

## **FACULTY OF ARTS & EDUCATION**

### **STUDENT GUIDE TO PROFESSIONAL EXPERIENCE PLACEMENT**

**Bachelor of Teaching (Primary)**

**Master of Teaching (Primary)**

**Bachelor of Educational Studies**

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## INTRODUCTION

Professional experience is a foundational requirement of your teaching degree. Professional experience provides you with the opportunity to extend your insight into the operation of schools and to further develop the skills gained in your education discipline and other subjects. In addition to this, you will be able to explore and develop your knowledge of schools and establish professional connections with parents/carers and the wider school community.

During professional experience in schools, you will collaborate with your supervising teacher and explore practical means of facilitating learning of the curriculum through effective lesson and unit design, implementation of teaching and learning strategies and techniques, assessment, evaluation and reflection on pedagogical practices in order to meet the [Australian Professional Standards for Teachers – Graduate Level](#).

This Student Guide to Professional Experience Placement provides an overview of expectations for professional experience in the Bachelor of Teaching (Primary) and the Master of Teaching (Primary). Both of these degrees require two 30 day professional experience placements to meet the AITSL requirements for teacher education programs:

### **Bachelor of Teaching (Primary)**

- EPT432 Professional Experience 1
- EPT433 Professional Experience 2

### **Master of Teaching (Primary)**

- EPT432 Professional Experience 1
- EPT508 Professional Experience Research

In addition, this Student Guide to Professional Experience Placement is applicable to those students within the **Bachelor of Educational Studies** who are undertaking a placement in a primary school setting.

This guide should be read in conjunction with the [Professional Experience Handbook](#) for a comprehensive understanding of all placement requirements within a Charles Sturt University initial teacher education degree.

## ADMINISTRATIVE INFORMATION FOR TEACHER EDUCATION STUDENTS

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### STARTING AND COMPLETING PLACEMENT

It is the responsibility of staff in the workplace learning team to source all placements for teacher education students. **Under no circumstances are you permitted to approach schools requesting placements, or to enter into agreements with schools regarding future placements.** A placement which has been organised by a student without the prior approval of the workplace learning team will not be able to be undertaken.

#### How do I submit an application to go on placement?

To prepare for your placement it is essential that you log into the [InPlace](#) placement management system to upload all the mandatory documents (evidence that all required checks and training are completed) and use the self-placement tool to submit an application.

[Click here for instructions on applying for your placement.](#)

#### What Mandatory Documents do I need to be eligible for a placement?

For all placement subjects, you must have:

- a valid Working With Children Check
- a current Child Protection Training certificate
- a current Anaphylaxis Training certificate
- completed and signed the Student Agreement Declaration Form: Online students
- prior to your final placement, passed the required Literacy and Numeracy Test (LANTITE)
  - LANTITE is not a requirement if you are already an Australian accredited teacher or have a recognised Australian teacher qualification

[Click here for information on Mandatory Documents](#)

In order to avoid a personal conflict of interest, you are advised that you are unable to complete a placement in a school:

- that you attended as a student;
- in which you have been employed or volunteered in the previous 5 years;
- that your own child or a close relative attends;
- in which a close relative is employed .

If you require special consideration in regards to these Conflict of Interest guidelines, please contact your Course Director.

## Preparation for placement

Prior to the commencement of your placement, you should have:

- Ensured that any Assessment Tasks required to be submitted as determined in the relevant Subject Outline (for example Professional Experience Goals, Professional Teaching Portfolio) have been approved;
- Ensured familiarity with this Student Guide to Professional Experience, the relevant Subject Outline, and recommended texts for the placement;
- Ensured all required administrative paperwork is ready to be given to the placement site, including a copy of the Working With Children Check clearance notice; [Insurance Letter](#) and an [Application for Computer Access](#) (for NSW state schools)
- Prepared the professional experience folder as determined by the EPT subject requirements
- Contacted the placement site to:
  - Determine expected dress code
  - Confirm start time and who to contact upon arrival on the first day
  - Organise the hours of your placement. These should be reflective of your supervising teacher's schedule
  - Confirm the supervising teacher has been able to access the supervising teacher webpage
  - Ensure the supervising teacher will be present each day of your placement. In the event of any planned absences of the supervising teacher, please contact the Workplace Learning Team for advice: [education-wpl@csu.edu.au](mailto:education-wpl@csu.edu.au)

## Whilst on placement

You should aim to become part of the staff as soon as possible by undertaking your duties in a professional manner and taking the initiative in offering to undertake additional responsibilities and activities.

