



Bachelor of Education in Primary Education C10206
Bachelor of Education in Primary Education/
Bachelor of Arts in International Studies C10208

**This Handbook is to be read in conjunction with
PROFESSIONAL EXPERIENCE STANDARDS BOOKLET
which is at**

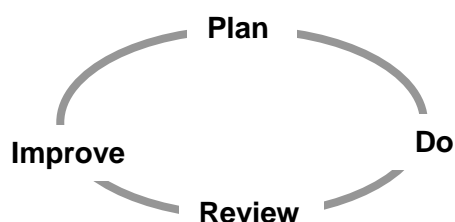
<http://www.uts.edu.au/current-students/education/professional-experience-programs/teacher-education>

PROFESSIONAL EXPERIENCE 7 SEMESTER 1 HANDBOOK 2016

012237 Meeting the English Language Needs of Learners

PROFESSIONAL EXPERIENCE 8 SEMESTER 2 HANDBOOK 2016

012238 Reflecting on Educational Practice



Name of Teacher Education student: _____

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Visit the Professional Experience Website at:

<http://www.uts.edu.au/current-students/education/professional-experience-programs/teacher-education>

IMPORTANT: GO ONLINE TO READ THE FOLLOWING:

<http://www.uts.edu.au/current-students/education/professional-experience-programs/teacher-education>

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
 - *This form has been provided separately to the Supervising Teacher.*
- Interim Report
 - *The Interim Report pro-forma is on Page 25 on this Handbook.*

Both forms are also available online – please see the web address at the top of this page.

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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
- Teacher Education student Emergency Contact Details Sheet
- Professional Experience Feedback Form *
- Interim Report *
- Claim Form for Supervising Teacher
- Tax File Number Declaration

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PROFESSIONAL EXPERIENCE 7 & PROFESSIONAL EXPERIENCE 8

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1. KEY REQUIREMENTS FOR ALL TEACHER EDUCATION STUDENTS/ ASSOCIATE TEACHERS IN PROFESSIONAL EXPERIENCE PLACEMENTS

In all professional experiences teacher education students/associate teachers are required to meet the following professional expectations:

Attendance:

- All teacher education students/associate 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 supervising teacher.

Preparation:

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*.

- All teaching plans must be retained in a cumulative folder and be accessible to supervising teachers and tertiary supervisors 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 teacher education students/associate 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 supervising 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 students, teachers, school personnel, tertiary supervisors 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 Academic Co-ordinator for UTS Education professional experience programs 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 Academic Co-ordinator will also provide academic advice to teacher education students with regard to their professional experience program.

Mark Sinclair	Room CB10.04.208	(02) 9514 5237	Email: Mark.Sinclair@uts.edu.au
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PROFESSIONAL EXPERIENCE 7 and 8 SUBJECT CO-ORDINATORS

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

Don Carter (PE7)	Room CB10.04.232	(02) 9514 5478	Email: Don.Carter@uts.edu.au
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Mark Sinclair (PE8)	Room CB10.04.208	(02) 9514 5237	Email: Mark.Sinclair@uts.edu.au
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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, assists in the preparation of handbooks, liaises with tertiary supervisors, and arranges teacher education student and staff briefing sessions.

Sue Rohanna	Room CB10.04.313	(02) 9514 5409	Email: Susan.Rohanna@uts.edu.au
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PROFESSIONAL EXPERIENCE OFFICER

The Professional Experience Officer assists in the liaison and correspondence with schools to arrange placements, administers the collection of Professional Experience Reports and the payment of claims.

Malti Vallabh	Room CB10.04.313	(02) 9514 5289	Email: Malti.Vallabh@uts.edu.au
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TERTIARY SUPERVISOR

(Record contacts at commencement of Professional Experience)

The central role of the tertiary supervisor is to act as liaison between the University and the participating school.

.....	or	(02) 9514 5409/5289
Name	Phone		Professional Experience Office

3. OVERVIEW OF PROFESSIONAL EXPERIENCE 7 & 8

Description

The 4th Year professional experience program (spanning both Professional Experience 7 and Professional Experience 8) is a multi-phased school-based experience for fourth year primary teacher education students and associate teachers designed to enrich the experience of teaching and learning in articulated and extended forms.

Professional Experience 7

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

The Program consists of **17 compulsory days** in two phases and one inter-phase, as follows:

Phase One: 4-day introductory phase commencing on the first day of Term One (**Wednesday, January 27, 2016, concluding Monday, February 1, 2016**).

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, May 2, 2016**.

Phase Two: 10 compulsory days supervised professional experience commencing on **Monday, May 2, 2016** and concluding on **Friday, May 13, 2016**.

Each teacher education student completing Professional Experience 7 is enrolled in one of the following courses:

- ***Bachelor of Education in Primary Education (C10206)***
- ***Bachelor of Education/Bachelor of Arts in International Studies (C10208)***

Professional Experience 8

The campus based subject integrated with the field component of Professional Experience 8 is *Reflecting on Educational Practice*.

This experience articulates with Professional Experience 7, in the same setting, and consists of **24 compulsory days** which includes **4 inter-phase days** and a **20 day internship** as follows:

Inter-Phase Two: 4 days are scheduled to sustain links with the class and colleague teacher. Associate teachers are required to **negotiate** attendance patterns with their colleague teacher such that these 4 days are completed between **Monday, May 16 and Friday, August 26, 2016**.

Phase Three: The final phase of the 4th year professional experience program is a **20 day internship** (associate teacher) program for fourth year associate teachers commencing **Monday, August 29** concluding **Friday, September 23, 2016** which 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 DEC and the NSW Teachers Federation.

