This Handbook is to be read in conjunction with the PROFESSIONAL EXPERIENCE STANDARDS BOOKLET at https://www.uts.edu.au/current-students/current-students-information-education/professional-experience-programs-0

PROFESSIONAL EXPERIENCE HANDBOOK
2019

A GUIDE FOR IN-SCHOOL COORDINATORS, SUPERVISING TEACHERS, TEACHER EDUCATION STUDENTS AND TERTIARY SUPERVISORS

Name of Teacher Education Student:

Disclaimer: Details in this document are correct at the time of publication but may be subject to change
IMPORTANT: GO ONLINE TO READ THE FOLLOWING:
https://www.uts.edu.au/current-students/current-students-information-education/professional-experience-programs-0

PROFESSIONAL CODE OF ETHICS:
- Assignments and General Contact with Schools
- Aspects of Professional Conduct and Responsibility in Schools

FREQUENTLY ASKED QUESTIONS

INTERIM REPORT
The Interim Report pro-forma is on Page 22 on this Handbook and is also available online – please see the web address at the top of this page.

CERTIFICATES OF INSURANCE: PERSONAL ACCIDENT and PUBLIC LIABILITY

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INFORMATION FOR THE SUPERVISING TEACHER:
You should have received from your Teacher Education Student:
- Professional Experience Handbook
- Professional Experience Evaluation Report & Professional Experience Attendance Sheet
- Teacher Education Student Emergency Contact Details Sheet
- Claim Form for Supervising Teacher
- Tax File Number Declaration
- Superannuation Form
- Student Emergency Contact Details

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. KEY REQUIREMENTS FOR ALL TEACHER EDUCATION STUDENTS IN PROFESSIONAL EXPERIENCE PLACEMENTS</td>
<td>1</td>
</tr>
<tr>
<td>2. KEY STAFF CONTACT DETAILS</td>
<td>2</td>
</tr>
<tr>
<td>3. PROFESSIONAL EXPERIENCE SUBJECT CO-ORDINATORS</td>
<td>3</td>
</tr>
<tr>
<td>4. PROFESSIONAL EXPERIENCE SUBJECTS</td>
<td>6</td>
</tr>
<tr>
<td><strong>Bachelor of Arts Bachelor of Education C10350</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor of Education Bachelor of Arts International Studies C10349</strong></td>
<td></td>
</tr>
<tr>
<td>Professional Experience 1 – Preparation for Teaching – Year 1 Autumn Session</td>
<td>6</td>
</tr>
<tr>
<td>Professional Experience 2 – Introduction to Classroom Management – Year 1 Spring Session</td>
<td>10</td>
</tr>
<tr>
<td>Professional Experience 3 – Effective Teaching and Learning – Year 2 Autumn Session</td>
<td>11</td>
</tr>
<tr>
<td>Professional Experience 4 – Building Classroom Management – Year 3 Spring Session</td>
<td>12</td>
</tr>
<tr>
<td>Professional Experience 5 – Teacher as Research</td>
<td>13</td>
</tr>
<tr>
<td>Professional Experience 6 – Teaching Performance Assessment, Internship &amp; Capstone</td>
<td>14</td>
</tr>
<tr>
<td><strong>Bachelor of Arts Bachelor of Education C10206</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor of Education Bachelor Of Arts International Studies C10207</strong></td>
<td></td>
</tr>
<tr>
<td>Professional Experience 7 – Meeting the English Language Needs of Learners – Final Year Autumn Session</td>
<td>16</td>
</tr>
<tr>
<td>Professional Experience 8 – Reflecting on Educational Practice – Final Year Spring Session</td>
<td>18</td>
</tr>
<tr>
<td><strong>Master of Education in Secondary Education C04255</strong></td>
<td></td>
</tr>
<tr>
<td>Professional Experience 1 – Autumn and Spring Sessions</td>
<td>22</td>
</tr>
<tr>
<td>Professional Experience 2 – Autumn and Spring Sessions</td>
<td>23</td>
</tr>
<tr>
<td>5. INTERIM REPORT</td>
<td>24</td>
</tr>
<tr>
<td>6. ADDITIONAL SUBJECT &amp; COURSE REQUIREMENTS</td>
<td>25</td>
</tr>
<tr>
<td>6.1 UTS Rule 10.6 – Repeated Failure in a Subject</td>
<td>25</td>
</tr>
<tr>
<td>6.2 Withdrawing from a Course or a Professional Experience Subject</td>
<td>25</td>
</tr>
<tr>
<td>7. ROLES AND RESPONSIBILITIES</td>
<td>26</td>
</tr>
<tr>
<td>7.1 Supervising Teacher</td>
<td>26</td>
</tr>
<tr>
<td>7.2 Teacher Education Student</td>
<td>27</td>
</tr>
<tr>
<td>7.3 Tertiary Supervisor</td>
<td>27</td>
</tr>
<tr>
<td>8. PROFESSIONAL EXPERIENCE CODE OF ETHICS</td>
<td>29</td>
</tr>
<tr>
<td>8.1 Assignments and General Contact with Schools</td>
<td>29</td>
</tr>
<tr>
<td>8.1.1 Assignment Approval and Data Collection</td>
<td>29</td>
</tr>
<tr>
<td>8.1.2 Confidentiality</td>
<td>29</td>
</tr>
<tr>
<td>8.1.3 Sharing the Outcomes of Data Collection</td>
<td>29</td>
</tr>
<tr>
<td>8.1.4 Comparisons</td>
<td>30</td>
</tr>
<tr>
<td>8.1.5 Adhering to Agreements</td>
<td>30</td>
</tr>
<tr>
<td>8.1.6 Cultural Sensitivities</td>
<td>30</td>
</tr>
<tr>
<td>8.2 Aspects of Professional Conduct and Responsibility in Schools</td>
<td>30</td>
</tr>
<tr>
<td>8.2.1 Interaction with Students</td>
<td>30</td>
</tr>
<tr>
<td>8.2.2 Attendance Patterns in the Professional Experience</td>
<td>30</td>
</tr>
<tr>
<td>8.2.3 Interactions with Supervising Teachers and Tertiary Supervisors</td>
<td>30</td>
</tr>
<tr>
<td>8.2.4 Interactions with School Personnel</td>
<td>30</td>
</tr>
<tr>
<td>8.2.5 In-service Training [e.g. First Aid] during Professional Experience</td>
<td>31</td>
</tr>
<tr>
<td>8.2.6 Professional Standing</td>
<td>31</td>
</tr>
<tr>
<td>8.2.7 Reporting to Parents</td>
<td>31</td>
</tr>
<tr>
<td>8.2.8 Child Protection</td>
<td>31</td>
</tr>
<tr>
<td>8.2.9 Environmental Health and Safety</td>
<td>31</td>
</tr>
<tr>
<td>8.2.10 Medication</td>
<td>31</td>
</tr>
<tr>
<td>8.2.11 Protection against Infectious Diseases</td>
<td>31</td>
</tr>
<tr>
<td>8.2.12 Physical Restraint of Students</td>
<td>31</td>
</tr>
<tr>
<td>8.2.13 Smoking</td>
<td>31</td>
</tr>
<tr>
<td>8.2.14 Use of School Resources</td>
<td>32</td>
</tr>
</tbody>
</table>
9. COMPLETING OF PROFESSIONAL EXPERIENCE REPORT THE SUPERVISING TEACHER 34

10. PROCEDURES FOR CONCLUDING THE PROFESSIONAL EXPERIENCE 35
   10.1 Supervising Teacher 35
   10.2 Teacher Education Student 36

11. MANDATORY CHECKS 37
   11.1 Anaphylaxis Training 37
   11.2 Child Protection Training 37
   11.3 Working with Children Check 37
   11.4 Inherent Requirements 38
   11.5 LANTITE Literacy & Numeracy Tests 39

12. HEALTH, SAFETY AND BEHAVIOUR 40

13. INSURANCE CERTIFICATES 42
## 1. KEY REQUIREMENTS FOR ALL TEACHER EDUCATION STUDENTS IN PROFESSIONAL EXPERIENCE PLACEMENTS

In all professional experiences, all Teacher Education Students are required to meet the following professional expectations:

### Attendance:
- All Teacher Education Students are required to attend the school in the pattern stipulated for the Professional Experience.
- Attendance at the school will be from 30 minutes prior to the first teaching session of the school day, and may involve remaining at the School until 30 minutes after the conclusion of the final teaching session of each day.
- All absences must be explained to the Supervising Teacher, and the school must be notified in advance, wherever possible. All absences must be made up through additional days negotiated with the Supervising Teacher. In the event of longer absences, alternative attendance arrangements must be made in consultation with the Tertiary Supervisor and/or the UTS School of Education Director of Professional Experience.

### Preparation:
- Quality teaching and quality learning rest on careful planning and documentation.
- All teaching plans must be retained in a cumulative folder and be accessible to Supervising Teachers and Tertiary Supervisors on a daily basis.
- Discuss lesson preparation with Supervising Teacher. Lessons should be prepared one day in advance.

### Attitude:
All Teacher Education Students are expected to demonstrate a professional attitude throughout their time in schools by:
- arriving punctually for meetings, classes and duties,
- implementing advice from previous discussions in subsequent teaching/learning episodes,
- reflecting self-critically on teaching performance,
- observing and reflecting on teaching by the Supervising Teacher and (where possible) other teaching staff,
- presenting in clean, neat, modest attire, consistent with standards evident in the school,
- interacting with students, teachers, school personnel, Tertiary Supervisors and parents in a courteous manner,
- using non-teaching time as opportunities for observing, reflecting, planning, compiling, documenting and organizing.

### NOTES:
Teacher Education Students are required to attend each day of the professional experience period in accordance with the attendance pattern specified above which is supplied separately to this Handbook. Except as a result of illness or misadventure, Teacher Education Students are not permitted to change this attendance pattern. Changes to Teacher Education Student attendance in the professional experience must be approved in advance, by the Director of Professional Experience.

Neither the preparation of lessons, nor the writing of assignments is to be undertaken during class time during the professional experience. Non-teaching time should be spent in observing, assisting the Supervising Teacher, and/or engaging in class activities as appropriate.

Teacher Education Students are required to notify the school in the event of any absence. In the case of one or two days absence through illness or misadventure, where possible, Teacher Education Student can make up the missed days in the professional experience period or as soon as possible on completion of the professional experience with the permission of the Supervising Teacher. If three or more days are missed the Tertiary Supervisor, in consultation with the School of Education’s Director of Professional Experience and the Supervising Teacher, will discuss the most appropriate procedure for the Teacher Education Student to complete the professional experience. In some cases, it may be necessary to arrange a supplementary placement at a later point in the semester. See additional information pertaining to Teacher Education Student attendance in the Professional Experience Code of Ethics in the Professional Experience Standards Booklet.
2. KEY STAFF CONTACT DETAILS

TERTIARY SUPERVISORS (TS) CO-ORDINATOR, SCHOOL PARTNERSHIPS & PROFESSIONAL EXPERIENCE
The TS Co-ordinator for UTS School of Education professional experience programs is the primary liaison between the Supervising Teachers and Tertiary Supervisors and will be responsible for:
- monitoring the quality of teacher education professional experience;
- supporting Supervising Teachers and university liaison;
- general co-ordination of the professional experience program;
- fostering collaborations, with schools, supportive of professional experience; and
- Tertiary Supervisors.
The TS Co-ordinator will also provide academic advice to Teacher Education Students with regard to their professional experience program.

Warren Poole  Room CB10.04.243  (02) 9514 5269  Email: Warren.Poole@uts.edu.au

DIRECTOR OF PROFESSIONAL EXPERIENCE
The Director of Professional Experience is responsible for all matters unable to be resolved by the TS Co-ordinator in the following areas:
- monitoring the quality of teacher education professional experience;
- supporting supervising teachers and university liaison;
- general co-ordination of the professional experience program;
- fostering collaborations, with schools, supportive of professional experience; and
- tertiary supervisors.

Mark Sinclair  Room CB10.04.208  (02) 9514 5237  Email: Mark.Sinclair@uts.edu.au

PROFESSIONAL EXPERIENCE CO-ORDINATOR
The Professional Experience Co-ordinator is responsible for planning and arranging Teacher Education student placements, communicating and liaising with schools regarding Professional Experience, assisting in the preparation of handbooks, liaising with Tertiary Supervisors, arranging Teacher Education student briefing sessions.

Sue Rohanna  Room CB10.4.313  (02) 9514 5409  Email: TeachEd1@uts.edu.au

PROFESSIONAL EXPERIENCE OFFICER
The Professional Experience Officer liaises with schools to arrange placements, administers the collection of Professional Experience Reports and the payment of claims and assists the Professional Experience Co-ordinator.

