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

PROFESSIONAL EXPERIENCE 3 HANDBOOK 2015

012233 Integrating Learning Technologies

Name of Pre-service Teacher: ________________________________

University of Technology, Sydney
Faculty of Arts & Social Sciences
Kuring-gai Campus PO Box 222 Lindfield NSW 2070

Tel: 9514 5409/5289 Fax: 9514 5410
IMPORTANT: GO ONLINE TO READ THE FOLLOWING:

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

FREQUENTLY ASKED QUESTIONS

FORMS:
- Professional Experience Feedback Form*
- Interim Report*

----oooOooo----

INFORMATION FOR THE CO-OPERATING TEACHER:

You should have received from your Pre-service teacher:

- Professional Experience Handbook
- Professional Experience Evaluation Report
- Pre-service teacher Emergency Contact Details Sheet
- Professional Experience Feedback Form *
- Interim Report
- Claim Form for Co-operating Teacher
- Tax File Number Declaration

----oooOooo----

* Interim Report pro-forma is on Page 14 of this Handbook.

Professional Experience Feedback form has been provided separately to the co-operating teacher.

Both forms are also available online – please see the web address at the top of this page, and in the Professional Experience Standards Booklet.
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PROFESSIONAL EXPERIENCE CALENDAR  
AND RECORD OF ATTENDANCE  
Back Cover

*Pre-Service Teachers = UTS Teacher Education Students*
1. **KEY REQUIREMENTS FOR ALL PRE-SERVICE TEACHERS IN PROFESSIONAL EXPERIENCE PLACEMENTS**

In all Professional Experiences, all pre-service teachers are required to meet the following professional expectations:

**Attendance:**
- All pre-service teachers 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, and the school must be notified in advance, wherever possible. All absences must be made up through additional days negotiated with the cooperating teacher.

**Preparation:**
Quality teaching and learning rests on careful planning and documentation.
- All teaching plans must be retained in a cumulative folder and be accessible to cooperating teachers and tertiary advisers on a daily basis.
- Each teaching episode must be evaluated, with written comments addressing: perceived lesson outcomes, contributing factors, and recommendations for future planning.

**Attitude:**
All pre-service teachers 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 cooperating teacher and (where possible) other teaching staff,
- presenting in clean, neat, modest attire, consistent with standards evident in the school,
- ensuring plans for teaching are completed by the morning of the day for which they are scheduled,
- organising teaching/learning resources in advance of scheduled teaching times,
- interacting with school students, teachers, school personnel, tertiary advisers and parents in a courteous manner, and
- using non-teaching time as opportunities for observing, reflecting, planning, compiling, documenting and/or organising.

Underpinning all the specified requirements above is the notion that

**Professional Attitude ⇒ Professional Presentation ⇒ Professional Growth**
2. **KEY STAFF CONTACT DETAILS**

**DIRECTOR OF PROFESSIONAL EXPERIENCE**

The Director of Professional Experience programs will be responsible for:

- monitoring the quality of teacher education professional experience;
- supporting co-operating teachers and university liaison;
- general co-ordination of the professional experience program; and
- fostering collaborations, with schools, supportive of professional experience.

The Director of Professional Experience will also provide academic advice to pre-service teachers with regard to their professional experience program.

**TBA**

**PROFESSIONAL EXPERIENCE 6 SUBJECT CO-ORDINATOR**

Academic Co-ordinator of this subject, responsible for teaching and assessment.

Damian Maher  Room 2.283  (02) 9514 5330  Email: Damian.Maher@uts.edu.au

**PROFESSIONAL EXPERIENCE CO-ORDINATOR**

The Professional Experience Co-ordinator is responsible for planning and arranging pre-service teacher placements, communicating and liaising with schools regarding Professional Experience, preparing handbooks, liaising with tertiary advisers, and arranging pre-service teacher and staff briefing sessions.

