIONAL EXPERIENCE 3 – PEX 3

Professional Experience Dates	Four-week block: 3 June to 28 June 2019
Required Number of Days	20 days Supervised Professional Experience
Subject Code	EDPS301
Pre-Professional Experience Requirements	<p>Before commencing this professional experience, Pre-service Teachers must contact/meet with their Supervising Teacher to ensure they are familiar with:</p> <ul style="list-style-type: none"> • school expectations, policies and procedures • class/stage teaching programme • classroom expectations, routines and procedures • students' learning needs
Feedback and Reporting Requirements	<ul style="list-style-type: none"> • Regular oral and written feedback should be provided, with a minimum of three lesson feedback forms completed each week during the four-week block • Before the midway point of the four-week professional experience, <u>discussions</u> should be held with the Pre-service Teacher to assess their progress and set goals, using the <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i> and the relevant professional experience report • An <i>Australian Professional Standards for Teachers Professional Experience Report 2019</i> is to be completed at the end of the four-week block
Minimum Teaching Allocation	<p>Week 1 - Pre-service Teachers would be expected to teach whole classes for: 14/15x40 minute teaching periods per week <i>plus</i> sport and 6x40 minute timetabled observation periods per week; OR 11/12x50 minute teaching periods per week <i>plus</i> sport and 5x50 minute timetabled observation periods per week; OR 9/10x60 minute teaching periods per week <i>plus</i> sport and 4x60 minute timetabled observation periods per week</p> <p>Weeks 2 to 4 - Pre-service Teachers would be expected to teach whole classes for: 17/18x40 minute teaching periods per week <i>plus</i> sport and 5x40 minute timetabled observation periods per week; OR 13/14x50 minute teaching periods per week <i>plus</i> sport and 4x50 minute timetabled observation periods per week; OR 11/12x60 minute teaching periods per week <i>plus</i> sport and 3x60 minute timetabled observation periods per week</p>
Observation and Experiences	Pre-service Teachers are required to attend the timetabled observation periods. When not teaching or observing, Pre-service Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, e.g. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other teachers (including other methods).
Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> • Teaching must commence on day one of the four-week block • All lesson planning should be done in consultation with the Supervising Teacher • Lesson Self-reflection templates should be completed on a daily basis to support professional dialogue and improve teaching practice • Pre-service Teachers are expected to keep copies of all lesson plans and self-reflections, being readily available for lesson improvement, supervisory purposes and subsequent professional experiences • Pre-service Teachers are required to remind their Supervising Teacher(s) about completing the lesson feedback templates to assist in guiding their development <p>Weeks One and Two: Pre-service Teachers should teach from the Supervising Teacher's planned program. Lesson plans / Daybook must be written and presented to the Supervising Teacher a <u>minimum of 24 hours</u> before teaching to allow reasonable time for feedback to be made and discussed, and appropriate adjustments made prior to implementation.</p> <p>Weeks Three and Four: Pre-service Teachers will work with the Supervising Teacher to develop a two-week teaching program and planning / daybook (planning requirements at the Supervising</p>



	Teacher's discretion). Daybooks must show lesson notes, preparation (including specific examples to be taught), anecdotal notes and teaching/learning reflections.
EDPS301 Focus Areas	<ul style="list-style-type: none"> • Demonstrate confidence in teaching a range of subject content within a variety of teaching situations • Display competence in planning, implementing and evaluating lessons in Science • Demonstrating involvement in the full teaching and learning cycle. This should include opportunities to review data and evidence about student learning, to implement both formative and summative assessment, and to provide feedback to students • Display competence in the development of professional interpersonal relationships • Further develop a personal teaching style • Recognise and cater for student diversity • Reflect on their teaching practice against the Graduate Teacher <i>Australian Professional Standards for Teachers - Evidence Guide for Graduate Level</i> • Demonstrate a willingness to contribute to the school beyond the classroom and Education