Each associate teacher completing Professional Experience 8 is enrolled in one of the following courses:

- ***Bachelor of Education in Primary Education (C10206)***
- ***Bachelor of Education/Bachelor of Arts in International Studies (C10208)***

4. 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 KLAs comprising the Primary Curriculum. Phase Two of Professional Experience 7 (commencing **Monday, May 2, 2016**) is the final supervised professional experience in this program.

Successful completion of Professional Experience 7 will indicate teacher education students are ready to teach **unsupervised**, and will qualify for entry as associate teachers in the Associate Teacher Program (Professional Experience 8).

This program charges the associate teacher with full responsibility for classroom teaching and learning for half of each day during the first 3 weeks (commencing **Monday, August 29, 2016**), and for the whole day of the final week (**September 19 – 23, 2016**).

5. LESSON PLANNING, DOCUMENTATION AND PROGRAMMING

The University has high expectations in the matter of student planning, documentation and programming during both Professional Experience 7 and 8. 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 accord with suggestions in *Day Book Style Planning for Teaching and Learning*. It should be noted, however, that fuller plans can be required where planning deficiencies are evident. In all cases, plans should specify intended learning outcomes and indicators.

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.

6. ASSIGNMENT ACTIVITY IN PROFESSIONAL EXPERIENCE

Any assignments undertaken during Professional Experience 7 and Professional Experience 8 (Associate Teacher Program) must only be done with the informed consent and approval of appropriate school personnel.

Case studies of individual students, data collection about students, their lives or personal attributes are not permitted. Any data collected must respect the privacy of any participants – teachers or students. If the School expresses any reservations about the focus or methodology of a teacher education student's assignment work in the school, she or he, without question, must cease that activity, and negotiate a different task.

7. OUTCOMES FOR PROFESSIONAL EXPERIENCE 7 & 8

Appraisal

In appraising teacher education student progress in Professional Experience 7 & 8, supervising teachers are asked to use the requirements specified below as a checklist. When completing the teacher education student's report, these are the criteria assessed (refer to BOSTES Evidence Guide for Supervising Teachers – see <http://nswteachers.nsw.edu.au/taas--schools/principals-supervisors/supervising-teacher-education-students/>)

PROFESSIONAL KNOWLEDGE

Standard 1 – Know Students and How They Learn	
1.1 Physical, social and intellectual development and characteristics of students	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2 Understand how students learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
1.3 Students with diverse linguistic, cultural, religious and socio-economic backgrounds	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6 Strategies to support full participation of students with disability	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
Standard 2 – Know the Content and How to Teach it	
2.1 Content and teaching strategies of the teaching area	Demonstrate knowledge, and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2 Content selection and organisation	Organise content into an effective learning and teaching sequence.
2.3 Curriculum, assessment and reporting	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5 Literacy and numeracy strategies	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6 Information and Communication Technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

PROFESSIONAL PRACTICE

Standard 3 – Plan for and Implement Effective Teaching and Learning

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| 3.1 | Establish challenging learning goals
Set learning goals that provide achievable challenges for students of varying abilities and characteristics. |
| 3.2 | Plan, structure and sequence learning programs
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. |
| 3.3 | Use teaching strategies
Include a range of teaching strategies. |
| 3.4 | Select and use resources
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. |
| 3.5 | Use effective classroom communication
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. |
| 3.6 | Evaluate and improve teaching programs
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. |
| 3.7 | Engage parents/ carers in the educative process
Describe a broad range of strategies for involving parents/carers in the educative process. |

Standard 4 – Create and Maintain Supportive and Safe Learning Environments

- | | |
|-----|--|
| 4.1 | Support student participation
Identify strategies to support inclusive student participation and engagement in classroom activities. |
| 4.2 | Manage classroom activities
Demonstrate the capacity to organise classroom activities and provide clear directions. |
| 4.3 | Manage challenging behaviour
Demonstrate knowledge of practical approaches to manage challenging behaviour. |
| 4.4 | Maintain student safety
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. |
| 4.5 | Use ICT safely, responsibly and ethically
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. |

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

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| 5.1 | Assess student learning
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. |
| 5.2 | Provide feedback to students on their learning
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. |
| 5.3 | Make consistent and comparable judgements
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. |

5.4	Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
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.

8. REQUIREMENTS & ATTENDANCE PATTERN – PE 7

8.1 Professional Experience 7: Phase One: Orientation to the School Wednesday, January 27 – Monday, February 1, 2016 : 4 compulsory days inclusive

Delayed Start Phase One

Please note that some students (e.g. B.Ed/BA International Studies) may need to commence Phase One later than the dates specified above, owing to overseas study commitments or at the request of the school. Where this is the case, the student will negotiate starting dates with schools separately and should inform the Professional Experience Office immediately.

The purpose of the first phase of the program is threefold:

1. To provide a professional experience at the beginning of a new school year and its particular challenges in class formation, routine establishment, and determination of staff responsibilities;
2. To enable the teacher education student's orientation to the **whole** school, its practices and purposes, through provision of opportunity to be involved with a number of classes, including, where possible, kindergarten;
3. By the end of the 4-day period, through negotiation: to focus the teacher education student's work upon the selected class for subsequent professional experience and associate teacher experience; to become familiar with the organisation and management of the class; and to negotiate Inter-Phase One of Professional Experience 7.

8.2 Scale and Scope of Activities during Phase One

Phase One of Professional Experience 7 may engage teacher education students in any/all of the following:

- Attendance and participation in professional development day
- Assistance in Kindergarten reception activities
- Assistance in the administration of testing for purposes of student placement in groups or classes
- Teaching small groups or whole classes

Other teaching/learning activities deemed appropriate by School personnel, and which assist the School in its establishment of the new school year may also be undertaken. Throughout Phase One of the Program, the following should be noted:

- Where possible, professional activities by teacher education students should orient them to the culture, routines and practices of the school, and
- As teacher education students are not yet qualified to teach, they must not be left alone with students.