Karnick Shah  Room CB10.4.313  (02) 9514 5289  Email: TeachEd2@uts.edu.au

ADMINISTRATIVE OFFICER
The Administrative Officer is responsible for ensuring the Mandatory Checks are current for all Teacher Education Students and Tertiary Supervisors and preparation of Handbooks and Booklets.

Rosemary McLellan  Room CB10.4.313  (02) 9514 5622  Email: TeachEdAdmin@uts.edu.au
### 3. PROFESSIONAL EXPERIENCE SUBJECT CO-ORDINATORS

#### Bachelor of Arts Bachelor of Education C10350 and Bachelor of Education Bachelor of Arts International Studies C10349

<table>
<thead>
<tr>
<th>Professional Experience</th>
<th>Subject Co-ordinator(s)</th>
<th>Location</th>
<th>Tel/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Experience 1 (028230)</td>
<td>Preparation for Teaching</td>
<td>Damian Maher OR Warren Poole</td>
<td>Room CB10.04.306</td>
</tr>
<tr>
<td>Professional Experience 2 (028231)</td>
<td>Introduction to Classroom Management</td>
<td>Mark Sinclair</td>
<td>Room CB10.04.240</td>
</tr>
<tr>
<td>Professional Experience 3 (028232)</td>
<td>Effective Teaching and Learning</td>
<td>Mark Sinclair</td>
<td>Room CB10.04.240</td>
</tr>
<tr>
<td>Professional Experience 4 (028233)</td>
<td>Building Classroom Management</td>
<td>Mark Sinclair</td>
<td>Room CB10.04.240</td>
</tr>
<tr>
<td>Professional Experience 5 (028234)</td>
<td>Teacher as Researcher</td>
<td>Kimberley Pressick-Kilborn</td>
<td>Room CB10.04.242</td>
</tr>
<tr>
<td>Professional Experience 6 (028235)</td>
<td>Internship &amp; Beyond</td>
<td>Damian Maher</td>
<td>Room CB10.04.306</td>
</tr>
</tbody>
</table>

#### Bachelor of Education in Primary Education C10206 (phasing out)

| Professional Experience 7 (012237) | Meeting the English Language Needs of Learners | Don Carter | Room CB10.04.245 | Tel: (02) 9514 5478 Email: Don.Carter@uts.edu.au |
| Professional Experience 8 (012238) | Reflecting on Educational Practice | Mark Sinclair | Room CB10.04.240 | Tel: (02) 9514 5237 Email: Mark.Sinclair@uts.edu.au |

#### Master of Teaching in Secondary Education C04255

| Professional Experience 1 (013401) | Master of Teaching in Secondary Education | Mark Sinclair | Room CB10.04.240 | Tel: (02) 9514 5237 Email: Mark.Sinclair@uts.edu.au |
| Professional Experience 2 (013402) | Master of Teaching in Secondary Education | Mark Sinclair | Room CB10.04.240 | Tel: (02) 9514 5237 Email: Mark.Sinclair@uts.edu.au |
PROFESSIONAL EXPERIENCE SUBJECTS

BACHELOR OF ARTS BACHELOR OF EDUCATION C10350

BACHELOR OF EDUCATION

BACHELOR OF ARTS INTERNATIONAL STUDIES C10349
### PROFESSIONAL EXPERIENCE SUBJECTS

**BACHELOR OF ARTS BACHELOR OF EDUCATION C10350**  
**BACHELOR OF EDUCATION BACHELOR OF ARTS INTERNATIONAL STUDIES C10349**

<table>
<thead>
<tr>
<th>PROFESSIONAL EXPERIENCE 1 – Preparation for Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1 Autumn Session</strong></td>
</tr>
</tbody>
</table>

**PE1 Dates**  
K-6, K-12, 7-12  
Compulsory full day visits – Wednesdays  
March 13th, 20th, 27th, April 3rd, 10th, May 1st, 8th, 15th, 2019  
(K-6 – PE1 and PE2 will both be completed in the same primary school, teacher and class)  
(K-12 – PE1 completed in primary school, PE2 completed in secondary school)  
(7-12 - PE1 and PE2 will both be completed in the secondary school, teacher and class)  
All cohorts – See Yr 1 Spring Session, p9 for PE2 dates

<table>
<thead>
<tr>
<th>Required Number of Days</th>
<th>8 (Observation)</th>
</tr>
</thead>
</table>
| Weekly Activities for School Visits* | Visit 1 – The learning environment: school structure, organisation and the school community.  
Visit 2 – Roles of the teacher  
Visit 3 – Students as learners  
Visit 4 – The school curriculum: Introduction to the KLAs  
Visit 5 – Student diversity  
Visit 6 – Additional needs  
Visit 7 – Games  
Visit 8 – Information and communication technology |

<table>
<thead>
<tr>
<th>Subject Number</th>
<th>028230</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report Requirements</td>
<td>AITSL Standards – Professional Experience Report</td>
</tr>
</tbody>
</table>

**Observation**  
Teacher Education Students 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 organization and teacher-pupil interaction. The curriculum is introduced and students with special needs are focused on. Additionally, the AITSL standards are introduced and worked with and to conclude, ICT is explored.

**Lesson Preparation**  
Given the observational nature of this professional experience, no classroom teaching is required. However, one lesson is required to be planned for, which is the week six lesson on games.

**Focus Areas**  
**Teacher Education Students**
- Develop their interpersonal communication skills through involvement in classroom and whole school activities.
- Interact professionally with teachers, school students and the broader school community.
- Demonstrate a genuine interest and concern in children, their welfare and activities.
- Develop an understanding of how schools are organised and managed.
- Gain experiences in the six KLAs through observation, immersion and for one session, small group teaching.

**Outcomes**  
This subject addresses the following Course Intended Learning Outcomes:

1. **Professional Readiness**
   1.1 Operate professionally in a range of educational settings, with particular emphasis on their specialisation (GTS 1, 2)
   1.3 Make judgements about their own learning and identify and organize their continuing professional development (GTS 3, 6)

2. **Critical and Creative Inquiry**
   2.1 Analyse and synthesise research and engage in inquiry (GTS 3)
   6.2 Exhibit high level numeracy and literacies (GTS 2)

*PTO for description of each school visit (Pages 6 – 8)*
<table>
<thead>
<tr>
<th>School Visit 1</th>
<th>The School Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sketch or acquire a plan of the school - clearly mark all characteristics, e.g. type and number of buildings, location, and physical features.</td>
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<td></td>
<td>Link discussion as to how the various areas within the school support different types of student learning, for example: the hall.</td>
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<td></td>
<td>Acquire a list of staff positions at the school e.g. Principal, teachers, support staff, computer coordinator, ESL teacher, etc. and note what some of these people do. (attach this as an appendix—not part of the word count)</td>
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<td></td>
<td>Investigate whether there are any extra-curricular activities that take place in the school and find out who is involved.</td>
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<td>Discuss how the school is similar to/different from the school you attended as a school student.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School Visit 2</th>
<th>Roles of the Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observe and record the range of different roles carried out by your Supervising Teacher as they interact with students, parents, other teachers and members of the community. Note what happens before school starts, during class time, in the playground, during breaks, in the staffroom, etc.</td>
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<td></td>
<td>Make a list of the types of skills required to carry out all these roles effectively.</td>
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<td></td>
<td>Discuss with your Supervising Teacher the notion of ‘Teacher as Learner’ and note how they keep pace with change e.g. attendance at courses, membership of professional associations, etc.</td>
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<td></td>
<td>Consider the many roles of the teacher. How does this view of teaching match/mismatch your expectations prior to commencing this course?</td>
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<thead>
<tr>
<th>School Visit 3</th>
<th>Students as Learners</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Describe the learning environment in the classroom. Discuss with your Supervising Teacher how they have organised the classroom. Ask them to explain why the class has been set up in this way.</td>
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<tr>
<td></td>
<td>Observe a lesson. What was the purpose of the lesson? How did the teacher organise the learning situation e.g. was the class organised in groups, whole class or individually for the lesson? Make notes on how the group is engaged in the lesson and describe any individual differences that you notice in the way the students work.</td>
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<tr>
<td></td>
<td>Talk to each student in the group about what they did and what they learnt.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>School Visit 4</th>
<th>The School Curriculum - Introduction to the KLAs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Closely observe approximately one hour of teaching. Observe and record the following details of the lesson/s:</td>
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<tr>
<td></td>
<td>- What is being taught? e.g., information about the First Fleet, addition, spelling list words, a new song, etc.</td>
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<td></td>
<td>- What is the teacher doing? e.g., giving information, asking questions, reading aloud, modelling how to do something, observing students working, etc.</td>
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<td></td>
<td>- What are the students doing? e.g., filling in a worksheet, working from a textbook, copying information from the board, working together on a group task, using concrete material such as blocks, etc.</td>
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<td></td>
<td>- What materials/resources/types of equipment are being used? e.g., computers, whiteboard, reading books, textbooks, paints, scissors, base ten blocks, etc.</td>
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<td>Talk to the Supervising Teacher after the session and ask what guided the decisions they made when a) planning the lesson, b) implementing the lesson and c) assessing the lesson. Record the teacher’s responses.</td>
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<table>
<thead>
<tr>
<th>School Visit 5</th>
<th>Student Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Find out about the school student population and all types of diversity and list. Refer to the annual report to help you.</td>
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<tr>
<td></td>
<td>Identify ways in which the school caters for diversity such as support staff, different classes, etc. Focus on the school’s on-going and established support services for students not one-off events such as Harmony Days. If the school is homogenous how is diversity recognised in the curriculum? For example, how is Aboriginal culture taught?</td>
</tr>
<tr>
<td></td>
<td>Observe a student identified from one of the groups in the class (You can draw on the following categories –Socioeconomic status, Gender, Cultural diversity, Aboriginal Torres Strait Islander identity and/or Gifted and Talented) and note the strategies the teacher and the school uses to support learning and social structures that are in place to support the group identified.</td>
</tr>
</tbody>
</table>

Do not focus on special needs students this week- eg, students on the autism spectrum.
### School Visit 6: Additional Needs

**Before the visit:**
- Prepare some questions to ask your Supervising Teacher, Learning and Support Teacher (LAST) or School Learning Support Officer (SLSO) students with additional needs in the school? What is the nature of their needs? What support is available to the teacher and the additional needs school students? You may have your own questions. Focus on the general school population and support for students for section one and then focus on an individual student in section two.
- You can ask questions about the student you observe which will then be included in the second section. Focus on only one student.

**At the school:**
- Briefly interview the Supervising Teacher, Support Teacher Learning and/or Support (LAST) and/or School Learning Support Officer (SLSO) using your prepared questions. Report on this interview.
- Closely observe approximately 20-30 minutes of teaching/learning time and record the behaviour of one special needs school student. Note if alternative/special work is assigned, if school student is on or off task, school student’s interactions with others (peers, teacher, LAST, SLSO), etc. Report on this observation.
- **NOTE:** If there is no student identified with an additional need then focus on a student who needs extra support in one KLA eg, English or go to another class where there is an identified student with an additional need.

### School Visit 7: Classroom games

- **Link to AITSL focus area 4.2 when writing your reflection.**
- **This week will require a specific structure which will be provided.**
- **For this visit, you should write a lesson plan to support the session- see Week 8 folder on UTSOnline.**
- **DO NOT UPLOAD THIS ACTIVITY TO TURNITIN:** Bring your lesson plan and assignment draft to the Week 9 tutorial where you will work on it in the tutorial. It is to be submitted three days after the Week 9 tutorial. The Week 8 school visit task can be submitted on the Tuesday of the following week.

**Before the visit:**
- Select a suitable game for playing with a group and appropriate for the year level with which you are working. Speak with your Supervising Teacher (at least one week before) to help you select a game. You will need to ensure the game works with a small number of students.

**At the school:**
- Ask the Supervising Teacher if you can ‘borrow’ a small group of students (no more than 6) at a convenient time in order to play the game.
- Find a quiet location and seat the students around you - on the floor or on chairs or outside if this is appropriate for the game you are playing
- Introduce the game to the students, explain the rules and play.