BACHELOR OF SCIENCE EDUCATION: PROFESSIONAL EXPERIENCE 4 AND INTERNSHIP – PEX 4

Professional Experience Dates	Seven-week block: 12 August to 27 September 2019 Note: Weeks 1 – 3: Supervised Professional Experience (12 Aug – 30 Aug) Weeks 4 – 7: Internship (2 Sept – 27 Sept)
Required Number of Days	35 days total (15 days Supervised Professional Experience + 20 days Internship)
Subject Code	EDPS402
Pre-Professional Experience Requirements	Before commencing this professional experience, Pre-service Teachers must contact/meet with their Supervising Teacher to ensure they are familiar with: <ul style="list-style-type: none"> • school expectations, policies and procedures • class/stage teaching programme • classroom expectations, routines and procedures • students' learning needs
Feedback, Reporting and Assessment Requirements	<ul style="list-style-type: none"> • In the initial three weeks of professional experience regular oral and written feedback should be provided to determine if the Pre-Service Teacher is demonstrating evidence of achieving the Graduate Teacher Standard • A Final Year Australian Professional Standards for Teachers Interim Report –Science Education is to be submitted to Sonia at the conclusion of week three • Regular oral and written feedback should continue to be provided during the Internship with a minimum of three lesson feedback forms completed each week • Before the beginning of the Internship, discussions should be held with the Pre-service Teacher to assess their progress and set goals, using the Australian Professional Standards for Teachers – Evidence Guide for Graduate Level and the relevant professional experience report • An <i>Australian Professional Standards for Teachers Professional Experience Report 2019</i> to be submitted to Sonia at the completion of the Internship • All Pre-service Teachers are required to successfully complete their Teacher Performance Assessment (TPA) for their final professional experience. Please see the expectations for the TPA in the subject outline which your final professional experience is embedded
Minimum Teaching Allocation	As a general principle, Pre-service Teachers should commence their Supervised Professional Experience period with a reduced teaching load and increase this to 0.8 of a full teaching load by week three of the Supervised Professional Experience and throughout their Internship.
Observation and Experiences	Pre-service Teachers are required to attend the timetabled observation periods. When not teaching or observing, Pre-service Teachers should participate in professional development in areas that are negotiated with their Supervising Teacher, e.g. reviewing audio-visual materials and current teaching resources, furthering their subject content knowledge, observing other Teachers (including other methods).
Planning, Preparation and Reflection Requirements	<p>PEX 4: Pre-service Teachers should commence teaching on day one.</p> <p>Planning / Daybook must be written and presented to the Supervising Teacher a <u>minimum of 24 hours</u> before teaching to allow reasonable time for feedback to be made and discussed, and appropriate adjustments made prior to implementation. Preparation and organisation of resources is expected for all teaching.</p> <p>Lesson Self-Reflection Templates should be completed on a daily basis to support professional dialogue and improve teaching practice.</p> <p>Internship: Pre-service Teachers will work with the Cooperating Teacher to develop a teaching program and daybook (planning requirements at the Cooperating Teacher's discretion). As the Internship is an extended period there is a strong emphasis on the planning and development of units of work. Daybooks must show lesson notes, preparation (including specific examples to be taught), anecdotal notes and teaching/learning reflections.</p> <p>Because the Internship is an extended period there is a strong emphasis on the planning and development of a sequence of lessons that constitute one or more units of work with classes taught. Unit plans should be discussed with the Cooperating Teacher well before lessons are implemented.</p> <p>Lesson Self-Reflection Templates should be completed on a daily basis to support professional dialogue that can assist Pre-service Teachers to seek advice on ways to develop professionally and improve teaching performance.</p>



EDPS402 Focus Areas	<p>Interns are expected to:</p> <ul style="list-style-type: none"> • Satisfactorily complete an intensive period of in-school experience that effectively inducts them into the nature, structure and organisation of schools and the work, roles and responsibilities of Teachers • Develop a professional learning plan for the extended professional experience • Accept professional responsibility in an increasingly independent teaching position • Display effective interpersonal communication skills and interact professionally with staff, students and the broader school community • Plan, implement, assess and evaluate contemporary units of work and lessons in Science that are well grounded in educational research, state and system policy frameworks and designed to maximise student engagement and learning • Demonstrating involvement in the full teaching and learning cycle. This should include opportunities to review data and evidence about student learning, to implement both formative and summative assessment, and to provide feedback to students • Assess student learning fairly and equitably • Further develop the skill of reflection to analyse and improve teaching practice based on the Graduate Teacher <i>Australian Professional Standards for Teachers - Evidence Guide for Graduate Level</i> • Develop an awareness of and respect other people in the school and the community whose work supports the classroom teacher, and their roles and responsibilities (e.g. Deputy Principal, Curriculum Coordinator, Teacher's Aides, School Counsellor, etc.) • Develop an individual teaching style • Demonstrate the practical consolidation of the Graduate Teacher level of the <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i>
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MASTER OF TEACHING: PRIMARY AND SECONDARY OVERVIEW