8.3 Professional Experience 7: Inter-Phase One

Between Phase One (Orientation to the School, concluding Monday, February 1) and Phase Two (commencing May 2) teacher education students are required to negotiate with their supervising teachers **three (3) days of attendance at the School**. This is to be concluded by **Friday, April 29, 2016**.

The purposes of the Inter-Phase include:

- Maintaining contact and planning for the professional experience,
- Consolidating rapport with students, and
- Monitoring progression of class learning and teaching programs.

Inter-Phase One does not require teacher education students to teach. However, where appropriate and practicable, some teaching may occur. Teacher education students should negotiate with their supervising teachers the specific activities they will undertake during the Inter-Phase period.

The attendance pattern may be distributed or clustered. In either case, the teacher education student must ensure that the School, and the supervising teacher in particular, are advised of attendance dates well in advance, and that these dates are convenient for the teacher and the class.

8.4 Professional Experience 7: Phase Two

Monday, May 2 – Friday, May 13, 2016 (10 compulsory days inclusive)

8.5 Teaching Commitment

Week One:

Monday, May 2 – Friday, May 6 90 minutes of teaching each day.

Week Two:

Monday, May 9 – Friday, May 13 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.

8.6 Teacher Education Students Requirements and Assessment

By the conclusion of Phase Two of Professional Experience 7, teacher education students should have :

- Attended the School for a total of 17 days (4 days for Phase One, 3 days for Inter-Phase One, and 10 days for Phase Two)
- Engaged fully and willingly in the range of teaching and other professional activities specified above for each component of the program,
- Collaborated with the supervising teacher (and, where appropriate, other staff) for purposes of forward planning,
- Planned, documented and implemented teaching and learning activities across the Primary Curriculum, in accordance with teaching commitment specified above,
- Modified teaching plans and/or practice based on reflections on teaching and learning, on self-evaluation, and on feedback from the supervising teacher
- Conducted themselves in accordance with the *Professional Experience Code of Ethics*. (See link on inside front cover.)

In addition, teacher education students should have demonstrated the ability to:

Communicate Clear Expectations

- Relate expectations regarding the task
- Relate expectations of student behaviour
- Define individual student contributions
- Define group contributions

Organise and Structure Content

- Establish appropriate levels of difficulty
- Allow for the involvement of all students
- Prepare and make effective use of suitable teaching resources

Make Optimal Use of Learning Time

- Achieve balance between individual and small group learning
- Allow time for group feedback
- Affect appropriate introduction and closure of lessons
- Demonstrate fluency in transitions from one lesson to the next

Facilitate Active and Positive Interaction with Learners

- Encourage student – teacher interaction
- Encourage student – student interaction
- Facilitate appropriate group interaction
- Encourage participation in all students

Acknowledge and Reward Learner Effort and Achievement

- Encourage individual contributions
- Encourage individual cooperation in groups
- Encourage group engagement and performance

Deal Positively and Firmly with Challenges to Effective Classroom Management

- Specify clear and reasonable expectations for student behaviour, and positive consequences for adherence to class rules,
- Redirect inappropriate student behaviour using 'a least to most intrusive' scale of interventions,
- Apply class rules fairly and consistently,
- Acknowledge and affirm students' efforts to work cooperatively and to adhere to agreed class rules.

Effectively Apply Appropriate Strategies of Evaluation and Assessment

- Engage in thoughtful and constructive self-evaluation
- Identify appropriate student learning outcomes appropriate to different educational settings
- Apply appropriate assessment strategies to effectively identify and record progress in students' learning

As a result of engaging in the above activities, teacher education students should be able to:

- Formulate the capabilities of the students and the nature of the educational activity and student progress towards desired learning outcomes
- Address the effectiveness of specific teaching and learning activities and their own ongoing professional development

Teacher education students should also have:

- Modified and adapted teaching plans on the basis of feedback from supervising teachers, and assessment strategies,
- Displayed initiative in planning teaching/learning episodes, and
- Responded positively and flexibly to unexpected events.

9. REQUIREMENTS & ATTENDANCE PATTERN – PE 8

9.1 Professional Experience 8: Inter-Phase Two (4 compulsory days)

Between Professional Experience 7 – Phase Two and Professional Experience 8 – Internship (Associate Teacher Program), commencing August 29, teacher education students are required to negotiate with their supervising teachers 4 days of attendance at the school – these days to be completed between Monday, May 16 & Friday, August 26 2016.

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.

Inter-Phase Two requires teacher education students to teach a minimum of 60 minutes per day. However, where appropriate and practicable, teaching beyond this minimum may occur. Teacher education students should negotiate with their supervising teachers the specific activities they will undertake during this Inter-Phase period. Inter-Phase Two may also involve contact with parents in the form of class meetings to discuss plans for the Associate Teacher Program.

The attendance pattern may be distributed or clustered. In either case, the teacher education student must ensure that the School, and the supervising teacher in particular, are advised of attendance dates well in advance, that these dates are convenient for the teacher and the class, and that they allow for adequate collaboration concerning the focus of teaching activity.

9.2 Professional Experience 8: Phase Three: Internship (Associate Teacher Program)

Monday, August 29 – Friday, September 23, 2016 (20 compulsory days inclusive)

Program Outline and Purposes

Upon successful completion of Inter-Phase 2 of Professional Experience 8, the teacher education student is qualified to undertake **unsupervised** teaching in the classroom. This qualification to teach accords with agreements the University has with the Department of Education and Communities, and the NSW Teachers Federation. Hence the extended field experience is known as the Associate Teacher Program. While it is recognised that the associate teacher has satisfied the preliminary requirements for teaching, the emphasis in the program is upon *professional collegiality*. **The placement school for the associate teacher in the Internship (Associate Teacher Program) should be the same as the previous phases of Professional Experience 7.** This should allow the development of advanced teaching skills under the guidance and collegial support of experienced teachers and executive staff. 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.