**After the game:**
- Write an evaluation of the session focusing on:
  - **Organisation**
    - How did the organisation of the session impact on learning outcomes?
    - Was there enough time to complete the activity? Were there enough resources?
    - Was the activity pitched at an appropriate cognitive level for the students? Did all students have opportunities to engage in the game? Consider how this aspect might be might be improved in future lessons.
  - **Directions**
    - Did you provide clear and specific verbal and written directions to students as needed? Did the students understand the directions? Were students provided with opportunities to ask questions based on directions? Consider how this aspect might be might be improved in future lessons.
### PROFESSIONAL EXPERIENCE 1 – Preparation for Teaching (Continued)

#### Year 1 Autumn Session

#### Weekly Activities for School Visits

<table>
<thead>
<tr>
<th>School Visit 8</th>
<th>Information and Communication Technology (ICT) –</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Observe students using the computer/s in the classroom/lab/library.</td>
</tr>
<tr>
<td></td>
<td>• Describe the lesson observed and what the students are learning.</td>
</tr>
<tr>
<td></td>
<td>• Note and discuss:</td>
</tr>
<tr>
<td></td>
<td>– individual or group use</td>
</tr>
<tr>
<td></td>
<td>– type of program being used</td>
</tr>
<tr>
<td></td>
<td>– students familiarity with the computer</td>
</tr>
<tr>
<td></td>
<td>– nature of accompanying talk.</td>
</tr>
<tr>
<td></td>
<td>• Discuss with the student/students</td>
</tr>
<tr>
<td></td>
<td>What type of technologies do they use at home? How often do they use them? What do they use them for? What do they like about using technology? What are some of the challenges they have? How do they think technology helps them learn? Other questions?</td>
</tr>
</tbody>
</table>
### PROFESSIONAL EXPERIENCE 2 – Introduction to Classroom Management

#### Year 1 Spring Session

<table>
<thead>
<tr>
<th>Professional Experience Dates</th>
<th>Classroom-based program over three weeks:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Monday 19 August – Friday, 6 September 2019</strong></td>
</tr>
<tr>
<td></td>
<td>K-6 – 15 Compulsory Days (Same school, teacher and class as PE1)</td>
</tr>
<tr>
<td></td>
<td>K-12 – 12 Compulsory Days (In a secondary school)</td>
</tr>
<tr>
<td></td>
<td>7-12 - 15 Compulsory Days (Same school, teacher and class as PE1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Number of Days</th>
<th>15 days for each cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Number</td>
<td>028231</td>
</tr>
</tbody>
</table>

As well as Professional Experience 2 – Introduction to Classroom Management, most Teacher Education Students completing a full program will have been studying the following subjects this semester on campus:
- Learning and Development across the Lifespan
- Mathematics Education 1
- Science and Technology Education 1

Last semester, most Teacher Education Students completed:
- English Education 1
- Creative Arts 1: Visual Art
- Beyond Culture: Diversity in Context
- Professional Experience 1: Preparation for Teaching

**Report Requirements**

- AITSL Standards – Professional Experience Report

**Orientation, Observation & Initial Teaching**

- K-6 and 7-12: Three full compulsory days
- Teacher Education Students to record observations in their Journal

**Minimum Teaching Allocation**

- K-6 and 7-12: 12 full compulsory days (supervised block) comprising:
  - 60 minutes of teaching/day should be attempted for first 2 days.
  - Teaching commitment should be maintained at 60 minutes of face-to-face interaction with learners, arranged in accordance with needs of class (8 days).
  - Final two days – teaching commitment should be increased to 90 minutes per day.

- K-6 only: Practice daily whiteboard writing/typing using the Foundation Style.

#### Lesson Preparation

- Quality teaching and quality learning rest on careful planning and documentation.
- Discuss lesson preparation with Supervising Teacher. Lessons should be prepared one day in advance.
- All teaching plans must be retained in a cumulative folder and be accessible to Supervising Teachers and Tertiary Supervisors on a daily basis.
- Teacher Education Students must include self-evaluations on all lessons taught.
- Supervising Teachers must provide written feedback on one lesson per day.

#### Focus Areas

Classroom management specifically by exploring what effective teachers do to proactively organise inclusive learning environments to maximise student engagement in learning and minimise disruption.

#### Outcomes

- Know students and how they learn – GTS 1.1
- Plan for and implement effective teaching and learning – GTS 3.1, 3.3, 3.4, 3.5
- Create and maintain supportive and safe learning environments – GTS 4.1, 4.2, 4.3, 4.4
- Engage in professional learning – GTS 6.3
- Engage professionally with colleague, parents/carers and the community – GTS 7.1, 7.2
# PROFESSIONAL EXPERIENCE 3 – Effective Teaching and Learning
## Year 2 Autumn Session

### Professional Experience Dates
- **K–6:** Monday, 6 May to Friday 24 May, 2019
  (Some students may need to do their placement from Monday, 3 June to Monday, 24 June 2019)
- **K–12:** Monday, 4 June - Monday, 24 June 2019 (to be completed in a Secondary School)
  7–12: Monday, 4 June - Monday, 24 June 2019 (to be completed in a Secondary School)
  (Please note: Monday, 10 June 2019 is a Public Holiday).

### Required Number of Days
15 days

### Subject Number
028232

### Link with Previous Professional Experience
The field-based component of Professional Experience 3 accentuates teaching across the range of key learning areas studied on campus. Teacher Education students will be required to enrich their planned teaching/learning episodes through the judicious use of appropriate learning technologies. As well as Professional Experience 3, most Teacher Education students completing a full program will have been studying the following subjects this semester on campus:
- Special Education: Inclusion
- Personal Development, Health, Physical Education 1: Foundations of Teaching HPE
- Programming Assessment and Reporting

Last semester, most Teacher Education students studied:
- Professional Experience 2 – Introduction to Classroom Management
- Learning and Development across the Lifespan
- Mathematics Education 1
- Science and Technology Education 1

### Report Requirements
- AITSL Standards – Professional Experience Report

### Observation
One full compulsory day for all cohorts
- Teacher Education Students to record observations in their Journal

### Minimum Teaching Allocation

<table>
<thead>
<tr>
<th>Week</th>
<th>Days</th>
<th>Teaching Allocation</th>
</tr>
</thead>
</table>
| 1    | 4    | 60 minutes of teaching per day should be attempted. This may entail small groups as well as whole-class teaching  
Practise daily whiteboard writing/printing using the Foundation style.  
Practise the use of smartboards, where possible.  
Engage in on-going negotiations for teaching in the second week. |
| 2    | 5    | Teaching commitment should be maintained at 60-90 minutes of face-to-face interaction with learners, arranged in accordance with the needs of the class.  
Whole class teaching is expected.  
Continue practise daily whiteboard writing/ printing using the foundation style.  
Continue practise use of smartboards and other available technologies.  
Continue discussions with the Supervising Teacher concerning plans for teaching and learning during the third week. |
| 3    | 5    | Time commitment similar to Week 2 aimed at ensuring students have undertaken an average 90 minutes per day teaching averaged across the Professional Experience. |

### Journal
**Teacher Education Students Reflect on daily experiences of learning and teaching and record these in your journal.**

### Lesson Preparation
- Quality teaching and quality learning rest on careful planning and documentation.  
- Discuss lesson preparation with Supervising Teacher. Lessons should be prepared one day in advance.  
- All teaching plans must be retained in a cumulative folder and be accessible to Supervising Teachers and Tertiary Supervisors on a daily basis.  
- Teacher Education Students must include self-evaluations on all lessons taught.  
- Supervising Teachers must provide written feedback on one lesson per day.

### Focus Areas
Throughout the campus-based component of Professional Experience 3, Teacher Education students will deepen their understanding of how to apply the NSW Quality Teaching Framework (QTF) across the curriculum. They will apply pedagogical approaches to using the QTF in various Key Learning Areas. Subject content focuses on planning and teaching that is of Intellectual Quality, is Significant to pupils and is undertaken in a Quality Learning Environment.

### Outcomes
## BACHELOR OF ARTS BACHELOR OF EDUCATION C10350
BACHELOR OF EDUCATION BACHELOR OF ARTS INTERNATIONAL STUDIES C10349

<table>
<thead>
<tr>
<th>PROFESSIONAL EXPERIENCE 4 – Building Classroom Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 Spring Session</td>
</tr>
</tbody>
</table>

### Professional Experience Dates
- **K-6**: Monday, 19 August - Friday, 6 September 2019
- **K–12 & 7-12**: Monday, 19 August - Friday, 6 September 2019 (to be completed in Secondary School)
- **K-6, K–12 & 7-12**: Some students may need to do their placement from Monday, 11 November to Friday, 29 November 2019

### Required Number of Days
15

### Subject Number
028233

### Link with Previous Professional Experience
Most Teacher Education Students completed:
- Professional Experience 3
- Learning and Development across the Lifespan
- Mathematics Education 1
- Science and Technology Education 1

### Report Requirements
AITSL Standards – Professional Experience Report

### Observation
One full compulsory day for all cohorts
Teacher Education Students to record observations in their Journal

### Minimum Teaching Allocation

| Week 1: (4 days) | 90 minutes of teaching per day should be attempted. This may entail small groups as well as whole-class teaching. Practice daily whiteboard writing/printing using the Foundation style. Practice the use of smartboards, where possible. Engage in on-going negotiations for teaching in the second week. |
| Week 2: (5 days) | Teaching commitment should be maintained at 90-120 minutes of face-to-face interaction with learners, arranged in accordance with the needs of the class. Whole class teaching is expected. Continue practice daily whiteboard writing/ printing using the foundation style. Continue practice use of smartboards and other available technologies. Continue discussions with the Supervising Teacher concerning plans for teaching and learning during the third week. |
| Week 3: (5 days) | Time commitment similar to Week 2 aimed at ensuring students have undertaken an average 120 minutes per day teaching averaged across the Professional Experience. |

**Journal:**
Teacher Education Students reflect on daily experiences of learning and teaching and record these in your journal.

### Lesson Preparation
- Quality teaching and quality learning rest on careful planning and documentation.
- Discuss lesson preparation with Supervising Teacher. Lessons should be prepared one day in advance.
- All teaching plans must be retained in a cumulative folder and be accessible to Supervising Teachers and Tertiary Supervisors on a daily basis.
- Teacher Education Students must include self-evaluations on all lessons taught.
- Supervising Teachers must provide written feedback on one lesson per day.

### Focus Areas
This Professional Experience builds classroom management capabilities introducing the concepts of careful instructional planning and delivery, and, relationship development as effective classroom management practices. The subject draws upon evidence-based classroom management practices to provide students with additional skills and understanding required to manage learning environments. Students undertaking Module A will apply these skills to students with challenging behaviours.

### Outcomes
Professional Knowledge:
Standards 1 – 7 go to [https://www.aitsl.edu.au/teach/standards](https://www.aitsl.edu.au/teach/standards)
## PROFESSIONAL EXPERIENCE 5 – Teacher as Researcher

### Year 4 Autumn Session

| Professional Experience Dates | Classroom-based program over three weeks.  
K-6: Monday, 6 May - Friday, 24 May 2019 – to be completed in Primary School  
K-12: Monday, 6 May - Friday, 24 May 2019 – to be completed in Primary School  
7-12: Monday, 6 May - Friday, 24 May 2019 – to be completed in Secondary School |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Number of Days</td>
<td>15</td>
</tr>
<tr>
<td>Subject Number</td>
<td>028234</td>
</tr>
</tbody>
</table>
| Link with Previous Professional Experience | Prior to the commencement of Professional Experience 5, Teacher Education Students have, in most cases, completed 4 previous professional experiences in a range of settings. Along with their campus-based studies, these experiences have prepared the Associate Teachers to undertake teaching and learning activities across the full range of KLAs comprising the Primary Curriculum.  
Successful completion of Professional Experience 5 will indicate Teacher Education Students are ready to teach in program supervision mode, and will qualify for entry as Associate Teachers in the Associate Teacher Program (Professional Experience 6). |
| Report Requirements           | AITSL Standards – Professional Experience Report                                                              |
| Orientation, Observation & Initial Teaching | Monday 6 May 2018 - One full compulsory day of orientation and observation for all students, prior to commencing initial teaching in the first week of the placement. |
| Minimum Teaching Allocation   | Week One - Tuesday, 7 May to Friday, 10 May 2018: 90 minutes of teaching each day.  
Weeks Two and Three - Monday, 13 May to Friday, 24 May 2018: Alternate half and full teaching days.  
Note: Where possible, half and full days should provide the Teacher Education Students with as much teaching as possible during this period. However, it is acknowledged that regularly-timetabled class activities may reduce these proportions. |
| Lesson Preparation            | All teaching undertaken in Professional Experience 5 must be planned for and documented in Day Book Style Planning for Teaching and Learning.  
Discuss lesson preparation with Supervising Teacher. Lessons should be prepared one day in advance.  
All teaching plans must be retained in a cumulative folder and be accessible to Supervising Teachers and Tertiary Supervisors on a daily basis.  
Teacher Education Students must be evaluated, with WRITTEN comments addressing perceived lesson outcomes, contributing factors and recommendations for future planning.  
Teacher Education Students must include self-evaluations on all lessons taught.  
Supervising Teachers must provide written feedback on one lesson per day.  
The University has high expectations in the matter of student planning, documentation and programming during Professional Experience 5. It is a matter of professional responsibility that teaching/learning episodes be thoroughly planned and documented. The skills of lesson planning and programming, along with effective use of learning materials, will have been modified and refined commensurate with progress through successive professional experiences. In Professional Experience 5, each Teacher Education Student will be expected to plan thoroughly for teaching. While Day Book Style Planning is expected, it should be noted, however, that fuller plans may be required where planning deficiencies are evident. In all cases, plans should specify intended learning outcomes and indicators (or learning intentions). |
| Focus Areas                   | The final year professional experience program (spanning both Professional Experience 5 and Professional Experience 6) is a multi-phased school-based experience for final year primary Teacher Education Students and Associate Teachers designed to enrich the experience of teaching and learning in articulated and extended forms.  
The campus-based subject integrated with the field component of Professional Experience 5 is Teacher as Researcher. The subject engages students in two key focal areas: (1) identification and critical analysis and interpretation of research to inform classroom practice, and (2) development of skills to design, implement and share the findings of practitioner inquiry. During the placement, Teacher Education Students will undertake a clearly defined project focused on gathering data to inform and improve an aspect of their teaching practice. |
| Outcomes                      | Professional Knowledge:  
Standards 1 – 7 go to [https://www.aitsl.edu.au/teach/standards](https://www.aitsl.edu.au/teach/standards) |
## Professional Experience 6
Teaching Performance Assessment, Internship and Capstone
Fourth & Final Year Spring Session

### Professional Experience Dates
- **K–6 & K-12**: Monday, 19 August - Friday, 13 September 2019 [primary school]
- **7-12**: Monday, 19 August - Friday, 13 September 2019 [secondary school]

### Required No of Days
20

### Subject Number
012236

### Report Requirements
AITSL Standards – Professional Experience Report

### Lesson Preparation
In Professional Experience 6, Associate Teachers will be expected to prepare and maintain programs in exactly the same way as would be expected of a beginning teacher working in a full-time capacity. Associate Teachers will maintain both a DAY BOOK and a program.