Sue Rohanna  Room 2.394  (02) 9514 5409  Email: Susan.Rohanna@uts.edu.au

**PROFESSIONAL EXPERIENCE OFFICER**

The Professional Experience Officer liaises and corresponds with schools to arrange specific placements, administers the collection of Professional Experience Reports, distributes and files originals and copies, manages and administers pre-service teacher records, provides pre-service teacher correspondence regarding professional experience and also administers the payment of claims.

Rosie Gould  Room 2.394  (02) 9514 5289  Email: Rosemary.Gould@uts.edu.au
3. **INTRODUCTION**

3.1 **Aim of subject**

Throughout the campus-based component of Professional Experience 3, pre-service teachers will deepen their understanding of how children can creatively use learning technologies to enhance their learning experiences across the K-6 curriculum. They will develop their own teaching philosophy and consider innovative pedagogical approaches to using ICT in various Key Learning Areas, with a particular focus on the *Science and Technology* KLA. Pre-service teachers need to demonstrate prescribed ICT competencies before starting this subject. Subject content focuses on the theme of ‘children as designers’ as a theoretical orientation underpinning K-6 e-learning.

The field-based component of Professional Experience 3 accentuates teaching across the range of key learning areas studied on campus. Pre-service teachers 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 pre-service teachers completing a full program will have been studying the following subjects this semester on campus:

- Mathematics Teaching and Learning 1
- Learning in Science and Technology 1
- Research in Learning

Last semester, most pre-service teachers studied:

- Professional Experience 2
- Music, Movement and Dance
- Social and Environmental Education 1
- Child Development

3.2 **Link with Previous Professional Experience**

In Professional Experiences 1 and 2, pre-service teachers were oriented to the primary school as a learning and professional community and completed a total of 18 days in the school, in most cases, appointed to the same class across the first and second semesters. Professional Experience 1 consisted of 8 whole day distributed visits with an observational focus. Professional Experience 2 consisted of a 10-day block teaching experience with a focus on the development of fundamental skills of classroom management. Pre-service teachers were engaged in the preparation, implementation and evaluation of small and whole class teaching episodes, and were required to manage the class, and to reflect on management issues in terms of the professional literature and theoretical perspectives studies in the campus-based component of the subject. In Professional Experience 3, pre-service teachers will consolidate their teaching and management experience, once again in the context of a regular K-6 classroom.
4. **PRE-SERVICE TEACHER REQUIREMENTS**

4.1 **Teaching Commitment**

The professional experience is a **classroom-based** program comprising **10 compulsory days** in the school in total over the 2 weeks commencing **Monday, 20 April to Friday, 1 May, 2015**.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School - full day Observation Day Discussion with co-operating teacher re lesson preparation Record observations in Journal</td>
<td>School - full days Teaching: 60 minutes of teaching per day should be attempted. 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. Journal: Reflect on daily experiences of learning and teaching and record these in your journal. Use these as a basis for participating in the required UTSOnline discussion with fellow pre-service teachers</td>
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<tr>
<td>2</td>
<td>School - full days Teaching: Teaching commitment should be maintained at 60-120 minutes of face-to-face interaction with learners, arranged in accordance with the needs of the class. Continue practise daily whiteboard writing/ printing using the foundation style. Continue practise use of smartboards and other available technologies. Continue discussions with the cooperating teacher concerning plans for teaching and learning during the third week. Journal: Maintain daily journal of observations and reflections.</td>
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(a) Note: Pre-service teachers are required to attend each day of the professional experience period in accordance with the attendance pattern specified above, and at the back of this handbook. Except as a result of illness or misadventure, pre-service teachers are not permitted to change this attendance pattern. Changes to pre-service teacher attendance in the professional experience must be approved in advance, by the professional experience coordinator.

(b) Neither the preparation of lessons, nor the writing of assignments are to be undertaken during class time during the professional experience. Non-teaching time should be spent in observing, assisting the co-operating teacher, and/or engaging in class activities as appropriate.