9.3 Teaching Commitment

Monday, August 29

Associate teacher and colleague teacher spend the day jointly with the class, sharing teaching responsibilities.

**Tuesday, August 30 –
Friday, September 16**

Associate teacher takes responsibility for the class **unsupervised** 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, September 19 –
Friday, September 23**

Throughout this period, associate teachers will take full **unsupervised** responsibility 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.

9.4 Professional Development Activities for Associate Teachers

During the afternoon periods (from the end of lunch break until the end of the afternoon teaching session) from **Monday, August 29 – Friday, September 23, 2016** associate teachers will participate in a program of professional development activities. These activities will be negotiated and arranged in consultation with the School Coordinator. The activities should include:

- One afternoon per week to meet with the tertiary supervisor to discuss issues pertaining to the progression of the program and relevant pedagogical challenges
- One afternoon per week 'free' for purposes of preparation/planning and/or assessment of student work
- Three afternoons per week for a program of diverse professional experiences negotiated with the School staff. These experiences are not restricted to the school site and may include (for example)
 - Visits to other classes or learning groups for observation and/or teaching,
 - Visits to field studies centres, schools for specific purposes, or educational centres,
 - Meetings with principal, executive staff, or other colleagues to share ideas for teaching and learning, to examine policy, or to consider new teaching methodologies or programs.

9.5 Requirements in Professional Experience 8 – Associate Teacher Program

Associate teachers are required to

- liaise with their colleague teacher in coordinating the learning program for the class,
- meet with the tertiary supervisor to discuss progress,
- maintain a day-book and program for the duration of the Associate Teacher Program,
- undertake additional responsibilities as determined by the Principal or Principal's designate.

Associate teachers should note:

- while observation of classroom teaching will not normally occur, the University reserves the right to observe classroom teaching in instances where this is deemed appropriate and necessary, and
- professional accountability will require the showing of documentation, planning and programming to one or all of colleague teacher, tertiary supervisor and/or fellow associate teachers.

9.6 Assessment and Evaluation in Professional Experience 8 – Associate Teacher Program

The associate teacher is to put together a portfolio. It should contain:

- The colleague teacher's completed Professional Experience Report with comments regarding the associate teacher's capacity to plan and execute a learning program,
- The associate teacher's comments regarding her/his development over the program's time in the areas of:
 - curriculum
 - classroom interaction (including teaching skills)
 - becoming a member of the school staff in relation to the attributes expected of a beginning teacher.
- 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.

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.

During the final week of the Associate Teacher Program, tertiary supervisors may confer with associate teachers, colleague teachers and principals to establish that assigned responsibilities and tasks have been completed in a satisfactory manner.

9.7 Designations

Associate Teacher

UTS teacher education students who are undertaking Professional Experience 8 have successfully completed Professional Experience 7, and will have been granted conditional certification, qualifying them to take responsibility for a class **unsupervised**.

Colleague Teacher

School-based teachers to whom associate teachers are assigned for classroom work during PE8.

School Coordinator

Person determined by the principal to be responsible for overall school coordination of the program.

Supervising Teacher

School-based teachers to whom associate teachers are assigned for classroom work during PE7.

Tertiary Supervisor

A member of the academic staff of UTS: Education will be appointed to the school to facilitate smooth-running of the program through liaison with associate teachers, school and university personnel.

Roles and Responsibilities

See following pages for full details.

9.8 Teacher Education Students Requiring Additional Support

In the case where a teacher education student requires additional support the colleague teacher should contact the tertiary supervisor as early in the professional experience as possible.

The colleague teacher and tertiary supervisor will then discuss a course of action to support the teacher education student. If it is deemed the student is at risk of failing, an Interim Report should be completed by the supervising teacher in consultation with the tertiary supervisor and forwarded to the UTS Professional Experience Office. The concerns expressed in the Interim Report should be discussed with the student at a meeting with the colleague teacher and tertiary supervisor. The tertiary supervisor will then organise a follow up visit and observation no less than five teaching days after the meeting.

After the follow-up observation, the tertiary supervisor and the colleague teacher must **jointly** decide the outcome of the professional experience, i.e. “satisfactory” or “unsatisfactory”.

10. PROCEDURES FOR CONCLUDING PROFESSIONAL EXPERIENCE

10.1 Professional Experience 7

Professional Experience Report

Prior to completion of the professional experience, supervising teachers should **complete and provide to the teacher education student**:

- Professional Experience Report (supplied separately with this Handbook) and the recommended grade for the teacher education student.
Please discuss this report with the teacher education student and then give the report to the teacher education student to take to back to the UTS School of Education Professional Experience Office.
- 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 teacher education student, the supervising 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 Malti Vallabh
Professional Experience Officer
School of Education, FASS
University of Technology, Sydney
Room CB.10.04.313
PO Box 123,
Broadway NSW 2007

Payment will be processed after receipt of the following completed and signed documents:

- the appropriate Claim and Taxation forms,
- the Professional Experience Report, and
- the Record of Attendance.

Teacher Education Student

The teacher education student is to bring the following to the Professional Experience Office, Room CB.10.04.313 on level 4, **as soon as possible after the end of their placement**:

- Professional Experience Report
- The signed Attendance Sheet (on the back cover of handbook).

To ensure the safety of your records your Professional Experience Report will be signed in the Professional Experience Office by the PE7 Subject Co-ordinator or the Director of Professional Experience.

Collect the original Professional Experience Report from the Professional Experience Office BEFORE the end of Semester 1. You will need ALL of your reports, for your DEC interview.