WOLLONGONG, BATEMANS BAY, BEGA, SOUTHERN HIGHLANDS, SHOALHAVEN CAMPUSES

Professional Experience Dates	Professional Experience and Professional Service Summary:		
	Year/Session	Type of Profession Experience	No. of Days
	Year 1 / Session 1	School Observation	5 days
	Year 1 / Session 1	PEX 1	15 days
	Year 1 / Session 2	PEX 2	15 days
	Year 2/ Session 2	PEX 3	25 days
<p>School Observation</p> <p>Primary:</p> <ul style="list-style-type: none"> Every Thursday for five weeks – week commencing 11 March 2019 <p>Secondary:</p> <ul style="list-style-type: none"> Every Friday for five weeks – week commencing 11 March 2019 <p>PEX 1 : Three-week block, 10 June to 28 June, 2019</p> <p>PEX 2 : Three-week block, 4 November to 22 November, 2019</p> <p>PEX 3 : Five-week block, 26 August to 27 September 2019</p> <p>It is anticipated that the School Observation, PEX 1 and PEX 2 are in the same school for 1st Year Master of Teaching but this arrangement is flexible and dependent on school places available.</p>			
Required Number of Days	60 days		
Subject Code	EDMT901, EDMT909 & EDMT910		



MASTER OF TEACHING:

PRIMARY AND SECONDARY SCHOOL OBSERVATION

WOLLONGONG, BATEMANS BAY, BEGA, SOUTHERN HIGHLANDS, SHOALHAVEN CAMPUSES

Professional Experience Dates	Primary: <ul style="list-style-type: none">• Every Thursday for five weeks – week commencing 11 March Secondary: <ul style="list-style-type: none">• Every Friday for five weeks – week commencing 11 March
Required Number of Days	5 days
Subject Code	EDMT901
Feedback and Reporting Requirements	No report is required at the completion of the School Observation. If the school has concerns with the Pre-service Teacher's professional conduct during the School Observation days please contact the PEX Unit immediately.
Observation and Experiences	School Observation Days: Throughout the Master of Teaching professional experience, Pre-service Teachers need to experience the culture of schools and gain experience and understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, teacher-pupil interaction and classroom management strategies in a broad range of different subject areas, classes/stages. Observation is a critical component of a Pre-service Teacher's development. It is expected that Pre-service Teachers will be provided with opportunities to observe a range of Teachers within the host school. It is deemed critical that Pre-service Teachers observe a variety of learning situations to enrich and diversify their approaches to teaching.
EDMT901 Focus Areas	<ul style="list-style-type: none">• Developing their interpersonal communication skills through involvement in classroom and whole school activities• Interacting professionally with staff, students and the broader school community• Demonstrating a genuine interest and concern in children, their welfare and activities• Developing an understanding of how schools and classrooms are organised and managed• Gaining experiences through observation and immersion



MASTER OF TEACHING:

PRIMARY AND SECONDARY PROFESSIONAL EXPERIENCE 1 - PEX 1

WOLLONGONG, BATEMANS BAY, BEGA, SOUTHERN HIGHLANDS, SHOALHAVEN CAMPUSES

Professional Experience Dates	Three-week block: 10 June to 28 June 2019
Required Number of Days	15 days Supervised Professional Experience
Subject Code	EDMT901
Pre-Professional Experience Requirements	<p>Where possible the School Observation, PEX 1 and PEX 2 are in the same school for 1st Year Master of Teaching students but this is dependent on the availability of school places and/or the program of study.</p> <p>If a Pre-service Teacher is required to commence at a new school for PEX 1 they must contact the In-school Coordinator to arrange a meeting with their Supervising Teacher so that they are familiar with:</p> <ul style="list-style-type: none"> • school expectations, policies and procedures • teaching programme • classroom expectations, routines and procedures
Feedback and Reporting Requirements	<p>Regular oral and written feedback should be provided with a minimum of three lesson feedback forms completed each week the student is teaching.</p> <p>A Progress Report 2019 should be submitted to Sonia by the beginning of the second week.</p> <p>Before the midway point of the professional experience, <u>discussions</u> should be held with the Pre-service Teacher to assess their progress and set goals, using the <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i> and the relevant professional experience report.</p> <p>An <i>Australian Professional Standards for Teachers Professional Experience Report 2019</i> is to be submitted at the completion of the three-week block.</p>
Minimum Teaching Allocation	<p>The expectation in PEX 1 is that Pre-service Teachers will be orientated to the school setting and observe models of good practice from their Supervising Teacher and other Teachers in the school, building on these observations to team teach, teach lesson segments and lessons to individuals, small groups or the whole class as they progress through PEX 1.</p> <p>The expectation is that by week two the Pre-service Teachers are engaging in some planned teaching each day.</p> <p>Detailed lesson plans, resources and other materials must be completed and checked by the Supervising Teacher prior to the lesson being taught.</p> <p>Week One - Pre-service Teachers should be engaged in productive teaching. This should be achieved in the following ways:</p> <ul style="list-style-type: none"> • Continue observation of the Supervising Teacher's lessons and; • Teaching small groups; and • Team teaching; and • Teaching part or whole lessons where appropriate <p>Week Two - The Pre-service Teacher should teach one to two lessons per day (1 to 2 hours)</p> <p>Week Three - The Pre-service Teacher will be teaching two whole lessons per day plus team teaching as appropriate (1.5 to 3 hours)</p>
Observations and Experiences	<p>When not teaching, Pre-service Teachers should be assisting their Supervising Teacher, working on planning upcoming lessons, observing teaching, or contributing to other school activities/duties alongside the Supervising Teacher. Observations may focus on classroom management and other foundational teaching skills or strategies that the Pre-service Teacher will draw on in their own teaching. The Supervising Teacher, In-school Coordinator or Principal may also request Pre-service Teachers to observe and/or assist other Teachers or staff beyond their allocated classroom.</p>
Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> • All lesson planning should be done in consultation with the Supervising Teacher • Lesson Plans must be written for all lessons and must be presented to the Supervising Teacher a minimum of 24 hours before the lesson is taught to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation



	<ul style="list-style-type: none"> • Lesson Self-Reflection templates should be completed on a daily basis to support professional dialogue with their Supervising Teacher and improve teaching practice <p>Throughout the professional experience Pre-service Teachers must:</p> <ul style="list-style-type: none"> • Prepare and organise equipment and resources for each lesson taught • Keep copies of all lesson plans, self-reflections and lesson feedback forms for later reflection and subsequent professional experiences
EDMT901 Focus Areas	<p>By the completion of PEX 1, Pre-service Teachers will have:</p> <ul style="list-style-type: none"> • Displayed an awareness of the importance of interpersonal relationships and communication skills and extended development of such skills in class and school activities • Demonstrated a genuine interest and concern in children/young people, their welfare and activities • Demonstrated a growing confidence in working with children/young people • Developed an understanding of how schools and classrooms are organised and managed • Gained experiences in their subject area (Secondary) or the six KLAs (Primary) through observation and immersion and possible teaching experiences • Observed and assisted the teacher in ongoing classroom and school activities such as sport, excursions, clubs, assemblies, playground and bus duties • Gained experience working with one on one, small groups and successfully teach a whole class • Demonstrated an increasing confidence in their teaching and interpersonal relationships with students and staff that will allow them to successfully proceed to PEX 2



MASTER OF TEACHING:

PRIMARY AND SECONDARY PROFESSIONAL EXPERIENCE 2 - PEX 2

WOLLONGONG, BATEMANS BAY, BEGA, SOUTHERN HIGHLANDS, SHOALHAVEN CAMPUSES

Professional Experience Dates	Three-week block: 4 November to 22 November 2019
Required Number of Days	15 days Supervised Professional Experience
Subject Code	EDMT909
Pre-Professional Experience Requirements	<p>Where possible PEX 1 and PEX 2 are in the same school for 1st year Master of Teaching students but this is dependent on the availability of school places and the program of study.</p> <p>Before commencing this professional experience, Pre-service Teachers must contact/meet with their Supervising Teacher to ensure they are familiar with:</p> <ul style="list-style-type: none"> school expectations, policies and procedures class/stage teaching programme classroom expectations, routines and procedures students' learning needs
Feedback and Reporting Requirements	<p>Regular oral and written feedback should be provided with a minimum of three lesson feedback forms completed each week the student is teaching.</p> <p>A Progress Report 2019 should be submitted to Sonia by the beginning of the second week.</p> <p>Before the midway point of the professional experience, <u>discussions</u> should be held with the Pre-service Teacher to assess their progress and set goals, using the <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i> and the relevant professional experience report.</p> <p>An <i>Australian Professional Standards for Teachers Professional Experience Report 2019</i> is to be submitted at the completion of the three-week block.</p>
Minimum Teaching Allocation	<p>PEX 2:</p> <p>Week One - Pre-service Teachers are encouraged to observe for the first day and then teach at least two lessons per day (6 to 8 hours per week)</p> <p>Week Two - Teach at least two to three lessons per day</p> <p>Week Three - Gradually take on teaching duties working towards 50% of a teacher's workload</p> <p>Note: These expectations are intended as a guideline. The Supervising Teacher and their Pre-service Teacher may negotiate more teaching to suit the needs of each individual and the teaching setting.</p>
Observations and Experiences	<p>When not teaching, Pre-service Teachers should be assisting their Supervising Teacher, working on planning upcoming lessons, observing teaching, or contributing to other school activities/duties alongside the Supervising Teacher. The Supervising Teacher, In-school Coordinator or Principal may also request Pre-service Teachers to observe and/or assist other Teachers or staff beyond their allocated classroom.</p>
Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> All lesson planning should be done in consultation with the Supervising Teacher Lesson Plans must be written for all lessons and must be presented to the Supervising Teacher a minimum of 24 hours before the lesson is taught to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation Lesson Self-Reflection templates should be completed on a daily basis to support professional dialogue with their Supervising Teacher and improve teaching practice <p>Throughout the professional experience Pre-service Teachers must:</p> <ul style="list-style-type: none"> Prepare and organise equipment and resources for each lesson taught <p>Keep copies of all lesson plans, self-reflections and lesson feedback forms for later reflection and subsequent professional experiences</p>
EDMT909 Focus Areas	<p>At the conclusion of PEX 2 Pre-service Teachers will have:</p> <ul style="list-style-type: none"> Displayed keen awareness of the importance of interpersonal relations and communication skills and extended development of such skills in the classroom, with staff and school activities



	<ul style="list-style-type: none"> • Demonstrated an interest in children/young people, their welfare and activities and growing confidence in working with them • Practised and demonstrated abilities in basic teaching skills with both small groups and the whole class • Gained experiences through observation, team teaching and classroom teaching in their subject area (Secondary) or the six KLAs (Primary) • Demonstrated an ability to plan, implement and evaluate lessons in their subject area or some of the six KLAs • Displayed the ability to analyse and reflect on their own teaching practice with the view of improving that practice • Recognised and catered for student diversity • Recorded management/learning challenges and demonstrated the emerging ability to provide methods to address these concerns in future classes • Collected and developed a range of resources used for lesson implementation • Completed non-teaching professional tasks, such as preparation or organisation of resources; assisted with other activities such as sport/excursions/clubs/assemblies, playground and bus duties • Demonstrated involvement in the full teaching and learning cycle. This should include opportunities to review data and evidence about student learning, to implement both formative and summative assessment, and to provide feedback to students • Demonstrated an awareness of whole-school policies and procedures • Developed an understanding of the school's reporting to parents processes • Increased the daily teaching load to a whole day(s) of teaching by the last week of PEX 2 • Increased the teaching load to teach at least two consecutive whole day(s) of teaching • Successfully managed timing in the classroom and transitions from one lesson to the next, including lesson beginnings and endings • Demonstrated an understanding of Department of Education, NSW Education Standards Authority (NESA) and AITSL documents • Reflected on their teaching practice against the Graduate Teacher <i>Australian Professional Standards for Teachers – Evidence Guide for Graduate Level</i> • Be deemed competent to progress to the final Professional Experience – PEX 3
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MASTER OF TEACHING:

PRIMARY AND SECONDARY PROFESSIONAL EXPERIENCE 3 - PEX 3

WOLLONGONG, BATEMANS BAY, BEGA, SOUTHERN HIGHLANDS, SHOALHAVEN CAMPUSES

Professional Experience Dates	Five-week block: 26 August to 27 September 2019
Required Number of Days	25 days Supervised Professional Experience
Subject Code	EDMT910
Pre-Professional Experience Requirements	<p>Before commencing this professional experience, Pre-service Teachers must contact/meet with their Supervising Teacher to ensure they are familiar with:</p> <ul style="list-style-type: none"> school expectations, policies and procedures class/stage teaching programme and timetabling classroom expectations, routines and procedures students' learning needs
Feedback, Reporting and Assessment Requirements	<p>Regular oral and written feedback should be provided with a minimum of three lesson feedback forms completed each week the student is teaching.</p> <p>A Final Year Australian Professional Standards for Teachers Interim Report – Master of Teaching is to be submitted at the end of the second week of the professional experience</p> <p>Before the midway point of the professional experience, <u>discussions</u> should be held with the Pre-service Teacher to assess their progress and set goals, using the Australian Professional Standards for Teachers – Evidence Guide for Graduate Level and the relevant professional experience report.</p> <p>An <i>Australian Professional Standards for Teachers Professional Experience Report 2019</i> is due at the completion of the five-week block.</p> <p>All Pre-service Teachers are required to successfully complete their Teacher Performance Assessment (TPA) for their final professional experience. Please see the expectations for the TPA in the subject outline which your final professional experience is embedded.</p>
Minimum Teaching Allocation	<p>PEX 3:</p> <p>Weeks One and Two: Pre-service Teachers should teach the equivalent of 0.5 of a full teaching load</p> <p>Weeks Three to Five: Pre-service Teachers should increase their teaching load to reach the equivalent of 0.8 by the end of week 4</p>
Observations and Experiences	<p>When not teaching, Pre-service Teachers should be assisting their Supervising Teacher, working on planning upcoming lessons, observing teaching, or contributing to other school activities/duties alongside the Supervising Teacher. The Supervising Teacher, In-school Coordinator or Principal may also request Pre-service Teachers to observe and/or assist other Teachers or staff beyond their allocated classroom.</p>
Planning, Preparation and Reflection Requirements	<ul style="list-style-type: none"> All lesson planning should be done in consultation with the Supervising Teacher Lesson Plans must be written for all lessons and must be presented to the Supervising Teacher a minimum of 24 hours before the lesson is taught to allow reasonable time for comments and suggestions to be made and discussed, and for the lesson plan to be adjusted prior to implementation Lesson Self-Reflection templates should be completed on a daily basis to support professional dialogue with their Supervising Teacher and improve teaching practice <p>Throughout the professional experience Pre-service Teachers must:</p> <ul style="list-style-type: none"> Prepare and organise equipment and resources for each lesson taught <p>Keep copies of all lesson plans, self-reflections and lesson feedback forms for later reflection and subsequent professional experiences</p>
EDMT910 Focus Areas	<p>By the completion of PEX 3, Pre-service Teachers will have:</p> <ul style="list-style-type: none"> Successfully planned a unit of work and documented, taught and evaluated a series of lessons in their subject area (Secondary) or the six KLAs (Primary) Communicated clearly with students Applied classroom management skills fairly and consistently



	<ul style="list-style-type: none"> • Demonstrated an understanding of the importance of interpersonal relationships and communication skills in the classroom setting and during out-of-school activities class, school activities, with students and colleagues • Demonstrated, through their teaching, an understanding of the way in which learners develop skills and understanding of concepts in their subject area or the six KLAs • Demonstrated an ability to employ technology in the classroom • Demonstrated an ability to interact with school staff and students in a variety of school settings • Demonstrated an understanding of individual student learning characteristics eg. learning styles, self-esteem and their impact upon classroom and school behaviour • Demonstrated involvement in the full teaching and learning cycle. This should include opportunities to review data and evidence about student learning, to implement both formative and summative assessment, and to provide feedback to students • Successfully performed non-teaching professional tasks, such as preparation and organisation of resources, assisting with extracurricular activities such as sport, excursions, assemblies, musical activities, playground, bus duty, etc • Demonstrated awareness and implement school policies and procedures • Demonstrated an understanding of Department of Education, NSW Education Standards Authority (NESA) and AITSL documents • Displayed a professional attitude towards teaching and the teacher's role in the school
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