Pre-service teachers 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, pre-service teachers 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 co-operating teacher. If three or more days are missed the tertiary adviser, in consultation with the UTS: Education Director of Professional Experience and the co-operating teacher, will discuss the most appropriate procedure for the pre-service teacher 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 pre-service teacher attendance in the Professional Experience Standards Booklet (Section 2.2).
## 5. OUTCOMES IN CLASSROOM TEACHING

### 5.1 Appraisal

In appraising pre-service teacher progress in Professional Experience 3, co-operating teachers are asked to use the requirements specified below as a checklist. When completing the pre-service teacher’s report, these are the criteria assessed (refer to BOSTES Evidence Guide for Supervising Teachers).

**PROFESSIONAL KNOWLEDGE**

<table>
<thead>
<tr>
<th>Standard 1 – Know Students and How They Learn</th>
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<tbody>
<tr>
<td>1.3 Physical, social and intellectual development and characteristics of students</td>
</tr>
<tr>
<td>1.2 Understand how students learn</td>
</tr>
<tr>
<td>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
</tr>
<tr>
<td>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</td>
</tr>
<tr>
<td>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</td>
</tr>
<tr>
<td>1.6 Strategies to support full participation of students with disability</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2 – Know the Content and How to Teach it</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Content and teaching strategies of the teaching area</td>
</tr>
<tr>
<td>2.2 Content selection and organisation</td>
</tr>
<tr>
<td>2.3 Curriculum, assessment and reporting</td>
</tr>
<tr>
<td>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</td>
</tr>
<tr>
<td>2.5 Literacy and numeracy strategies</td>
</tr>
<tr>
<td>2.6 Information and Communication Technology (ICT)</td>
</tr>
</tbody>
</table>
# PROFESSIONAL PRACTICE

## Standard 3 – Plan for and Implement Effective Teaching and Learning

<table>
<thead>
<tr>
<th>3.1</th>
<th>Establish challenging learning goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</td>
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<table>
<thead>
<tr>
<th>3.2</th>
<th>Plan, structure and sequence learning programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</td>
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</table>

<table>
<thead>
<tr>
<th>3.3</th>
<th>Use teaching strategies</th>
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<tbody>
<tr>
<td>Include a range of teaching strategies.</td>
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</table>

<table>
<thead>
<tr>
<th>3.4</th>
<th>Select and use resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</td>
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</table>

<table>
<thead>
<tr>
<th>3.5</th>
<th>Use effective classroom communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</td>
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<thead>
<tr>
<th>3.6</th>
<th>Evaluate and improve teaching programs</th>
</tr>
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<tbody>
<tr>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</td>
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<thead>
<tr>
<th>3.7</th>
<th>Engage parents/ carers in the educative process</th>
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<tbody>
<tr>
<td>Describe a broad range of strategies for involving parents/carers in the educative process.</td>
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</tbody>
</table>

## Standard 4 – Create and Maintain Supportive and Safe Learning Environments

<table>
<thead>
<tr>
<th>4.1</th>
<th>Support student participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities.</td>
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</table>

<table>
<thead>
<tr>
<th>4.2</th>
<th>Manage classroom activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the capacity to organise classroom activities and provide clear directions.</td>
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</table>

<table>
<thead>
<tr>
<th>4.3</th>
<th>Manage challenging behaviour</th>
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<tbody>
<tr>
<td>Demonstrate knowledge of practical approaches to manage challenging behaviour.</td>
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<thead>
<tr>
<th>4.4</th>
<th>Maintain student safety</th>
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<tbody>
<tr>
<td>Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.</td>
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</table>

<table>
<thead>
<tr>
<th>4.5</th>
<th>Use ICT safely, responsibly and ethically</th>
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<tbody>
<tr>
<td>Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</td>
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</tbody>
</table>

## Standard 5 – Assess, Provide Feedback and Report on Student Learning

<table>
<thead>
<tr>
<th>5.1</th>
<th>Assess student learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</td>
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<thead>
<tr>
<th>5.2</th>
<th>Provide feedback to students on their learning</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</td>
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<tr>
<th>5.3</th>
<th>Make consistent and comparable judgements</th>
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<tbody>
<tr>
<td>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</td>
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<thead>
<tr>
<th>5.4</th>
<th>Interpret student data</th>
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<tbody>
<tr>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</td>
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</tbody>
</table>
5.5 **Report on student achievement**
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

**PROFESSIONAL ENGAGEMENT**

**Standard 6 – Engage in Professional Learning**

6.1 **Identify and plan professional learning needs**
Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.