10.2 Professional Experience 8 – The Associate Teacher Program

Colleague Teacher

Upon completion of the Associate Teacher Program on **Friday, September 23, 2016** colleague teachers should **complete and provide** to the associate teacher:

- the completed Professional Experience Report
- the Attendance Sheet on the back cover of this Handbook.

Where the report has not been completed at the conclusion of the professional experience, the colleague teacher should forward it as soon as possible to Malti Vallabh (see address below).

Payment Claim Form and Tax Form

It is essential that the Payment Claim Form and the Tax Form (only if it has not been submitted before) 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 Malti Vallabh
Professional Experience Officer
School of Education, FASS
University of Technology, Sydney
Room CB.10.04.313
PO Box 123,
Broadway NSW 2007

Your payment will be processed after receipt of the colleague teacher's Professional Experience Report.

Associate Teacher

Bring the following to the Professional Experience Office, Room CB.10.04.313 on level 4, **as soon as possible after the end of your placement**:

- A copy of the Professional Experience 8 Report.
- The signed Attendance Sheet.
- Ensure the Professional Experience Office has a **copy** of your tertiary supervisor reference.

11. 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 teacher education student/associate teacher, supervising teacher 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.

11.1 The Teacher Education Student (during Professional Experience 7)

- **Anaphylaxis Training Certificate MUST** be taken with you to your placement school and a copy **MUST** be handed in to the Professional Experience Office prior to the first day of the professional experience – **see page 19** of this Handbook for full details.
- **Working with Children Check** – The Office of the Children's Guardian issues a 5-year Working with Children Check for teacher education students undertaking professional experience in schools. Teacher education students will receive a letter from the Office of the Children's Guardian which must be taken to each professional experience placement during their course. **(See page 19)**
- **Introduction to Inherent Requirements for Initial Teacher Education Programs**
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 – **see Section 12.5 on page 21 for more detail**.
- Teacher education students are required to sign the Attendance Sheet daily throughout the professional experience.
- 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. Attendance at staff meetings and other related professional activities conducted during the professional experience period is expected.
- Compile a professional portfolio – **see Section 9.6, page 12**.
- Teacher education students must 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 services such as the school library.
- Teacher education students are required to attend each day of the allocated professional experience period. Schools should be notified of absences or misadventures before the start of the school day or as soon as possible. The tertiary supervisor must be contacted if the absence is likely to be more than two days. **All days missed must be made up. Teacher education students are not deemed to have completed the professional experience if they have missed any days during the allocated professional experience period.** In the case of **one or two days** absence, where practicable, teacher education students 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 Director of Professional Experience and the supervising teacher, will discuss the most appropriate procedure for the 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.

- Teacher education students are required to prepare their lessons **at least the night before the lesson is to be given**. Lesson plans 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 students must exercise due care with students, the responsibility for the class rests with the supervising teacher. **During Professional Experience 7, teacher education students are not permitted to be left alone with the class – THIS IS A LEGAL REQUIREMENT.**
- Teacher education students should communicate with parents only as guided by their supervising teacher and should not seek access to personal information on student records.

11.2 The Supervising Teacher (during Professional Experience 7)

- The central role of the supervising teacher is the professional development of teacher education students during the professional experience period.
- Supervising teachers will provide continual support and advice to their teacher education student in improving performance over the professional experience period.
- Supervising teachers will provide feedback which is formative rather than summative. Feedback, which is regular, focussed and constructive, is most effective in enabling students to reflect on their own performance and to identify and analyse areas of strength and weakness as they proceed through their professional experience.
- Supervising teachers will demonstrate practices which will complement and supplement feedback to teacher education students.
- While teacher education students should 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 during Professional Experience 7.**
- Supervising teachers will 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.
- Supervising teachers will clarify and explain classroom and school organisation details and check lesson notes prior to each lesson to ensure adequate preparation.
- Where possible, supervising teachers should observe and provide written feedback on at least one lesson per day. Discussions with the teacher education student regarding their lessons or other aspects of teaching should be held on a regular basis.
- Supervising teachers will 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.**
N.B. If during Phase 2 the supervising teacher has concerns about the student's progress, the tertiary supervisor should be contacted as early as possible. An Interim Report must be filled out and a second visit by the tertiary supervisor arranged. (Interim Report pro-forma is on Page 24 of this Handbook and is also available online).
- At the conclusion of Phase Two of Professional Experience 7, the supervising teacher will report student progress and achievement on the Professional Experience 7 Report provided. A "satisfactory" grade indicates that the teacher education student is deemed competent to progress to the unsupervised Internship component for Professional Experience 8.
- An "unsatisfactory" grade may only be awarded where both the supervising teacher and the tertiary supervisor are in agreement that this is appropriate and due process has been followed.
- **The Professional Experience Feedback Form (provided separately to the supervising teacher and also available online).** Our teacher education students/associate teachers' professional development is dependent on the on-going cooperation and support of our program by the supervising teachers. As a result, any feedback you may have on any aspect of the Professional Experience – its focus, format or implementation – would be welcome. The completed form may be faxed to 9514 5410.

11.3 The Associate Teacher (during Professional Experience 8)

In addition to the Roles and Responsibilities outlined for Professional Experience 7 teacher education students, associate teachers are expected to:

- Take responsibility for the management of their assigned class.
- Prepare and implement a teaching program appropriate to the needs of students in the class.
- Maintain a day-book of daily teaching/learning activities.
- Participate in weekly meetings with colleague teachers for purposes of planning for and maintaining the learning program for the class as a whole.
- Take part in school-based professional activities, as appropriate.
- Take part in extra-curricular activities, as appropriate.
- Participate in weekly meeting with the tertiary supervisor.

Associate teachers are not permitted to:

- Carry out playground supervision alone, or
- Take students on excursions or visits beyond the school, unsupervised.