### Minimum Teaching Allocation
- **Monday, 19 August (1 day)**: Associate Teacher and Colleague Teacher spend the day jointly with the class, sharing teaching responsibilities.
- **Tuesday, 20 August – Friday, 6 September (14 Days)**: Associate Teacher takes responsibility for the class in program supervision mode until lunchtime on each of these days. Colleague Teacher is released from the class for this period for professional development activities. Colleague Teacher takes responsibility for the class from lunchtime onwards on these days. The Associate Teacher is released from classroom teaching responsibilities in the afternoons to pursue a program of professional development activities.
- **Monday, 9 September – Friday, 13 September (5 days)**: Throughout this period, Associate Teachers will take full responsibility in program supervision mode for the learning of the class over the whole of each day. (This assumes some release time for regularly scheduled learning activities with specialist teachers.) Colleague Teachers are released for professional development activities throughout this period.

### Focus Areas
The subject will assist Associate Teachers prepare for the Internship by addressing some of the issues and challenges they are likely to encounter both during their Internship and also during the early years of teaching including:

- membership of the wider community;
- professional interactions with students,
- parents and colleagues;
- conflict resolution;
- management of professional roles and responsibilities;
- seeking employment as a teacher and planning professional learning needs.

Associate Teachers explore strategies that will assist them to thrive rather than merely survive as beginning teachers. Processes and strategies for seeking employment as a teacher will also be addressed including: obtaining NESCA authority to teach; interview skills; preparing curriculum vitae for application to teach in the Department of Education and Independent sector and seeking employment as a casual teacher.

### Outcomes
a) analyse key themes evident in a teacher’s professional context and background (GTS 4.4, 7.1, 7.2);

b) relate teaching issues to relevant professional literature (GTS 6.1, 6.2);

c) identify possible risks to teachers’ social and emotional well-being and identify and suggest possible management strategies (GTS 6.3);

d) explain the responsibilities of teachers in managing conflict, interpersonal relationships and ongoing professional learning (GTS 3.5, 7.3);

### Professional Knowledge:
Standards 1-7 go to [https://www.aitsl.edu.au/teach/standards](https://www.aitsl.edu.au/teach/standards)
PROFESSIONAL EXPERIENCE SUBJECTS

BACHELOR OF EDUCATION
IN PRIMARY EDUCATION C10206

BACHELOR OF EDUCATION
BACHELOR OF ARTS INTERNATIONAL STUDIES C10208
### PROFESSIONAL EXPERIENCE 7 – Meeting the English Language Needs of Learners  
**Final Year Autumn Session**

| Professional Experience Dates | Phase One: 4-day introductory phase commencing on **Tuesday, 29 January 2019**, concluding **Friday, 1 February 2019**.  
**Inter-phase One:** 3 days are scheduled to help sustain links between Phases One and Two. Teacher Education Students are required to negotiate attendance patterns with their Supervising Teacher such that these 3 days are completed before the 10-day teaching block commencing **Monday, 6 May 2019**.  
**Phase Two:** 10 compulsory days professional experience (in-class supervision) commencing on **Monday, 6 May 2019** and concluding on **Friday, 17 May, 2019**. |
| Required No. of Days | 17 |
| Subject Number | 012237 |
| Link with Previous Professional Experience | Prior to the commencement of Professional Experience 7, Teacher Education Students have, in most cases, completed 6 previous professional experiences in a range of settings. Along with their campus-based studies, these experiences have prepared the Associate Teachers to undertake teaching and learning activities across the full range of KLA's comprising the Primary Curriculum. Phase Two of Professional Experience 7 (commencing Monday, May 6, 2019) is the final in-class supervision session in this program. Successful completion of Professional Experience 7 will indicate Teacher Education Students are ready to teach in program supervision mode, and will qualify for entry as Associate Teachers in the Associate Teacher Program (Professional Experience 8). |
| Report Requirements | AITSL Standards – Professional Experience Report |

**Lesson Preparation, Planning, Documentation and Programming**
- Quality teaching and quality learning rest on careful planning and documentation. All teaching undertaken by Teacher Education Students/Associate Teachers in professional experience must be planned for and documented in teaching plans consistent with Planning for Teaching and Learning or (for Professional Experience 7 and beyond) Day Book Style Planning for Teaching and Learning.  
- Discuss lesson preparation with Supervising Teacher. Lessons should be prepared one day in advance.  
- All teaching plans must be retained in a cumulative folder and be accessible to Supervising Teachers and Tertiary Supervisors on a daily basis.  
- Teacher Education students must be evaluated, with **WRITTEN** comments addressing perceived lesson outcomes, contributing factors and recommendations for future planning.  
- Teacher Education Students must include self-evaluations on all lessons taught.  
- Supervising Teachers must provide written feedback on one lesson per day.  

The University has high expectations in the matter of student planning, documentation and programming during Professional Experience 7. It is a matter of professional responsibility that teaching/learning episodes be thoroughly planned and documented.  

The skills of lesson planning and programming, along with effective use of learning materials, will have been modified and refined commensurate with progress through successive professional experiences. In Professional Experience 7, each Teacher Education student will be expected to plan thoroughly for teaching. Documentation of plans for teaching and learning should be in accord with suggestions in the Day Book Style Planning for Teaching and Learning. It should be noted, however, that fuller plans may be required where planning deficiencies are evident. In all cases, plans should specify intended learning outcomes and indicators.  

**Minimum Teaching Allocation**
- **Phase One** – teaching small groups or whole classes if this fits with the Supervising Teacher’s requirements.  
- **Inter-Phase One** – Inter-Phase One does not require Teacher Education Students to teach. However, some teaching may occur if this fits with the Supervising Teacher’s requirements.  
- **Phase Two:**  
  **Week One - Monday, 6 May to Friday, 10 May 2019:** 90 minutes of teaching each day.  
  **Week Two – Monday, 13 May to Friday, 17 May 2019:** Alternate half and full teaching days. Note: Where possible, half and full days should provide the Teacher Education Students with as much teaching as possible during this period. However, it is acknowledged that regularly-timetabled class activities may reduce these proportions.
### Focus Areas

The final year professional experience program (spanning both Professional Experience 7 and Professional Experience 8) is a multi-phased school-based experience for final year primary Teacher Education Students and Associate Teachers designed to enrich the experience of teaching and learning in articulated and extended forms.

The campus-based subject integrated with the field component of Professional Experience 7 is *Meeting the English Language Needs of Learners*.

### Outcomes

Professional Knowledge:

Standards 1 – 7 go to [https://www.aitsl.edu.au/teach/standards](https://www.aitsl.edu.au/teach/standards)
### Professional Experience Dates

**Inter-Phase Two:** 4 days are to be completed between Monday, 20 May and Friday, 16 August 2019. Continuing on from Professional Experience 7, these four days are scheduled to sustain links with the class and Colleague Teacher. Associate Teachers are required to negotiate attendance patterns with their Colleague Teacher. This may include teaching is this fits with the Supervising Teacher’s program.

**Phase Three: 20 day Internship** commencing Monday, 19 August concluding Friday, 13 September 2019.

Continuing on from Professional Experience 7, the last phase of the final year professional experience program is a 20 day internship (Associate Teacher) program. In the final year, the Associate Teachers’ program articulates with Professional Experience 7, and is designed to enrich the experience of teaching and learning in an extended form. This program is conducted according to the terms of the Internship Agreement UTS has with the DoE and the NSW Teachers Federation.

### Required No of Days

24

### Subject Number

012238

### Report Requirements

AITSL Standards – Professional Experience Report

### Lesson Preparation

In Professional Experience 8, Associate Teachers will be expected to prepare and maintain programs in exactly the same way as would be expected of a beginning teacher working in a full-time capacity. Associate Teachers will maintain both a DAY BOOK and a program.

### Minimum Teaching Allocation for Phase 3

**Monday, 19 August (1 day):** Associate Teacher and Colleague Teacher spend the day jointly with the class, sharing teaching responsibilities.

**Tuesday, 20 August – Friday, 6 September (21 Days):** Associate Teacher takes responsibility for the class in program supervision mode until lunchtime on each of these days. Colleague Teacher is released from the class for this period for professional development activities. Colleague Teacher takes responsibility for the class from lunchtime onwards on these days. The Associate Teacher is released from classroom teaching responsibilities in the afternoons to pursue a program of professional development activities.

**Monday, 9 September – Friday, 13 September (5 days):** Throughout this period, Associate Teachers will take full responsibility in program supervision mode for the learning of the class over the whole of each day. (This assumes some release time for regularly scheduled learning activities with specialist teachers.) Colleague Teachers are released for professional development activities throughout this period.

### Focus Areas

The purposes of the Professional Experience 8 Inter-Phase Two include:

- Maintaining contact and planning for the Associate Teacher Program,
- Maintaining and consolidating rapport with students, and
- Monitoring progression of class learning and teaching programs.

Upon successful completion of Inter-Phase 2 of Professional Experience 8, the Teacher Education Student is qualified to undertake in-program supervision teaching in the classroom for the morning session of each of the first three weeks, and for the entire day on each day of the final week. This qualification to teach accords with agreements the University has with the Department of Education, and the NSW Teachers Federation. Hence the extended field experience is known as the Associate Teacher Program.

The Internship (Associate Teacher Program) recognises that a teacher’s work includes making well-grounded provision for student learning, becoming a contributing member to school planning and development, engaging with parents and the wider community, and undertaking professional studies.
PROFESSIONAL EXPERIENCE 8 – Reflecting on Educational Practice
Final Year Spring Session – CONTINUED

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>All aspects of day-to-day classroom teaching that show the Associate Teacher is ready to commence employment as a member of the teaching profession.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is demonstrated by:</td>
<td></td>
</tr>
<tr>
<td>The Associate Teacher is to put together a portfolio. It should contain:</td>
<td></td>
</tr>
<tr>
<td>• The Colleague Teacher’s completed Professional Experience Report with comments regarding the Associate Teacher’s capacity to plan and execute a learning program,</td>
<td></td>
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<tr>
<td>• The Associate Teacher’s comments regarding her/his development over the program’s time in the areas of:</td>
<td></td>
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<tr>
<td>- curriculum</td>
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<tr>
<td>- classroom interaction (including teaching skills)</td>
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<tr>
<td>- becoming a member of the school staff in relation to the attributes expected of a beginning teacher.</td>
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</tr>
<tr>
<td>• The Tertiary Supervisor’s typed letter of recommendation with comments regarding the Associate Teacher’s improvement and strengthening of insights into schooling processes through the afternoon seminar program.</td>
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<tr>
<td>The portfolio should also include statements indicating the high points in the Associate Teacher’s work in the school. These may be accompanied by photographs and work samples. The portfolio should be a compact document that the Associate Teacher may use to demonstrate professional growth and development.</td>
<td></td>
</tr>
</tbody>
</table>

Professional Knowledge:
Standards 1 – 7 go to [https://www.aitsl.edu.au/teach/standards](https://www.aitsl.edu.au/teach/standards)
PROFESSIONAL EXPERIENCE SUBJECTS

MASTER OF TEACHING
IN SECONDARY EDUCATION C04255
## MASTER OF TEACHING IN SECONDARY EDUCATION C04255

### PROFESSIONAL EXPERIENCE 1: AUTUMN and SPRING SESSION

| **AUTUMN Professional Experience Dates** | 5 days orientation, observation and initial teaching plus 25 days teaching commencing Monday, 6 May 2019 and concluding Monday, 17 June 2019. Note: Monday, 10 June is a Public Holiday. Teacher Education Students need to make up this day by arrangements with the Supervising Teacher. |
| **SPRING Professional Experience Dates** | 5 days orientation, observation and initial teaching plus 25 days teaching commencing Monday, 19 August 2019 and concluding Friday, 27 September 2019. |

| **Required No. of Days** | 30 days |
| **Subject Number** | 013401 |
| **Report Requirements** | AITSL Standards – Professional Experience Report |

### Observation

**Day 1**
- Orientation/induction to the School/Department
- Teacher Education Students observe a variety of lessons in both senior and junior classes of Supervising Teacher; Teacher Education Students are encouraged to pay particular attention to how the pupils learn and class management strategies.