6.2 **Engage in professional learning and improve practice**
Understand the relevant and appropriate sources of professional learning for teachers.

6.3 **Engage with colleagues and improve practice**
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

6.4 **Apply professional learning and improve student learning**
Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

**Standard 7 – Engage Professionally with Colleagues, Parents/Carers and the Community**

7.1 **Meet professional ethics and responsibilities**
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

7.2 **Comply with legislative, administrative and organisational requirements**
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

7.3 **Engage with the parents/carers**
Understand strategies for working effectively, sensitively and confidentially with parents/carers.

7.4 **Engage with professional teaching networks and broader communities**
Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.

**Other Characteristics**

- The pre-service teacher has engaged in daily practice of Foundation style writing/printing on the whiteboard.
- The pre-service teacher took advantage of opportunities to practise the use of smartboards and/or other available learning technologies.
- Lesson plans were completed and formatted in accordance with *Planning for Teaching and Learning: Guidelines for Students* (2002 Revision), and available for discussion by the morning of the day they were scheduled for implementation.
- The pre-service teacher was punctual, professionally-presented, courteous and co-operative.
6. PROCEDURES FOR CONCLUDING THE PROFESSIONAL EXPERIENCE

6.1 Co-operating Teacher

Professional Experience Report

Prior to completion of the professional experience, co-operating teachers must complete and provide to the pre-service teacher:

- Professional Experience Report (supplied separately with this Handbook) and the recommended grade for the pre-service teacher. The final award of satisfactory or unsatisfactory on the Professional Experience Report should be discussed with the tertiary adviser to ensure due process has been followed.
  Please discuss this report with the pre-service teacher and then give the report to the pre-service teacher to take to back to the UTS: Education Professional Experience Office at Kuring-gai Campus.

- Record of Attendance on back cover of this Handbook.

Where the Professional Experience Report has not been completed at the conclusion of the Professional Experience and cannot be handed to the pre-service teacher, the co-operating teacher should forward the completed Report and additional documentation as soon as possible to the address below.

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 but no later than 31 December each year (claims received after this date will not be processed) to:
Ms Rosie Gould
Professional Experience Officer
UTS: School of Education
Faculty of Arts & Social Sciences
University of Technology, Sydney
PO Box 222,
Lindfield NSW 2070

Payment will be processed after receipt of:
- the appropriate Claim and Taxation forms and
- the completed Professional Experience Report and
- the signed Record of Attendance.

6.2 Pre-service teacher

The pre-service teacher is to bring the following to the UTS: Education Academics Programs (Professional Experience) Office, on level 3, IMMEDIATELY after the end of their placement:

- The signed Record of Attendance
- The Professional Experience Evaluation Report graded and signed by the co-operating teacher after consultation with the tertiary adviser.
- If necessary, the Alternative Arrangements for Completion of Professional Experience form on the inside cover of this handbook.

NOTE: The Alternative Arrangements for Completion of Professional Experience form will only be necessary where the Professional Experience Report is not available on the last day of your professional experience.
To ensure the safety of your records your Professional Experience Report will be signed in the office by the Professional Experience Co-ordinator. Please ensure that you collect the original of your Professional Experience Report from the office before the end of Semester 1.

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.

7. ROLES AND RESPONSIBILITIES

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

The relationship between the pre-service teacher, co-operating teacher and tertiary adviser 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 Pre-service teacher

- Pre-service teachers must notify any absences by phoning the school, and emailing the co-operating teacher (or email school if co-operating teacher has no email) and cc the tertiary adviser

- Pre-service teachers must have completed the Working with Children Check to participate in the professional experience program. See Section 8.5, Page 13.

- The professional conduct of pre-service teachers must be of the highest quality. Pre-service teachers 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. Pre-service teachers may also be required to remain at the school for planning purposes up to 30 mins 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.