For example, you should:

- Wear your University student ID card in a clear plastic lanyard or clear plastic name badge during the placement.
- Confirm that your supervising teacher has been able to access the webpage detailing the placement roles and requirements.
- Initial the sign-in book on arrival and departure each day; this is a WH&S requirement;
- Remain at the placement setting during the prescribed placement hours;
- Abide by the regulations of the education authority;
- Assist with duties undertaken by the supervising teacher;
- Assist with other on-site activities, as is expected of other members of the profession;
- Abide by the established policy on matters of dress, grooming, punctuality and mode of address;
- Abide by the regulations of the placement setting in relation to the ethical use of information and communication technology during the professional experience placement. This includes appropriate use of social media, internet, email and any access provided by the placement setting;
- Maintain a high level of professionalism during the placement; including maintaining a level of confidentiality about your experiences and being judicious about any information conveyed to others outside of the school setting.

- Participate in school excursions in which the normal teaching class is involved; however you must not use your own private vehicle to transfer school students.
- Ensure your professional experience folder and documentation is complete, up-to-date and organised in a tidy and professional manner. This documentation needs to be accessible to the supervising teacher and university liaison officer upon request.

Whilst on placement, you are regarded as temporary members of staff and accordingly, will observe the same conditions as teachers. Please note, however, this does not include being left alone in a classroom with sole responsibility for students.

You must also ensure that you are familiar with the learning and teaching activities expected of you while on placement. These are provided in the Progression of Teaching section at the end of this guide.

At the mid-point of the placement, you should also ensure that you participate in a collaborative review of the progress made on your placement with your supervising teacher and review progress against the focus areas of the Professional Experience Report and your Professional Experience Goals.

In addition, subject codes EPT433 and EPT508 require you to submit a Weekly Report to your University Liaison Officer (ULO)/Professional Experience Liaison Officer (PELO) during your placement. The Progression of Teaching document advises in which weeks of placement these are required.

### **Upon completion of placement**

At the completion of the placement, work with the supervising teacher to complete all sections of the Professional Experience Report, specifically signing the final page. In addition, the School Principal also needs to sign and date the report. You should keep a copy of the Professional Experience Report for your records and upload the report to EASTS by the due date stated in your Subject Outline.

Remember to thank your supervising teacher, Principal, and other staff for their assistance during your placement.

Finally, complete any other assessment items as stated in your Subject Outline and submit by the due date.

## DIFFICULTIES AND OBTAINING ASSISTANCE

If you are experiencing difficulties, you should make use of all personnel who are in a position to help. A suggested order of the people who should be approached in the event of difficulties being experienced is as follows:

- Supervising Teacher
- Head Teacher or Principal
- University Liaison Officer (ULO) / Professional Experience Liaison Officer (PELO)
- Subject Coordinator

If serious problems arise, you or your supervising teacher should contact the workplace learning team immediately at [Education-WPL@csu.edu.au](mailto:Education-WPL@csu.edu.au)

If you are experiencing difficulty with your supervising teacher or principal, initial contact should be made with the ULO/PELO.

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## CSU ACADEMIC PROGRESS REGULATIONS

It is sometimes the case that you may experience difficulty in demonstrating sufficient progress towards meeting the standard required while on placement. This would usually be identified in your mid-placement review. In these circumstances, you may be placed “at risk” of failing and a Developmental Support Plan may be implemented. This process is outlined in the [Professional Experience Handbook: Section 3- Student Placement Support and Review Process.](#)

While every endeavour will be made to assist you, a grade of ‘unsatisfactory’ may still be awarded if you have not demonstrated the standards required by the end of the placement. As professional experience subjects are regarded as an indicator of your professional suitability, a failure in the professional experience component will mean you have not met an essential element of the Academic Progress Regulations and you may be excluded from your course for a period of time.

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## ABSENCES

You are expected to be in attendance for each day of the placement, and must comply with attendance requirements in order to meet CSU and NESA regulations. **All** absences need to be made up, including those due to illness, misadventure, CSU exams, public holidays, and industrial action. Further procedures regarding the notification and documentary evidence of an absence can be located on the [Professional Experience Handbook: Section 2- Attendance.](#)

## CONTACT DETAILS

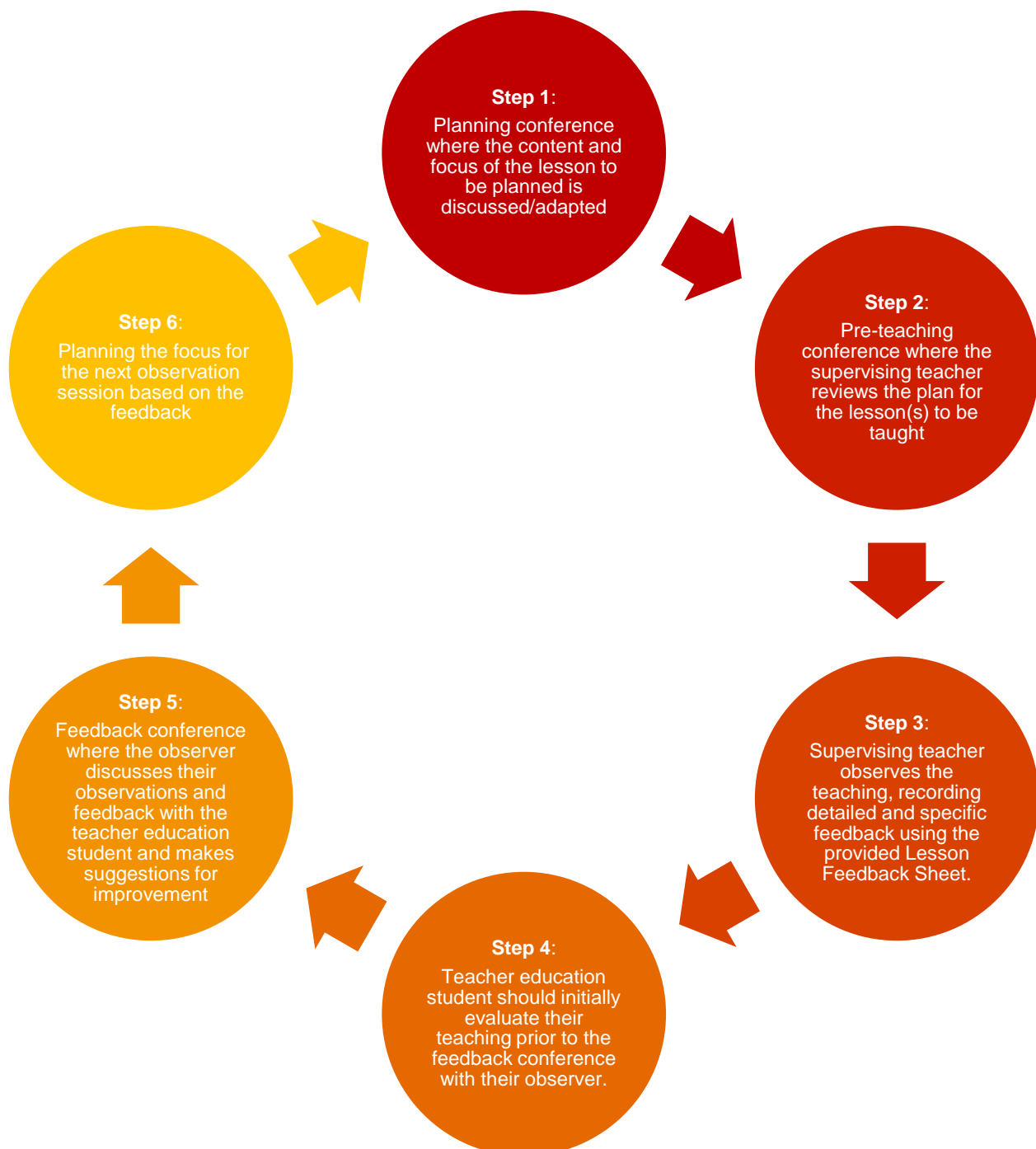
If you have any queries or would like further information about this placement please contact the appropriate person:

Subject Coordinator	Workplace Learning Team	Faculty of Arts and Education Courses Team
<b>Responsible for:</b> The academic aspects of the subject.	<b>Responsible for:</b> The organisation and administration of the placement; communication with the service/school; organisation of the ULO/PELO.	<b>Responsible for:</b> The administrative aspects of your course
<b>The Subject Coordinator can help you with:</b> Questions about the Subject Outline, the Interact site, Learning Modules, Resources, Assessment Items and anything about the learning you will do in this <i>Subject</i> .	<b>WPL office can help you with:</b> Questions about your placement, attendance, at risk procedures etc.	<b>The Courses Team can help you with:</b> Questions about the subjects you need to enrol in, the progression of your course, pre-requisites and anything about your <i>Course</i> .
Please check the subject Interact2 site for Subject Coordinator details.	Workplace Learning Officer <a href="mailto:education-wpl@csu.edu.au">education-wpl@csu.edu.au</a>	Course Administrative Officer <a href="mailto:ask@csu.edu.au">ask@csu.edu.au</a>



## CYCLE OF SUPERVISION

The teacher education student and the supervising teacher should engage in the following cycle:



## SUMMARY OF EXPECTATIONS IN PROFESSIONAL EXPERIENCE

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### LEARNING AND TEACHING ACTIVITIES

You **MUST** be proactive in your own engagement with the professional experience placement. It is an expectation that all lessons are planned and discussed with the supervising teacher at least one day **prior** to their implementation.

Forward planning and organisation is essential for your successful completion of professional experience placements. It is important you take responsibility for your learning and work, ensuring you are proactive in seeking supervision and mentorship from your supervising teacher.

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### PROFESSIONAL EXPERIENCE DOCUMENTATION

During your placement, you are required to maintain your documentation (e.g. lesson plans, supervising teacher feedback etc.) in a Professional Experience Folder. A ring binder folder is most appropriate for this purpose so you can add to it throughout your professional experience placements. The folder must be kept in a tidy and professional manner, with documentation complete, up-to-date and organised. This folder needs to be accessible to your supervising teacher and ULO throughout the placement.

During the final week of your placement, the Professional Experience Folder must be submitted to your supervising teacher for review. **It should NOT be returned to the University.**

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### DOCUMENTATION: PLANNING, EVALUATION AND ASSESSMENT

#### Lesson planning, assessment and evaluation

During your placement, lessons should be planned and evaluated using the planning templates as shown in the subject Progression of Teaching and available on the CSU Interact2 subject site.

Lesson plans should be developed to a standard that provides sufficient detail that would allow another teacher to implement the lesson. You should select the planning pro-forma that is most suitable for the teaching purpose (e.g. a plan for a group, unit plan, a 'routine' lesson plan). The "backward design" approach, represented by the following questions, should be used as a guide when planning for any learning.

This approach is:

- What do I want the students to learn? (Learning objective/outcome/intention)
- How will I know they have learned this? (Indicators of success/achievement criteria)
- What learning experiences would best help them learn this? (Learning activities)

All lessons are to be evaluated fully and teaching and learning goals set for the next lesson/session/day.

## Daybook

In addition to lesson and unit plans, it is recommended that you complete a daybook for the duration of your placement. This should include a daily timetable and an overview of teaching and non-teaching tasks, a note of other responsibilities (e.g., special events, playground duty), and reminders related to specific students and any other detail which will assist in classroom organisation and management. A template is provided in the subject Progression of Teaching document.

## Resource Collection (on-going)

It is useful to develop a collection of ideas and materials which will assist in teaching practice sessions and in teaching. This resource collection should be added to during each subsequent teaching practice session as well as from other sources. This collection should be maintained separately from the Professional Experience Folder. You are not required to submit the collection to the subject coordinator.

It is suggested that material be organised under specific curriculum/topic headings in either soft or hard copy. It will also be useful to include:

- Program lay-outs
- Record keeping
- Lesson plans
- Teaching methods and Classroom Management
- Books - author, title, publisher, source, price, suitability
- Links to videos and other resources to use for instruction and /or stimulus for discussion
- Assessment/Evaluation e.g., checklists, sample tasks, feedback samples
- Recording of results, attainments, etc.
- Themes and ideas for displays
- Professional Learning
- Collections e.g. songs, music, poems, stories, craft, art, special occasions
- Samples of student's work showing date and age/stage level

## PROGRESSION OF TEACHING

The professional experience placements within the Bachelor/Master of Teaching (Primary) have different expectations for the progression of teaching you are expected to undertake to meet placement requirements. You can access the progression of teaching relevant to your professional experience subject by clicking on the appropriate link below:

- [EPT432 Professional Experience 1](#)
- [EPT433 Professional Experience 2](#)
- [EPT508 Professional Experience Research](#)