**Days 2 - 3**
- The Teacher Education Student continues to observe classes taught by the Supervising Teacher, and assists students where appropriate.
- The Teacher Education Student works with groups and teaches parts of lessons with Supervising Teacher.
- The Supervising Teacher plans with the Teacher Education Student the content and suggested strategies for teaching parts of lessons and co-teaching with the Supervising Teacher on Day 4.
- The Teacher Education Student writes lesson plans for the co-operatively planned lessons and has them checked by Supervising Teacher.

**Day 4 – Day 5**
- Teacher Education Student continues to observe and co-teach parts of lessons with the Supervising Teacher
- Requirements for the rest of the block professional experience are discussed – topics allocated and resources discussed.

During this time, the Teacher Education Student should work with the Supervising Teacher to confirm lessons to be taught and obtain a final timetable to send to the Tertiary Supervisor.

### Minimum Teaching Allocation

Teacher Education Students are required to teach an average of the equivalent of half the load of a full-time teacher, i.e. 8 to 11 hours per week (the number of hours taught would usually have reached 11 hours by the final week of the professional experience period). This includes lessons team taught, excursions and sport carnivals.

**Preferred classes**: The ideal assignment would be three classes: Stage 4, Stage 5 and Stage 6, but other arrangements are acceptable.

### Lesson Preparation

- Quality teaching and quality learning rest on careful planning and documentation.
- All teaching plans must be retained in a cumulative folder and be accessible to Supervising Teachers and Tertiary Supervisors on a daily basis.
- Full lesson plans should be provided to the Supervising Teacher at least 24 hours prior to the lesson being given for the Supervising Teacher to check.

**Lesson evaluations**: Teacher Education Students are expected to keep the written evaluations for each lesson – both their own evaluations and those written by their Supervising Teacher. Supervising Teachers’ evaluations should be attached to the relevant lesson and kept together as a cumulative record of the Teacher Education Student’s teaching over the duration of the professional experience.

### Focus Areas

1. Know Students and How They Learn – GTS 1.1
2. Know the Content and How to Teach It – GTS 2.3, 2.5
3. Plan for and Implement Effective Teaching and Learning - GTS 3.1, 3.2, 3.3, 3.5
4. Create and Maintain Supportive and Safe Learning Environments – GTS 4.1, 4.2, 4.3, 4.4
5. Assess and provide feedback and Report on Student Learning – GTS 5.2
7. Engage professionally with Colleague, Parents/Carers and the Community – GTS 7.1, 7.2

### Outcomes

**Professional Knowledge:**
# MASTER OF TEACHING IN SECONDARY EDUCATION C04255

## PROFESSIONAL EXPERIENCE 2 : AUTUMN and SPRING SESSION

### AUTUMN

**Professional Experience Dates**

5 days orientation, observation and initial teaching plus 25 days teaching commencing **Monday, 6 May 2019** and concluding **Monday, 17 June 2019**.

**Note:** Monday, 10 June is a Public Holiday. Teacher Education Students need to make up this day by arrangements with the Supervising Teacher.

### SPRING

**Professional Experience Dates**

5 days orientation, observation and initial teaching plus 25 days teaching commencing **Monday, 19 August 2019** and concluding **Friday, 27 September 2019**.

**Required No. of Days** 30 days

**Subject Number** 013402

**Report Requirements** AITSL Standards – Professional Experience Report

<table>
<thead>
<tr>
<th>Observation</th>
<th>Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Orientation/induction to the School/Department</td>
</tr>
<tr>
<td></td>
<td>• Teacher Education Students observe a variety of lessons in both senior and junior classes of Supervising Teacher; Teacher Education Students are encouraged to pay particular attention to how the pupils learn and class management strategies.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Days 2 - 3</th>
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<tbody>
<tr>
<td>• The Teacher Education Student continues to observe classes taught by the Supervising Teacher, and assists students where appropriate.</td>
</tr>
<tr>
<td>• The Teacher Education Student works with groups and teaches parts of lessons with Supervising Teacher.</td>
</tr>
<tr>
<td>• The Supervising Teacher plans with the Teacher Education Student the content and suggested strategies for teaching parts of lessons and co-teaching with the Supervising Teacher on Day 4.</td>
</tr>
<tr>
<td>• The Teacher Education Student writes lesson plans for the co-operatively planned lessons and has them checked by Supervising Teacher.</td>
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<thead>
<tr>
<th>Day 4 – Day 5</th>
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</thead>
<tbody>
<tr>
<td>• Teacher Education Student continues to observe and co-teach parts of lessons with the Supervising Teacher</td>
</tr>
<tr>
<td>• Requirements for the rest of the block professional experience are discussed – topics allocated and resources discussed.</td>
</tr>
</tbody>
</table>

During this time, the Teacher Education Student should work with the Supervising Teacher to confirm lessons to be taught and obtain a final timetable to send to the Tertiary Supervisor.

<table>
<thead>
<tr>
<th>Minimum Teaching Allocation</th>
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<tbody>
<tr>
<td>Teacher Education students are required to teach an average of the equivalent of half the load of a full-time teacher, i.e. 8 to 11 hours per week (the number of hours taught would usually have reached 11 hours by the final week of the professional experience period).</td>
</tr>
</tbody>
</table>

**Preferred classes:** The ideal assignment would be three classes: Stage 4, Stage 5 and Stage 6, but other arrangements are acceptable.

<table>
<thead>
<tr>
<th>Lesson Preparation</th>
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<tbody>
<tr>
<td>• Quality teaching and quality learning rest on careful planning and documentation.</td>
</tr>
<tr>
<td>• All teaching plans must be retained in a cumulative folder and be accessible to Supervising Teachers and Tertiary Supervisors on a daily basis.</td>
</tr>
<tr>
<td>• Full lesson plans should be provided to the Supervising Teacher at least 24 hours prior to the lesson being given for the Supervising Teacher to check.</td>
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</tbody>
</table>

**Lesson evaluations:** Teacher Education Students are expected to keep the written evaluations for each lesson – both their own evaluations and those written by their Supervising Teacher. Supervising Teachers’ evaluations should be attached to the relevant lesson and kept together as a cumulative record of the Teacher Education Student’s teaching over the duration of the professional experience.

<table>
<thead>
<tr>
<th>Focus Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Know Students and How They Learn – GTS 1.2, 1.3, 1.5, 1.6</td>
</tr>
<tr>
<td>2. Know Content and How to Teach It – GTS 2.3, 2.5</td>
</tr>
<tr>
<td>3. Plan for and Implement effective teaching and Learning - GTS 3.1, 3.2, 3.3, 3.5</td>
</tr>
<tr>
<td>4. Create and Maintain Supportive and Safe Learning Environments – GTS 4.1, 4.2, 4.3, 4.4</td>
</tr>
<tr>
<td>5. Assess and provide feedback and Report on Student Learning – GTS 5.1, 5.2, 5.3</td>
</tr>
<tr>
<td>7. Engage professionally with Colleague, Parents/Carers and the Community – GTS 7.1, 7.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
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</table>
4. **INTERIM REPORT**

This report is to be filled out ONLY where the Supervising Teacher is concerned that the Teacher Education Students is at risk of not successfully completing the requirements of the professional experience. The report must be completed no later than 5 teaching days prior to the scheduled completion date of the professional experience. The report must be emailed to taught1@uts.edu.au. The Supervising Teacher must advise the Teacher Education Students and the Tertiary Supervisor of their concerns and a meeting must be arranged between the Teacher Education Student, the Supervising Teacher and the Tertiary Supervisor aimed at improving the Teacher Education Student’s performance. If appropriate, this meeting may serve as official notice that the Teacher Education Student is in danger of failing.

<table>
<thead>
<tr>
<th>Concerns Relating to Teacher Education Student Responsibilities (please list and explain)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concerns Relating to Assessment Criteria contained in the Professional Experience Report (please list and explain)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

School: ____________________________________________  Grade: ______________

Name of Supervising Teacher: ___________________________  Signature: ___________________________  Date: _________

Student/Associate Teacher: ___________________________  Signature: ___________________________  Date: _________

Name of Tertiary Supervisor: ___________________________  Signature: ___________________________  Date: _________
6. **ADDITIONAL SUBJECT & COURSE REQUIREMENTS**

6.1 **UTS Rule 10.6 – Repeated Failure in a Subject**

1. In accordance with UTS Rule 10.6 *Repeated Failure in a Subject*, FASS Faculty Board has resolved that Teacher Education students with two fails in a Professional Experience subject in the primary or secondary teacher education courses will not be permitted to re-enrol in that subject.

2. Professional experience subjects are a compulsory component of the Teacher Education degrees therefore Teacher Education students unable to re-enrol in a professional experience subject will be unable to complete the requirements for their course and will be directed to seek academic advice as to their options.

3. These options include:
   - transferring to C10209 Bachelor of Arts in Educational Studies, or
   - withdrawing from the course (students can then apply for admission to another course at UTS or other institution, if desired).

   Students failing to seek advice within the specified timeframe, or refusing one of the above options, will be excluded by Faculty Board (refer to 10.6.4 at http://www.gsu.uts.edu.au/rules/10-6.html)

4. The FASS Faculty Board may waive exclusion for students who appeal (Resolved FASSFB/2011/02/11), based on the condition that the students pursue an option nominated in 10.6.2.

6.2 **Withdrawing from a Course or a Professional Experience Subject**

When a student decides to withdraw from their course or un-enrol from any Professional Experience subject, they must ensure they notify the Professional Experience Office immediately.
7. ROLES AND RESPONSIBILITIES

The following is intended to assist all participants in gaining a better understanding of their roles and responsibilities during all professional experience.

The relationship between the Supervising Teacher, Teacher Education Student and Tertiary Supervisor during the professional experience is one of co-operation, negotiation and open communication. The links between field and campus-based activities are of primary concern in any professional experience. The articulation of theory and practice should be actively encouraged by all participants.

7.1 The Supervising Teacher

The central role of the Supervising Teacher is the professional development of Teacher Education Students during the professional experience period. Over the professional experience, Supervising Teachers will:

- clarify and explain classroom and school organisation details and check lesson plans prior to each lesson to ensure adequate preparation,
- ensure that Teacher Education Students are familiar with the school's discipline policy,
- advise Teacher Education Students of crisis management plans, the procedures for getting assistance in an emergency and that they should seek assistance as a priority in emergency situations,
- provide a wide range of experiences in the school environment,
- provide feedback which is formative rather than summative. Feedback which is regular, focused and constructive is most effective in enabling Teacher Education Students to reflect on their own performance and to identify and analyse areas of strength and weakness as they proceed through their professional experience,
- use the Professional Experience Feedback (blue booklet) checklist as a framework for observing, reporting and commenting on a particular lesson taught by the Teacher Education Student. It is expected that the Teacher Education Student should receive at least one feedback sheet each teaching day throughout the professional experience,
- demonstrate practices which will complement and supplement feedback to Teacher Education Students,
- have regular discussions with the Teacher Education Student regarding their lessons or other aspects of teaching,
- provide continual support and advice to their Teacher Education Student in improving performance over the professional experience period,
- liaise with the Tertiary Supervisor about the professional development of the Teacher Education Student. If there are concerns regarding the progress of the Teacher Education Student these should be communicated as they arise,
- in the event that the Supervising Teacher believes that a second visit by the Teacher Education Student’s Tertiary Supervisor is required, the Interim Report (see Page 22 of this Handbook) must be completed (no later than five teaching days before the scheduled completion date of the professional experience). Following on from this, the Supervising Teacher, Tertiary Supervisor and the Teacher Education Student will negotiate a program of work designed to assist the Teacher Education Student to fulfill the requirements of the professional experience,
- ensure that Teacher Education Students are supervised at all times when with the class. The responsibility for the class rests with the Supervising Teacher. Teacher Education Students are not permitted to be left alone with the class. Associate Teachers undertaking PE8 are the exception. In-program supervision requires the Associate Teachers to manage the class by themselves,
- at the conclusion of the professional experience period, report on Teacher Education Student progress and achievement, and recommend the result on the Professional Experience Evaluation Report provided.
- Sign the student's Attendance Sheet.
7.2 Teacher Education Student

- Prior to the first day of their first professional experience the Teacher Education Students must have completed the Working with Children Check – see Section 9.3 on Page 25.


- The professional conduct of Teacher Education Students must be of the highest quality. Teacher Education Students are expected to be courteous, punctual and co-operative. They must be at school at least half an hour before the school day begins and are expected to be on site throughout the entire day. Teacher Education Students may also be required to remain at the school for planning purposes up to 30 minutes after the conclusion of the final teaching period. Attendance at staff meetings and other related professional activities conducted during the professional experience period is expected.

- Teacher Education Students should adopt ethical behaviours in relation to their interactions with students, teachers, parents and community members. These include being aware of child protection and discipline policies in the school, not repeating information provided in confidence which could embarrass or harm others in the school, and enhancing the professional standing of themselves, their colleagues and their university.

- Teacher Education Students are required to observe and participate in the Supervising Teacher’s work and undertake with them assigned duties, for example, playground duty. The Teacher Education Student may negotiate with their Supervising Teacher to visit other classrooms in the school and to become familiar with such services as the school library.

- Teacher Education Students are required to prepare their lessons at least the night before the lesson is to be given. Lesson plans in a format suitable to the Supervising Teacher must be available to the Supervising Teacher each morning before school. Lesson plans must be maintained in a book or folder and be available to the Tertiary Supervisor at any time during the professional experience period.

- While Teacher Education Student must exercise due care with students, the responsibility for the class rests with the Supervising Teacher. Teacher Education Students are not permitted to be left alone with the class due to insurance requirements. Associate Teachers undertaking PE8 are the exception. In-program supervision requires the Associate Teachers to manage the class by themselves.

- Teacher Education Students are required to maintain their attendance record and submit it with their report to the UTS: School of Education’s Professional Experience Office at the conclusion of the placement.

7.3 The Tertiary Supervisor

The central role of the Tertiary Supervisor is to act as liaison between the university and the participating school. Tertiary Supervisors will:

- clarify university policy and practices relating to the professional experience as well as provide support for the Teacher Education Student and the Supervising Teacher,
- liaise with school personnel to facilitate the smooth running of the professional experience,
- meet with Supervising Teachers to discuss aspects of the current professional experience program to ensure communication is facilitated,
- confer with Teacher Education Students on matters relating to their plans for teaching and learning,
- counsel Teacher Education Students requiring assistance or advice,
• consult with Supervising Teachers regarding Teacher Education Student progress and evaluation. Where there is cause for concern regarding a Teacher Education Student's progress the Tertiary Supervisor will consult with the UTS Tertiary Supervisor Co-ordinator. **Where the Supervising Teacher completes an Interim Report notification, the Tertiary Supervisor in concert with the Supervising Teacher and the Teacher Education Student will negotiate a program of work designed to assist the Teacher Education Student to fulfil the requirements of the professional experience. This may include additional days, extending the professional experience into the following week,**

• observe Teacher Education Students' teaching/learning episodes. The competing needs of student teachers and Supervising Teachers across a number of schools, widely distributed geographically, will necessitate,

• the Tertiary Supervisor will be judicious in the way they distribute their time across the professional experience period,

• not give feedback on written assignments as this is not their responsibility.

**Text and or Required References**

Document 2 - Professional experience - Common roles and responsibilities

Document 4 : Professional experience - Evidence guide for supervising teachers
8.0 PROFESSIONAL EXPERIENCE CODE OF ETHICS

An essential part of the pre-service education of any teacher is contact with students and teachers in schools: contact which calls for the development of particularly important types of professional relationships. This Professional Experience Code of Ethics has been developed, with the collaboration of Teachers, School Principals, Teacher Education Students and Teacher Educators, to provide guidelines for the contact between Teacher Education students and schools. This Code of Ethics was originally devised by the University of New England. It has been adapted following consultation with staff and the Primary Professional Experience Advisory Committee at the University of Technology Sydney.

This Code is not intended, or expected, to be fully self-explanatory, but is seen as a statement of principle to be discussed, justified and elaborated upon during a Teacher Education Student pre-service education.

8.1 ASSIGNMENTS AND GENERAL CONTACT WITH SCHOOLS

8.1.1 Assignment Approval and Data Collection

Teacher Education Students seeking the help of students or staff as a source of data when preparing assignments should first approach the executive of the school, then the department concerned, giving them sufficient time to consider the proposal.

Prior to or at this first meeting the Teacher Education Students should provide the executive with a written proposal stating:

a) what information is sought
b) the reason for seeking it, and
c) how the information is to be used by the Teacher Education Students.

(The questions "Is it of value to education?" and "Is it unduly time consuming for the child/children?" should be the main consideration of Teacher Education Students seeking access to a child or group of children during normal school hours.)

Once a proposal is approved by the school executive, and by those others involved, it should not be altered without first consulting the executive.

8.1.2 Confidentiality

Teacher Education Students should respect the confidential nature of school records.

Teacher Education Students should disguise the school, names and other identifying features of the persons and places described in an assignment, unless approval for publication has been obtained from all of those concerned. When such alterations have been made this fact should be noted clearly on the assignment. Similarly, names and other identifying features should be obliterated on children's work borrowed or copied for use outside the school.

Teacher Education Students should not repeat outside the school, information which might harm or embarrass a student, a parent, a member of the staff or the school. (For example, any communication made in confidence should not be communicated further. It is unethical to 'use' other people to your advantage and especially their disadvantage.)

Teacher Education Students should not name their school, teachers or students in assignments or in conversations which may arise in university classes.

8.1.3 Sharing the Outcomes of Data Collection

- Films, videotapes, slides, or the like, should only be used for those purposes to which the teachers, children and parents involved have agreed.
- Where possible, teachers should be invited to be present during the showing of films, videotapes, or the like, in which they have participated.
- Where practicable, Teacher Education Students should offer to share the results of their enquiry with those contributing data to it. (Where possible Teacher Education Students should give something to the school as well as take something from it.)
8.1.4 Comparisons
If comparisons are to be drawn they should be done so taking careful account of the context and should usually be comparisons of aspects of teaching style or classroom management.

8.1.5 Adhering to Agreements
Once a commitment is made it should be adhered to by all parties. (For example, appointments for interviews and visits to a classroom should be kept punctually. Where a previously arranged appointment cannot be met, this inability should be communicated to the other(s) concerned as soon as possible and certainly prior to the pre-arranged appointment.)

8.1.6 Cultural Sensitivities
Teacher Education Students in placements with a significant presence of Indigenous Australian students and community members, should:
- consult with Indigenous Australian UTS academic staff
- be aware of protocols including customary requirements for visitors
- observe consultative processes when in community and school settings.

8.2 ASPECTS OF PROFESSIONAL CONDUCT AND RESPONSIBILITY IN SCHOOLS

8.2.1 Interaction with Students
In accordance with recognised Codes of Conduct and Child Protection requirements, Teacher Education Students are expected to maintain positive and affirming interactions with students at all times. Where necessary, behaviour management strategies should be firm, positive and directional. Emphasis should be placed on redirecting inappropriate student behaviour to forms of behaviour consistent with class and school rules. Consequences, where appropriate, should be applied in accordance with class rules and student welfare policies operational in the School. In no circumstances is ridicule, sarcasm or name-calling acceptable in interactions with students.

8.2.2 Attendance Patterns in the Professional Experience
All Teacher Education Students are required to attend their schools according to the attendance patterns indicated for the Professional Experience in which they are enrolled. For each of the dates specified for the Professional Experience, Teacher Education Students are required to be present at their school at least 30 minutes prior to the first scheduled class. Teacher Education Students may also be required to remain at the school for 30 minutes after the conclusion of the final class. Unless otherwise specified, Teacher Education Students are required to remain at the school for the entire school day. Variations to attendance patterns for such purposes as outside commitments, travel, or part-time work are not normally approved. Any variations to attendance patterns in the Professional Experience must be approved, in writing, by the UTS Professional Experience Coordinator ahead of the commencement of the Professional Experience.

8.2.3 Interactions with Supervisors and Tertiary Supervisors
UTS Teacher Education Students in the Professional Experience are expected to participate in pre- and post-observation conferences with Supervising Teachers, Tertiary Supervisors, and other school personnel in a professional and courteous manner. While feedback provision may sometimes be challenging, it should focus on giving the Teacher Education Student strategies and directions for improvement in terms of the stated Professional Experience assessment criteria. Where differences of opinion occur, such differences should be explored and clarified in a professionally-focused manner. The Teacher Education Student has a responsibility to consider feedback on teaching and learning episodes carefully, and to act on such feedback in subsequent episodes.

8.2.4 Interactions with School Personnel
Teacher Education Students should recognise their professional responsibilities to teachers and to non-teaching staff of the school. This responsibility includes care of school property, participating in normal school routine and constructive use of non-teaching time. (This implies general courtesy with regard to such matters as cleaning up materials used during a lesson [rather than leaving this to the classroom teacher], returning audio-visual equipment promptly, avoiding wastage of scarce commodities such as art paper or paints, and leaving the classroom in a suitable state for cleaning staff to be able to perform their duties. Teacher Education Students should make themselves aware of what may and what may not be expected of the non-teaching staff of the school.)
8.2.5 In-service Training [e.g. First Aid] during Professional Experience
If the school in which you are undertaking your professional experience conducts any in-service training (e.g. First Aid Certificate) whilst you are there and asks you to participate, then it must be done so at your own expense.

8.2.6 Professional Standing
Teacher Education Students have a responsibility to work cooperatively with practising teachers and in a manner designed to enhance the professional standing and performance of themselves, their colleagues and their university.

(Implicit here is the understanding that professionals are expected to show concern for fellow professionals, for the standards of the profession itself and for their clients - that is, for the pupils and their parents. Gossipy criticism of teachers at the schools, or at a previous school at which the Teacher Education Student has practice taught, should be avoided.)

8.2.7 Reporting to Parents
Teacher Education Students should accept that responsibility for reporting to parents lies with practising teachers. Information they regard as important for parents should be brought to the attention of their Supervising Teacher or of the school executive, who must then decide how to act upon it.

8.2.8 Child Protection
In accordance with mandated Child Protection Procedures, Teacher Education Students advised of abuse in any form (sexual, physical or emotional) must inform the school Principal immediately. The matter should not be discussed with any other persons. Other forms of harassment or discrimination should also be reported. At UTS the Teacher Education Students have passed an online Child Protection Module.

8.2.9 Environmental Health and Safety
Teacher Education Students should be informed of relevant Environmental Health and Safety policy and procedures operational at the School to which they are appointed for professional experience. Particular questions should be directed to the school principal. In relation to environmental health and safety, UTS requires Teacher Education Students to check school-based evacuation and emergency procedures, and complete and submit to school personnel emergency contact details on the pro forma supplied.

8.2.10 Medication
Teacher Education Students must not administer medications to students in any circumstances. Each school will have its own procedures and nominated personnel for the administration of medications.

8.2.11 Protection against Infectious Diseases
In circumstances where the Teacher Education Student is exposed to any body fluids or substances (e.g. blood, vomit, saliva), appropriate hygiene practices must be strictly adhered to. Such practices would include the wearing of gloves and thorough washing with soap.

8.2.12 Physical Restraint of Students
Supervising Teachers should ensure that Teacher Education Students are familiar with specific behaviour management strategies for students with challenging behaviours, as well as general behaviour management strategies employed in the classroom.

They should be familiar with crisis management plans, should know the procedures for getting assistance in an emergency and should seek assistance as a priority in emergency situations.

As Teacher Education Students have not received specific training in restraining students they should not be expected or requested to physically restrain aggressive or violent students.

8.2.13 Smoking
Department of Education and Communities policy prohibits smoking of any substance by any personnel on school grounds or premises.
8.2.14 Use of School Resources
Teacher Education Students may use school resources (computers, computer software, printers, photocopiers, stationery, etc) only after informed consent has been granted by appropriate school personnel. The use of such resources must relate directly to the Teacher Education student/associate teacher's work in the school, and must accord with policies, practices and procedures operational at the school.

Implicit here is the need to respect the limited resources available to schools, and to use those resources carefully.

8.2.15 Computer Software
Teacher Education Students using computer software at the school must do so with care to ensure the integrity of the school's computer systems is not threatened by viruses. To this end, the use of software from outside the school should be avoided. Teacher Education Students must be aware that the downloading of information from the Internet carries inherent risk of virus infection. Discussion about these risks should occur with appropriate school personnel before any information is downloaded.

8.2.16 Mobile Telephones
Teacher Education Students with mobile telephones should switch them off while they are at the school.

8.2.17 Dress and Personal Presentation
In matters of dress, personal presentation, demeanour and attitude, Teacher Education Students have a responsibility to affirm the professionalism of the school and of the university they represent.

'Smart casual' attire should be used as a guide to minimum dress standards. Clothing worn must be neat, clean and appropriately modest. In matters of dress and personal presentation, Teacher Education Students are expected to follow the advice of principals or their nominees, and to adhere to professional standards evident at the school.

8.2.18 Refreshments
Where Teacher Education Students partake of staffroom refreshments, they must ensure they make an appropriate contribution to meet associated costs. Most schools have arrangements in place for the purchase of tea, coffee, milk, biscuits, etc. Teacher Education Students have a responsibility to check these arrangements and contribute accordingly.

8.2.19 Non-attendance at School for Professional Experience
In cases where Teacher Education Students are unable to attend the school for Professional Experience for any reason at all, e.g. withdrawing from the professional experience, illness or misadventure, etc, the Teacher Education student must advise the Supervising Teacher, or school support staff as soon as possible (in most cases, in advance of the absence). Arrangements for making up missed days must be made subsequently.

Implicit here is the need for courtesy and professionalism in matters of attendance.

If a Teacher Education student is injured or has an accident en route to/from school or on school premises, contact the Professional Experience Office immediately in order to complete an Incident Report.

8.2.20 Industrial Action in Schools
Where industrial action is being undertaken by the sector, i.e. Government or Non-Government, in which the Teacher Education student is placed, they must stay away from the school during the action. Industrial action may take the form of stop work meetings, rolling stoppages or strikes of longer duration. Teacher Education Students should return to the school immediately any industrial action ceases. Non-attendance by Teacher Education Students is to occur irrespective of whether individual Supervising Teachers or Colleague Teachers with whom the Teacher Education student is working choose to strike or not. This forms part of the agreement between universities and the teacher unions, which are supportive of professional experience. The non-attendance of Teacher Education Students at schools during industrial action is a condition of this support. In no circumstances will Teacher Education Students take charge of students during industrial action. Teacher Education Students are not required to make up any time lost due to industrial action.
8.2.21 School Excursions in the Professional Experience
In cases where Teacher Education Students attend school excursions as part of the Professional Experience, the excursion day (or days) will count as part of the Professional Experience. However, in cases where overnight excursions are undertaken, there will be no reduction of Professional Experience days to compensate for overnight attendance.

8.2.22 Borrowing Resources
Where Teacher Education Students borrow school and/or Supervising Teacher resources in the Professional Experience they are required to return those resources promptly, and certainly not later than the conclusion of the Professional Experience (except with the express permission of the relevant teacher or school authority). Failure to return borrowed goods may be considered an act of theft. In these circumstances, appropriate actions will be taken.

8.2.23 Guidelines for UTS Teacher Education Students’ use of Social Media on Professional Experience
  e.g. blog posts, tweets, YouTube video creations, Facebook, Slideshare etc.
8. **COMPLETING OF PROFESSIONAL EXPERIENCE REPORT THE SUPERVISING TEACHER**

On those occasions where the Teacher Education Student is not progressing as expected for a successful professional experience, an Interim Report (see page 17) should be completed in consultation with the Teacher Education Student and the Tertiary Supervisor.

At the conclusion of the Professional Experience period a report is prepared by the Supervising Teacher, which assists in the formulation of judgments regarding the Teacher Education Students’ attainments. The report is constructed to allow for evaluation and specific feedback regarding Professional Experience.

The final award of satisfactory on the Professional Experience Report is provided by the Supervising Teacher. If a final award is to be unsatisfactory, this decision must be discussed with the Tertiary Supervisor.

The Professional Experience 1 Report is supplied separately or alternatively you may wish to download it from the following Website at:


The Report should be based on Teacher Education Student progress towards achievement of graduate standards related to the professional experience 1 outcomes. The report requires an assessment of achievement of items marked in bold. It is important to consider the Teacher Education Student’s strengths and weaknesses in the context of your particular school. While areas of weakness may be evident early in the Professional Experience, the Professional Experience Report should consider the progress/skill development demonstrated by the end of the practice teaching period. On each item the Supervising Teacher should consider:

- the Teacher Education Student’s current position in his/her professional learning continuum (this being a first practice teaching experience early in the education programme); and
- evidence from observations, preparation, evaluations and professional

The Supervising Teacher should form a professional judgement on the level of attainment and indicate this on the professional experience report as one of the following:

- ND = Not demonstrated for this professional experience because (a) there was insufficient opportunity to demonstrate or (b) there was sufficient opportunity but the student was unable to demonstrate.
- D = Demonstrated satisfactory progress at completion of this professional experience relative to the National Standards Evidence Guide.
- E = Exceeds expectation with regard to the National Standards Evidence Guide.

If the descriptors are not able to be demonstrated, please provide an explanation in the appropriate Comment section.

**Text and or Required References**

Document 3: Professional experience - Common report template
https://educationstandards.nsw.edu.au/wps/wcm/connect/6d5f6979-9260-4218-86c3-03babe3a2ae73/professional-experience-framework-3-common-report-template.pdf?MOD=AJPERES&CVID=

Document 4: Professional experience - Evidence guide for supervising teachers
10. **PROCEDURES FOR CONCLUDING THE PROFESSIONAL EXPERIENCE**

8.1 **Supervising Teacher**

**Professional Experience Evaluation Report**

At the conclusion of each professional experience placement, Supervising Teachers must **complete and provide to the Teacher Education Student**:

- Professional Experience Evaluation Report (supplied separately with this Handbook) with recommended grade for the Teacher Education Student. Please discuss this report with the Teacher Education Student, then give the report to the student to take to back to the UTS: School of Education Professional Experience Office, Room 10.4.313.

- Record of Attendance.

Where the Professional Experience Evaluation Report has not been finalised at the conclusion of the professional experience, the Supervising Teacher should mail it, together with the Record of Attendance as soon as possible to Sue Rohanna. Please do not put photocopies of the Professional Experience Evaluation Report with the claim forms.

**Payment Details for Supervising Teachers**

**(a) Supervising Teachers Participating in Professional Experience 5&6 (BABED) & 7&8 (BEd)**

In accordance with signed agreements the University has with the Department of Education (DoE) and the NSW Teachers Federation, Supervising/Colleague Teachers in Professional Experience 5 and Professional Experience 6 in the BABED course & Professional Experience 7 and Professional Experience 8 in the BEd course may claim for payment at the following rates:

<table>
<thead>
<tr>
<th>Professional Experience 5</th>
<th>Professional Experience 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of daily rate</td>
<td>20% of daily rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Experience 7</th>
<th>Professional Experience 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase One: 20% of daily rate</td>
<td>Inter Phase Two: 20% of daily rate</td>
</tr>
<tr>
<td>Inter Phase Two: 20% of daily rate</td>
<td>Associate Teacher Program 20% of daily rate</td>
</tr>
<tr>
<td>Phase Two: 100% of daily rate</td>
<td></td>
</tr>
</tbody>
</table>

**Please Note:**
The University always pays Supervising/Colleague Teachers strictly in accordance with rates determined by the relevant Industrial Award. In the 4th Year Professional Experience Program, the rates of payment vary according to phase, as indicated above. In this program, the monetary payment is supplemented with time release in Phase 3. All payment rates have been negotiated with DoE and NSWTF.

**Payment for Supervising Teachers in all Professional Experiences**

Supervising Teachers, except as noted above, will be paid at the daily rate of $30.00 per student per day, subject to changes.

**Payment Claim Form and Tax Form, and late Reports and Attendance Records**

The Payment Claim Form and the Tax Form **must be forwarded as soon as possible after the conclusion of the Professional Experience. Payment may take up to 6 weeks, please be patient and check your bank account periodically.**

Professional Experience Office
School of Education, Faculty of Arts & Social Sciences
University of Technology Sydney
PO Box 123, Broadway NSW 2007

For any queries please email TeachEd2@uts.edu.au

**Please note** your payment can be processed only after receipt of the Professional Experience Evaluation Report, Attendance Sheet, Claim Form and Tax Form.
8.2 Teacher Education Student

The Teacher Education Student is to bring to the Professional Experience Office IMMEDIATELY after the end of their placement:

- The signed Record of Attendance (which is separate from this handbook).
- The Professional Experience Evaluation Report signed and graded by the Supervising Teacher.
- **Failure to hand in these documents to the Professional Experience Office will result in a Q Grade for this subject until such time as they are received.**

Your Professional Experience Evaluation Report will be signed in the office by the Subject Co-ordinator or the Director of Professional Experience. Your copy of the Professional Experience Evaluation Report and Attendance Sheet MUST be picked up from the Professional Experience Office, Room 10.4.313 BEFORE the end of Semester 2.

Maintaining Professional Experience Records for Professional Purposes

Your professional experience records are important professional documents which you will need to keep on file so that they are available when you apply for teaching positions and for recognition of qualifications if teaching in any state around Australia or overseas. Establish a personal professional experience records file and keep copies of all your attendance sheets and professional experience reports for the duration of your career.
11.0 MANDATORY CHECKS

11.1 Anaphylaxis Training

As at 20/11/12 UTS was advised that the NSW Department of Education had recently reviewed its requirements in relation to anaphylaxis management in schools. The Department now requires that all Teacher Education students are trained in anaphylaxis management before they undertake any professional experience in NSW public schools.

Teacher Education students are required to complete the online training module at http://etraining.allergy.org.au

Once the training has been completed, Teacher Education students are required to provide a copy of their certificate to the Professional Experience Office by uploading the document to MyPlacement. The certificate remains current for three years.

Teacher Education students are also required to present a copy of their current certificate to the principal at the school they are attending for their professional experience placement.

Where possible, Teacher Education students on professional experience placements will be given the opportunity to practice with the EpiPen trainer that was provided to each NSW public school in December 2012. When you have correctly demonstrated the use of the autoinjector (EpiPen) your Supervising Teacher can sign your certificate.

Students MUST upload the document to MyPlacement where it will be kept securely.

11.2 Child Protection Compliance Training

It is a requirement that ALL students undertake mandatory Child Protection Training before a Professional Experience placement. Students complete a Child Protection module and receive a Certificate of Completion. A hard-copy should be kept in their portfolio and shown to a school, if requested to do so.

NB: The hard copy is to be retained by the student for use throughout the course. Once completed, there is no need to repeat the training.

Students MUST upload the document to MyPlacement where it will be kept securely.

11.3 Working with Children Check

All students who are undertaking a Primary and Secondary Education course are required to complete professional experience placement in schools and are required to have applied for and received a Working with Children (WWC) check number. First year students will be given details about applying for this at the time of their enrolment. Other students who have not applied for and received their clearance number must do so prior to starting the professional experience placement.

Obtaining a Working with Children Check is the responsibility of the student. Individuals applying to work with children are required to apply to the Commission for Children and Young people for a clearance. The process involves either completing the application form online or downloading it from the Commission’s website and lodging it at a NSW RTA office. The website is: http://www.kidsguardian.nsw.gov.au/Working-with-children/Working-with-Children-Check/

For students there is no fee and the Check lasts for five years. When filling in the form check the box: Volunteers and Students. If this box is not checked then the student will be charged the fee for paid workers of $80.

Once you have completed the online application form you will receive an Application Number. You must take this application number and your identifying documents to the RTA to be verified. Please notify the Professional Experience Office of the Application Number whilst waiting for your official WWC number and expiry date.
After the application has been processed by the RTA, the applicants will receive from the Office of the Children’s Guardian the results of the check by email or post which will include your clearance number. **Students MUST upload the document to MyPlacement where it will be kept securely.**

The UTS School of Education has the responsibility of verifying your Application Number and/or Working with Children Check Number. If the result is cleared, or application in progress, the student may begin working with children immediately, i.e. undertake the professional experience. If the result is barred, interim barred or not found, you cannot undertake the professional experience in schools and it is a criminal offence to do so. If you have already started the professional experience, we will be obliged to pull you out of your professional experience. You will not be allowed to re-start the professional experience until you have completed the Working with Children Check and the result is verified.

Once verified you will receive a copy of the Verification Report and a copy will be uploaded to your Student Portal. A hard-copy should be kept in your portfolio and shown to a school, if requested to do so.

Students or graduates applying for positions within the Department of Education will need to re-apply for a Working with Children Check as a paid worker. This costs $80 and lasts for five years. The Department of Education will reject an application if it is not accompanied by the Working with Children Check clearance. The paid worker application is required for child-related paid work.

**11.4 Inherent Requirements & Student Placement Acknowledgement Form**

*Inherent requirements* are the fundamental competencies that must be demonstrated by all student teachers. Students with a disability or chronic health condition can request extra support and can have adjustments made to enable them to meet these requirements. Similarly, students experiencing challenges with English language skills may request extra support. There may also be other considerations, such as cultural or religious considerations or carer responsibilities that may impact on your capacity to demonstrate a specific inherent requirement and may necessitate support.

To successfully complete a teacher education course at UTS, you need to:

a) Successfully complete all required professional experience placements; and

b) Demonstrate all the inherent requirements (see page 3 of the document “Introduction to inherent requirements for initial teacher education programs”).

If you do not satisfy (a) and (b), you will not graduate from your course.

If you have a disability or medical condition, carer responsibilities, challenges with English language skills or cultural/religious considerations that may require assistance you are strongly encouraged to contact the following areas to discuss your needs, prior to the census date.

Once students have made themselves aware of the inherent requirements by reading the document, they must complete the **Student Placement Acknowledgement Form** attached to the back of the document. **Students MUST upload the document to MyPlacement where it will be kept securely.**
11.5 LANTITE Test

The Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) is designed to assess initial teacher education students’ personal literacy and numeracy skills to ensure teachers are well equipped to meet the demands of teaching and assist higher education providers, teacher employers and the general public, to have increased confidence in the skills of graduating teachers. The test has been introduced to assess those aspects of initial teacher education students’ personal literacy and numeracy skills that can be measured through an online assessment tool. ALL students enrolled in an initial teacher education course (either undergraduate or postgraduate) will be expected to sit and pass the test prior to graduation. Register for the next round of testing at https://teacheredtest.acer.edu.au/register

For Undergraduate students the LANTITE Tests (both Literacy & Numeracy) must be completed prior to the commencement of PE6. However, we strongly recommend you complete these tests by the end of your third year.

For Postgraduate students the LANTITE Tests (both Literacy & Numeracy) must be completed prior to the commencement of Professional Experience 2. However, we strongly recommend that you complete these tests well in advance of PE2.

For both Undergraduate and Postgraduate students, you will not be permitted to undertake your final Professional Experience placement unless the Professional Experience Office in the School of Education receives a copy of results showing that you have achieved the standard required.

NB: You must have proof that you have passed. Evidence that you have sat the these is not sufficient.

Once you have received your test results, you must upload them ASAP to the Documents tab in your Student Portal in MyPlacement so we can finalise your placement.
12. HEALTH, SAFETY AND BEHAVIOUR

Environmental Health and Safety
- Teacher Education Students should be informed of relevant Environmental Health and Safety policy and procedures operational at the School to which they are appointed for professional experience. Particular questions should be directed to the school principal.
- UTS requires Teacher Education Students to check school-based evacuation and emergency procedures, and complete and submit to school personnel emergency contact details on the pro forma supplied.

Medication
- Teacher Education Students must not administer medications to students in any circumstances. Each school will have its own procedures and nominated personnel for the administration of medications.

Protection against Infectious Diseases
- In circumstances where the Teacher Education Student is exposed to any body fluids or substances (e.g. blood, vomit, saliva), appropriate hygiene practices must be strictly adhered to. Such practices would include the wearing of gloves and thorough washing with soap.

Physical Restraint of Students
- Supervising Teachers should ensure that Teacher Education Students are familiar with specific behaviour management strategies for students with challenging behaviours, as well as general behaviour management strategies employed in the classroom.
- Supervising Teachers must advise Teacher Education Students of crisis management plans, the procedures for getting assistance in an emergency and that they should seek assistance as a priority in emergency situations.
As Teacher Education Students have not received specific training in restraining students they should not be expected or requested to physically restrain aggressive or violent students

Professional Behaviour
As a prospective member of the education profession, Teacher Education Students must maintain the highest levels of responsibility to the students and staff. UTS works hard to locate quality professional experience sites, and all Teacher Education Students, as representatives of the university, should ensure that their behaviour fosters positive working relationships. Teacher Education Students must:
- adhere to all professional experience site policies and routines,
- telephone the professional experience site and the Tertiary Supervisor before lessons begin in the case of unavoidable absence.
- not seek access to personal information on student records. Access to records is not required as the professional experience will not involve using student information for university assignments,
- respect the rights of students, school staff and parents, and ensure confidentiality of information which might cause harm or embarrassment,
- speak to each student in a manner which is appropriate for his/her age, taking into account each student's skills in language comprehension,
- assist students to the minimum extent necessary as the goal is to assist students to achieve independence,
- communicate with parents only as guided by the Supervising Teacher.

Medication
- Teacher Education Students must not administer medications to students in any circumstances. Each school will have its own procedures and nominated personnel for the administration of medications.
Protection against Infectious Diseases

- In circumstances where the Teacher Education Student is exposed to any body fluids or substances (e.g. blood, vomit, saliva), appropriate hygiene practices must be strictly adhered to. Such practices would include the wearing of gloves and thorough washing with soap.

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- As Teacher Education Students have not received specific training in restraining students they should not be expected or requested to physically restrain aggressive or violent students.

Social Media

- When using social media (blogs, Twitter, Facebook, Youtube, Pinterest etc) during your school placement:
  - Avoid identifying any staff or children at your school;
  - Do not use photos of children or staff at your school. NB. If you wish to record media at your school (not to be placed on the web), you need to seek written permission from the principal, teacher and parents - see UTS Professional Experience Office for consent form:
  - Avoid identifying your Professional Experience school. E.g. use a pseudonym or “an Australian school”;
  - Do not use photos that identify your school.

Further reading
- Guidelines from other school systems e.g. [http://www.ceosyd.catholic.edu.au/About/Documents/pol-socialmedia-staff.pdf](http://www.ceosyd.catholic.edu.au/About/Documents/pol-socialmedia-staff.pdf)
9. **INSURANCE CERTIFICATES**

The following certificates of currency provide details of insurance arrangements the university has in place throughout 2017/2018 for all Professional Experience programs.

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**CERTIFICATE OF CURRENCY**

**PUBLIC & PRODUCTS LIABILITY INSURANCE**

**TO WHOM IT MAY CONCERN**

1 November 2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE HOLDER. IT DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICY. IT IS PROVIDED AS A SUMMARY ONLY OF THE COVER PROVIDED AND IS CURRENT ONLY AT THE DATE OF ISSUE. FOR FULL PARTICULARS, REFERENCE MUST BE MADE TO THE CURRENT POLICY WORDING.

**Insured:** University of Technology Sydney, Insearch Ltd, accessUTS Pty Ltd, UTS Global Pty Ltd, Pivot Pty Ltd, Sydney Educational Broadcasting Ltd, AustLII Foundation Ltd, ActivateUTS, UTS Child Care Inc., University of Technology Sydney Students’ Association and its/their subsidiary and related bodies corporate, as defined in the Corporations Act 2001 (including those acquired or incorporated during the Period of Insurance) for their respective rights and interests.

**Period of Insurance:** From 1 November 2018 at 4.00 pm Australian Eastern Standard Time To 1 November 2019 at 4.00 pm Australian Eastern Standard Time

**Limit(s) of Liability:** $5,000,000 any one occurrence or series of occurrences arising out of the one event and in the aggregate in respect of Products per period of insurance

**Interest Insured:** Legal liability to pay by way of damages in respect of Personal Injuy or Property Damage first happening during the Period of Insurance as a result of an Occurrence within the Territorial Limits in connection with the Insured’s Business or Product.

**Territorial Limits:** Anywhere in the World

**Insurer:** Liberty Mutual Insurance Company

**Policy Number:** SY-CAS-17-431283

**Note:** Always subject to the terms, conditions, definitions and exclusions of the policy

Yours faithfully,

Corin Hansford

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Corin Hansford
Managing Principal
Marsh Pty Ltd
ABN 86 004 631 512
One International Towers Sydney
100 Barangaroo Avenue
SYDNEY NSW 2000
PO Box H176
AUSTRALIA SQUARE NSW 1215
corin.hansford@marsh.com
marsh.com.au
Whom it may concern;
In our capacity as Insurance Brokers to University of Technology Sydney and its related and affiliated bodies, institutions and associations we hereby certify that the under mentioned insurance policy is current.

As at date: 7th November 2018

**Policy Information**

**Policy Type** - Group Personal Accident Insurance

**Insured** - University of Technology, Sydney and others as defined by the policy document.

**Insurer** - Chubb Insurance Australia Limited - ABN: 23 001 642 020

**Policy Number** - 01POS32501

**Period of Insurance** - From 4.00pm 1 November 2018 to 4.00pm 1 November 2019

**Covered Persons**

- **Category 1** - All Salary earning full and/or part time students, Active Life and Active Associate Members, Graduates who join the organisations, Subscribed Members of the Association, Staff of the Organisation and Staff of the University, Union Guild or College

- **Category 2** - All nominated Contractors and Consultants of the Policyholder

- **Category 3** - All non-Salary earning full and/or part time students, Active Life and Active Associate Members, Graduates who join the organisations, Subscribed Members of the Association

- **Category 4** - All members who are not staff or students of University Sporting and Social clubs and societies, all members of Activate UTS and affiliated clubs/societies that are not otherwise insured under this Policy

**Scope of Cover**

**Category 1 & 4**

The coverage afforded by this policy shall only apply whilst a Covered Person is engaged in campus/course related activities and/or practical placement or community placement activities officially organised by under the control of the Policyholder or supported by the Policyholder as being of benefit to the course of study’ including necessary direct uninterrupted travel to and from such activities.

**Category 2**

The coverage afforded by this policy shall only apply whilst an Covered Person is engaged in campus/course related activities and/or practical placement or community placement activities officially organised by under the control of the Policyholder or supported by the Policyholder as being of benefit to the course of study’ including necessary direct uninterrupted travel to and from such activities.

**Category 3**

The coverage afforded by this policy shall only apply whilst a Covered Person is engaged in the activities of a Club, Society and other associated activity organised by and under the control of the University.
# Mercer Marsh Benefits

## Sum Insured

<table>
<thead>
<tr>
<th>Category</th>
<th>Benefit Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accidental Death and Capital Benefits</td>
<td>Categories 1 &amp; 4: 7x salary up to a maximum of $500,000</td>
</tr>
<tr>
<td></td>
<td>Categories 2 &amp; 3: 7x salary up to a maximum of $250,000</td>
</tr>
<tr>
<td>Weekly Injury Benefit</td>
<td>Categories 1, 2 &amp; 4 only: 100% of pre-injury earnings, up to a maximum of $2,000</td>
</tr>
<tr>
<td>Weekly Sickness Benefit</td>
<td>Categories 1, 2 &amp; 4 only: 100% of pre-injury earnings, up to a maximum of $2,000</td>
</tr>
<tr>
<td>Non-Medicare Medical Expenses</td>
<td>All Categories: Up to a maximum of $5,000</td>
</tr>
</tbody>
</table>

### Deductible
Nil

### Geographical Scope
Worldwide

### Contact Numbers:
**Travel advise and emergencies - International SOS**
Phone No: +61 2 9372 2468
Email: sydopsmed@internationalsos.com
Website: www.internationalsos.com
UTS – International SOS Membership No: 12AYCA0000095

**To make a claim**
Fullerton Health Australia (Fullerton)
Phone No: 02 8256 1760
Email: claims@fullertonhealth.com.au
Website: www.fullertonhealth.com.au

**For any other insurance enquires**
UTS Insurance Department – Financial Services
Sadna Sharma – Phone No: +61 2 9514 4670
Email: insurance@uts.edu.au

**Insurance Broker – Mercer Marsh Benefits**
Ben Holliday – Phone no: +612 8864 7146
Email: expats.ap@marsh.com

### Important Notes:
- This certificate is a summary of cover only. Please refer to the Policy Wording and Schedule for its full terms and conditions.
- Mercer Marsh Benefits does not guarantee that the insurance outlined in the Certificate will continue to remain in force for the period referred to as the Policy may be cancelled or altered by either party to the contract, at any time, in accordance with the terms of the Policy and the Insurance Contracts Act 1984 (Cth).
- Mercer Marsh Benefits accepts no responsibility or liability to advise any party who may be relying on this Certificate of such alteration or cancellation of the Policy.
- This Certificate does not:
  - Represent and insurance contract or convey rights to the recipient or
  - Amend, extend or alter the Policy.
University of Technology Sydney
School of Education
Faculty of Arts & Social Sciences

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