- Pre-service teachers 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.

- Pre-service teachers are required to observe and participate in the co-operating teacher’s work and undertake with them assigned duties, for example, playground duty. The pre-service teacher may negotiate with their co-operating teacher to visit other classrooms in the school and to become familiar with such services as the school library.

- Pre-service teachers are required to prepare their lessons at least the night before the lesson is to be given. Lesson plans must be available to the co-operating teacher each morning before school. Lesson plans must be maintained in a book or folder and be available to the tertiary adviser at any time during the professional experience period.
• While pre-service teachers must exercise due care with students, the responsibility for the class rests with the co-operating teacher. **Pre-service teachers are not permitted to be left alone with the class due to insurance requirements.**

• Pre-service teachers are required to maintain their attendance record (see back cover of this booklet) and submit it to the UTS: Education Professional Experience Office at the conclusion of the professional experience.

**Environmental Health and Safety**

• Pre-service teachers 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 pre-service teachers to check school-based evacuation and emergency procedures, and complete and submit to school personnel emergency contact details on the pro forma supplied.

**Professional Behaviour**

As a prospective member of the education profession, pre-service teachers must maintain the highest levels of responsibility to the students and staff. UTS works hard to locate quality professional experience sites, and all pre-service teachers, as representatives of the university, should ensure that their behaviour fosters positive working relationships. Pre-service teachers must:

• adhere to all professional experience site policies and routines;

• telephone the professional experience site and the university 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 co-operating teacher.

**Medication**

UTS pre-service teachers must not administer medications to school 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 pre-service teacher is exposed to any body fluids or substances (egg 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 School Students**

• Co-operating teachers should ensure that pre-service teachers are familiar with specific behaviour management strategies for students with challenging behaviours, as well as general behaviour management strategies employed in the classroom.

• Co-operating teachers must advise UTS pre-service teachers 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 UTS pre-service teachers have not received specific training in restraining students they should not be expected or requested to physically restrain aggressive or violent students.
7.2 The Co-operating Teacher

The central role of the co-operating teacher is the professional development of pre-service teachers during the professional experience period. Over the professional experience, co-operating teachers will:

- clarify and explain classroom and school organisation details and check lesson plans prior to each lesson to ensure adequate preparation;
- ensure that pre-service teachers are familiar with specific behaviour management strategies for students with challenging behaviours, as well as general behaviour management strategies employed in the classroom;
- advise UTS pre-service teachers 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. This includes teaching across all key learning areas and a variety of lesson topics which reflect subjects covered at university;
- provide feedback which is formative rather than summative. Feedback which is regular, focused and constructive is most effective in enabling pre-service teachers 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 pre-service teacher. It is expected that the pre-service teacher should receive at least one feedback sheet each teaching day throughout the professional experience;
- demonstrate practices which will complement and supplement feedback to pre-service teachers;
- have regular discussions with the pre-service teacher regarding their lessons or other aspects of teaching;
- provide continual support and advice to their pre-service teacher in improving performance over the professional experience period;
- liaise with the tertiary adviser about the professional development of the pre-service teacher. If there are concerns regarding the progress of the pre-service teacher these should be communicated as they arise;
- make known to the pre-service teacher serious concerns about the pre-service teacher’s progress. This may involve submitting an Interim Report (see page 14 of this Handbook) and initiating a second classroom visit by the tertiary adviser;
- ensure that pre-service teachers are supervised at all times when with the class. The responsibility for the class rests with the co-operating teacher. Pre-service teachers are not permitted to be left alone with the class.
- at the conclusion of the professional experience period, report on pre-service teacher progress and achievement, and recommend the result on the Professional Experience Report provided.