11.4 The Colleague Teacher (during Professional Experience 8)

In accordance with principles and terms of the Internship Agreement to which Department of Education and Communities, NSW Teachers Federation and UTS are signatories, colleague teachers are expected to:

- Provide support and advice to the associate teachers with whom they work
- Conduct weekly meetings with the associate teacher
- Clarify and explain classroom organisation details and routines to associate teacher
- Support associate teachers in matters of lesson/program development and implementation at a level commensurate with the individual associate teacher's need. (The expectation is that the associate teacher takes responsibility for the class, according to the specified teaching loadings, **unsupervised**. Lesson observation/supervision is not normally required unless specifically requested by the associate teacher, or where the colleague teacher and the tertiary supervisor, determine the associate teacher needs coaching.) Where observation of teaching occurs, its frequency and duration should reflect the associate teacher's advanced stage in the program, and give the associate teacher a sense of full responsibility for teaching and learning during the 15 half-days and 5 full days of the program.
- The colleague teacher may also negotiate with the associate teacher to observe a teaching session in order to assist with the completion of the Professional Experience Report.

Notes:

- **Associate teachers' unsupervised teaching accords with the terms of the Internship Agreement.**
- **In rare circumstances, where there are shared concerns about the associate teacher's progression, the professional experience may be converted to a fully supervised professional experience in the same or a different setting. Such a decision would only be enacted on the basis of full and careful consultation with the associate teacher, the colleague teacher, the tertiary supervisor, and the Coordinator of Teacher Education professional experience.**

11.5 Payment Details for Teachers Participating in Professional Experience 7 & 8

In accordance with signed agreements the University has with the Department of Education and Communities, and the NSW Teachers Federation, co-operating/colleague teachers in Professional Experience 7 and Professional Experience 8 may claim for payment at the following rates:

Percentage of Full Supervision Rate

Professional Experience 7

Phase One:	20% of daily rate
InterPhase Two:	20% of daily rate
Phase Two:	100% of daily rate

Professional Experience 8

InterPhase Two:	20% of daily rate
Associate Teacher Program	20% of daily rate

Daily rate is \$28.50 – rate per student per day, subject to changes.

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, monetary payment is supplemented with time release in Phase 3. All payment rates have been negotiated with DEC and NSWTF.

11.6 The Tertiary Supervisor

The central role of the tertiary supervisor is to act as liaison between the university and the participating school. Tertiary supervisor 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.

The tertiary supervisor will:

- liaise with school personnel to facilitate the smooth running of the professional experience. The tertiary supervisor will 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 Director of Professional Experience;
- observe teacher education students' teaching/learning episodes during Professional Experience 7. The competing needs of teacher education students and supervising teachers across a number of schools, widely distributed geographically, will necessitate the tertiary supervisor prioritising time allocation to teachers, teacher education student and schools.

At the end of Professional Experience 7, the tertiary supervisor will liaise with the supervising teacher to determine the final grade on the Professional Experience Report and to determine if the teacher education student satisfies the requirements to progress on to the unsupervised internship.

In the Associate Teacher Program (Professional Experience 8) the tertiary supervisor normally operates in a liaison role. However, where difficulties are evident in associate teacher progress, the Tertiary supervisor may observe teaching.

The tertiary supervisor will:

- meet with the associate teacher(s) on a weekly basis with a focus on professional learning;
- liaise with colleague teachers and the School Coordinator, and provide particular support, as necessary, for colleague teachers taking on this role for the first time.

At the conclusion of the Associate Teacher Program, the Tertiary supervisor will provide a reference letter for the associate teacher reflecting on his/her achievement, strengths, contribution to and involvement in the school during their Internship. This reference letter should be word processed on UTS letterhead (included in the TS package). This reference will be written from information gained during the weekly meetings with the associate teacher and consultations with the colleague teacher.

12. ADDITIONAL SUBJECT & COURSE REQUIREMENTS

12.1 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 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.

Professional experience subjects are a compulsory component of the Teacher Education degrees. Therefore, 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.

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>)

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.

12.2 Withdrawing from a Course or a Professional Experience Subject

When a student decides to withdraw from their course or any professional experience subject, they must ensure they notify the Professional Experience Office **immediately**.

12.3 Anaphylaxis Training – Mandatory Check

The NSW Department of Education and Communities requires that teacher education students are trained in anaphylaxis management before they undertake any professional experience in NSW public schools.

Students are required to complete the online training module at <https://etraining.allergy.org.au/>

Once the training has been completed, students are required to provide a copy of their certificate to the Professional Experience Office. The certificate remains current for two years. Teacher education students must ensure they provide a copy of a current certificate the Professional Experience Office.

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.

12.4 Working with Children Check - Mandatory 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.

12.5 Inherent Requirements and Student Placement Acknowledgement Form - Mandatory Check

A document entitled "**Introduction to inherent requirements for Initial Teacher Education Programs**" will be made available at (link).

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, they must complete with **Student Placement Acknowledgement Form** attached to the back of the document and return it to the Professional Experience Office by uploading to MyPlacement Student Portal or emailing to rosemary.mclellan@uts.edu.au.

13. INSURANCE COVERAGE

The following certificates of currency provide details of insurance arrangements the university has in place throughout 2014 for all Professional Experience programs.



Certificate of Currency

Aon Risk Services Australia Limited
ABN 17 000 434 720 AFSL 241141

To Whom It May Concern,

In our capacity as Insurance Brokers to **The 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

3 November 2015

Policy Information

Policy Type

Personal Accident Insurance

Insured

University of Technology Sydney and others as defined by the policy document.

Insurer

Accident & Health International Underwriting Pty Ltd

Policy Number(s)

0029654

Period of Insurance

From 4.00pm 1/11/2015 to 4.00pm 1/11/2016

Interest Insured

Applies to students, graduates and staff of the Insured whilst engaged in Campus/Course related activities and/or practical placement or community placement activities officially organised by the Insured, or supported by the Insured as being of benefit to the course of study, including necessary direct travel to and from such activities.

Limit of Liability

Death and Capital Benefits – maximum \$500,000 per Insured Person (paid to scale as per schedule of benefits)

Weekly Benefits – 85% of pre-injury earnings (maximum \$500 per week/104 weeks)

Non-Medicare Medical Expenses - \$5,000

Age Limit – from 15 to 75 years.

Contact Us

CRM

Sarah Webster

Telephone

02 9253 7121

Email

sarah.webster@aon.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.
- Aon does not guarantee that the insurance outlined in this 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)*.
- Aon accepts no responsibility or liability to advise any party who may be relying on this Certificate of such alteration to or cancellation of the Policy.
- This Certificate does not:
 - represent an insurance contract or confer rights to the recipient; or
 - amend, extend or alter the Policy.



Certificate of Currency

Aon Risk Services Australia Limited
ABN 17 000 434 720 AFSL 241141

To Whom It May Concern,

In our capacity as Insurance Brokers to **The 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

2 November 2015

Policy Information

Policy Type

Public and Products Liability Insurance

Insured

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

Insurer

QBE Insurance (Australia) Limited

Policy Number(s)

AQEU03933PLB

Period of Insurance

From 4.00pm 1/11/2015 to 4.00pm 1/11/2016

Interest Insured

Legal Liability to third parties for personal injury and/or property damage arising out of the Insured's business activities and/or products.

Limit of Liability

Public Liability

\$5,000,000 any one occurrence

Products Liability

\$5,000,000 any one occurrence and in the aggregate any one policy period.

Claims Made in respect of Sexual Molestation

\$5,000,000 any one occurrence and in the aggregate during any one policy period.

Situation

Worldwide excluding the USA and Canada

Contact Us

CRM

Sarah Webster

Telephone

02 9253 7121

Email

sarah.webster@aon.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.
- Aon does not guarantee that the insurance outlined in this 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)*.
- Aon accepts no responsibility or liability to advise any party who may be relying on this Certificate of such alteration to or cancellation of the Policy.
- This Certificate does not:
 - represent an insurance contract or confer rights to the recipient; or
 - amend, extend or alter the Policy.

14. FREQUENTLY ASKED QUESTIONS

This section has been included to assist teacher education students/associate teachers and supervising/colleague teachers in meeting the requirements of Professional Experience 7 and 8. Our recent experience has shown that there tends to be a pattern of uncertainties and questions arising from the field. These include:

Question:

Can I change my Professional Experience 7/8 placement mid-way through the experience?

Answer:

It is only in the most exceptional circumstances that teacher education students/associate teachers are offered a different Professional Experience/Associate Teacher placement once the experience has commenced. Any changes are made in consultation with the Director of Professional Experience.

Please note: In order to maintain the integrity of the Internship any change to the placement (i.e. school, colleague teacher or class) will require additional professional experience time of at least 1 week in the new environment. This is in addition to the required number of Inter-Phase days. Otherwise the Internship may need to be converted to a supervised professional experience.

Question:

If I am offered employment with an Independent school, can I change my placement so that I can work there and meet the requirements of the Associate Teacher Program at the same time?

Answer:

No. As the Associate Teacher Program is part of a professional experience, payment for teacher education students/associate teachers is not involved. In addition, the program involves professional development activities with academic staff from UTS that are negotiated with DEC schools. These experiences are part of an articulated program commencing at the beginning of the school year. Your commitment at the DEC school to which you have been appointed is for the full three-phased experience.

Question:

When can I start doing paid casual teaching and how will I go about securing employment?

Answer:

Part of the internship agreement UTS has with DEC and NSWTF is that once you complete the Associate Teacher Program satisfactorily, your name will go forward to DEC so you can be given a 'conditional certification to teach' number. Once your number has been processed, you will be notified directly by DEC. When you receive this notification (usually within approximately two weeks of the completion of the Associate Teacher Program), you will be able to contact schools to indicate your availability (UTS commitments permitting) for casual teaching.

Question:

As there are 15 half teaching days required during the first 3 weeks of the Associate Teacher Program, can I leave the school to work part time?

Answer:

You are required to attend your school placement for 20 full days during the Associate Teacher Program. The afternoons during the first 3 weeks are designated as time away from your class for professional development activities. There is a possibility to leave the school to visit professionally relevant sites as part of your program, but any off-site visits must be negotiated and approved by the school.

Question:

My teacher has asked me to take the class for the whole 20 days full time during the Associate Teacher Program. Is this acceptable?

Answer:

This is not in the spirit of the Associate Teacher Program. The payment arrangements for the ATP give the teacher release for 15 half days and 5 full days, (not for 20 full days) and give you (the Associate Teacher) release for 15 half days for professional development (the afternoons of the first 3 weeks). It is very important that you take the opportunity to use this time in a manner that meets your professional

needs. Part of this time will be spent with your Tertiary supervisor (See Professional Development Activities for Associate Teachers, page 9). The release from class in this form is a key feature of this program.

Question:

Should I have to make up any teaching time from which I am released (say for RFF, Library or Scripture classes) during the mornings of the first 3 weeks?

Answer:

No. The intention is for you to be the designated teacher (albeit an associate) for your class until lunchtime for the first 15 days of the ATP. If your class spends some of that time in specialist teaching/learning activities, you are expected to use the time professionally, as any teacher would. Your afternoons during these 3 weeks should be free of teaching commitments to enable you to participate in your professional development activities.

Question:

As a Colleague Teacher, I am unsure about whether to leave my associate teacher alone with the class. Is it reasonable for me to stay in the room and work while the associate is teaching?

Answer:

Associate teachers are legally able (and expected) to take your class unsupervised during the 20 day program. To give your associate the opportunity for professional growth, and to feel a sense of managing independently, it is greatly appreciated if you can leave them alone during their teaching time. Of course, there may be times when you need to be there, but these should be negotiated with the associate teacher.

Question:

Can I take my class on an excursion by myself?

Answer:

No. As you are not an employee of the Department of Education and Communities, a regular class teacher must accompany you if you leave the school grounds with students.

Question:

Should I be doing playground duty?

Answer:

Yes. You should undertake a roster of playground duty. DEC has advised that playground duty should not be undertaken, unsupervised by associate teachers. You should carry out such duties with a regular teacher.

Question:

What happens if my colleague teacher is unhappy with my progress in the Associate Teacher Program?

Answer:

To meet the requirements of the program, you must satisfy your colleague teacher, and the University, that you are ready for appointment as a *beginning teacher*. It is your responsibility to demonstrate a capacity to take and act on professional advice, and to demonstrate improvement.

Where there is concern about your ability to implement a learning program appropriate for the class to which you have been appointed, or a concern relating to matters of your professionalism, the tertiary supervisor, and/or the Coordinator of Teacher Education Professional Experience reserve the right to observe your teaching, and/or to examine your plans for teaching and learning. If in their professional judgement, on the advice of the colleague teacher, your progress is deemed unsatisfactory, you may fail, or be required to complete the experience as a fully supervised Professional Experience in the same or a different setting.

15. INTERIM REPORT

This report is to be filled out ONLY where the supervising teacher is concerned that the teacher education students/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 supervising teacher must advise the pre-service/associate teacher and the tertiary supervisor of their concerns and a meeting must be arranged between the teacher education student/associate teacher, the supervising teacher and the Tertiary supervisor aimed at improving the teacher education student/associate teacher's performance. If appropriate, this meeting may serve as official notice that the teacher education student/associate teacher is in danger of failing.

**Concerns Relating to Teacher Education Student/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 Supervising Teacher
Teacher

Name of Teacher Education Student/Associate

Signature

Signature

Date

Date

PROFESSIONAL EXPERIENCE 8 CALENDAR & RECORD OF ATTENDANCE

Professional Experience 8 - Associate Teacher Program - 2016

Subject: 012238

School : _____

Student : _____ Student No : _____

Class Taught: _____

Please indicate **Time of ARRIVAL and DEPARTURE** against each date below and initial each entry.

Inter-Phase Two – 4 days completed between 16 May & 26 August 2016

Day				
Date				
	<i>Full Day</i>	<i>Full day</i>	<i>Full day</i>	<i>Full day</i>
	Arrive	Depart	Arrive	Depart

Phase Three

Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	August 29	August 30	August 31	September 1	September 2
	<i>Full day</i>	<i>Full day</i>	<i>Full day</i>	<i>Full day</i>	<i>Full day</i>
	Arrive	Depart	Arrive	Depart	Arrive
2	September 5	September 6	September 7	September 8	September 9
	<i>Full day</i>	<i>Full day</i>	<i>Full day</i>	<i>Full day</i>	<i>Full day</i>
	Arrive	Depart	Arrive	Depart	Arrive
3	September 12	September 13	September 14	September 15	September 16
	<i>Full day</i>	<i>Full day</i>	<i>Full day</i>	<i>Full day</i>	<i>Full day</i>
	Arrive	Depart	Arrive	Depart	Arrive
4	September 19	September 20	September 21	September 22	September 23
	<i>Full day</i>	<i>Full day</i>	<i>Full day</i>	<i>Full day</i>	<i>Full day</i>
	Arrive	Depart	Arrive	Depart	Arrive

4 Inter-Phase Days completed

(please circle) Yes No

Supplementary Professional Experience: *Specify dates*
(Arranged owing to extended associate teacher absence)

Complementary Prof.Exp.: *Specify number of days (max 5)*
(Arranged to extend Professional Experience)

Please discuss with Tertiary Supervisor

Total number of days completed by the associate teacher _____

Name and signature of colleague teacher: _____

PROFESSIONAL EXPERIENCE 7 CALENDAR & RECORD OF ATTENDANCE

Professional Experience 7 – Reflecting on Educational Practice - 2016

Subject: 012237

School : _____

Student : _____ Student No : _____

Class Taught: _____

Please indicate **Time of ARRIVAL and DEPARTURE** against each date below and initial each entry.

Phase One

Week	WEDNESDAY		THURSDAY		FRIDAY		MONDAY	
1	27 January		28 January		29 January		1 February	
	Full day		Full day		Full day		Full day	
	Arrive	Depart	Arrive	Depart	Arrive	Depart	Arrive	Depart

Inter-Phase One – 3 days to be completed before Monday, 2 May 2016

Day						
Date						
	Full day		Full day		Full day	
	Arrive	Depart	Arrive	Depart	Arrive	Depart

Phase Two

Week	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
1	2 May		3 May		4 May		5 May		6 May	
	Full day		Full day		Full day		Full day		Full day	
	Arrive	Depart	Arrive	Depart	Arrive	Depart	Arrive	Depart	Arrive	Depart
2	9 May		10 May		11 May		12 May		13 May	
	Full day		Full day		Full day		Full day		Full day	
	Arrive	Depart	Arrive	Depart	Arrive	Depart	Arrive	Depart	Arrive	Depart

3 Inter-Phase Days completed

(please circle) Yes No

Supplementary Professional Experience: *Specify dates* _____
(Arranged due to extended teacher education student absence)

Complementary Prof.Exp.: *Specify number of days (max 5)* _____
(Arranged to extend Professional Experience)

Please discuss with Tertiary Supervisor

Total number of days completed by the teacher education student _____

Name and signature of Supervising Teacher: _____