7.3 The Tertiary Adviser

The central role of the tertiary adviser is to act as liaison between the university and the participating school. Tertiary advisers will:

- clarify university policy and practices relating to the professional experience as well as provide support for the pre-service teacher and the co-operating teacher;
• liaise with school personnel to facilitate the smooth running of the professional experience;
• meet with co-operating teachers to discuss aspects of the current professional experience program to ensure communication is facilitated;
• confer with pre-service teachers on matters relating to their plans for teaching and learning;
• counsel pre-service teachers requiring assistance or advice;
• consult with co-operating teachers regarding pre-service teacher progress and evaluation. Where there is cause for concern regarding a pre-service teacher’s progress the tertiary adviser will consult with the UTS professional experience co-ordinator;
• where an Interim Report is issued, make a second visit to the pre-service teacher’s classroom;
• confirm the co-operating teacher’s grade for the pre-service teacher on the Professional Experience Report;
• observe pre-service teachers’ teaching/learning episodes. The competing needs of pre-service teachers and co-operating teachers across a number of schools, widely distributed geographically, will necessitate the tertiary adviser being 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.

8. ADDITIONAL SUBJECT & COURSE REQUIREMENTS

8.1 UTS Rule 10.6 – Repeated Failure in a Subject

In accordance with UTS Rule 10.6 Repeated Failure in a Subject, FASS Faculty Board has resolved that pre-service teachers 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.

Professional Experience subjects are a compulsory component of the Teacher Education degrees therefore pre-service teachers 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.

These options include:

- transferring to C10209 Bachelor of Arts in Educational Studies, or
- withdrawing from the course (pre-service teachers can then apply for admission to another course at UTS or other institution, if desired).

Pre-service teachers 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)

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

8.2 Withdrawing from a Course or a Professional Experience Subject

When a pre-service teacher decides to withdraw from their course or any Professional Experience subject, they must ensure they notify the Professional Experience Office immediately.
8.3 Anaphylaxis Training

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

Pre-service teachers are required to complete the online training module at http://etraining.allergy.org.au

Once the training has been completed, pre-service teachers are required to provide a copy of their certificate to the Professional Experience Office. The certificate remains current for two years. Every year a pre-service teacher must provide a copy of a current certificate the Professional Experience Office.

Pre-service teachers 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, pre-service teachers 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.

8.4 Child Protection Training

Child Protection Training will have been completed before pre-service teachers undertake their Professional Experience 2.

8.5 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.

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 supply the Professional Experience Office with a copy of the notification which will be kept on file.

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.
9. INTERIM REPORT

This report is to be filled out ONLY where the Co-operating Teacher is concerned that the pre-service teachers/associate teacher is at risk of not successfully completing the requirements of the professional experience. The report should be completed no later than 5 teaching days prior to the scheduled completion date of the professional experience. The report must either be faxed to Sue Rohanna at (02) 9514 5410 or emailed to her at susan.rohanna@uts.edu.au. The Co-operating Teacher must advise the pre-service/associate teacher and the Tertiary Adviser of their concerns and a meeting must be arranged between the pre-service teacher/associate teacher, the Co-operating Teacher and the Tertiary Adviser aimed at improving the pre-service teacher/associate teacher’s performance. If appropriate, this meeting may serve as official notice that the pre-service teacher/associate teacher is in danger of failing.

Concerns Relating to Pre-service Teacher/Associate Teacher Responsibilities (please list and explain)

Concerns Relating to Assessment Criteria contained in the Professional Experience Report (please list and explain)

School: ____________________________________________ Grade: ______________

Name of Co-operating Teacher ____________________________________________

Name of Pre-service Teacher/Associate Teacher ____________________________________________

Signature __________________________ Signature __________________________

Date _______________ Date _______________
Professional Experience 3 – Subject: 012233
10 compulsory days
20 April to 1 May, 2015

Pre-service Teacher: Please indicate Time of ARRIVAL and DEPARTURE against each date below and initial each entry

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<td>Arrive</td>
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<td>Depart</td>
<td>Arrive</td>
</tr>
</tbody>
</table>

Supplementary Placement: Specify dates
(Arranged due to extended Pre-service Teacher absence)

Complementary Placement: Specify number of days (max 5)
(Arranged to extend placement)
Please discuss with Tertiary Adviser

Total Number of days completed by the Pre-service Teacher

Name and Signature of Supervising Teacher: