

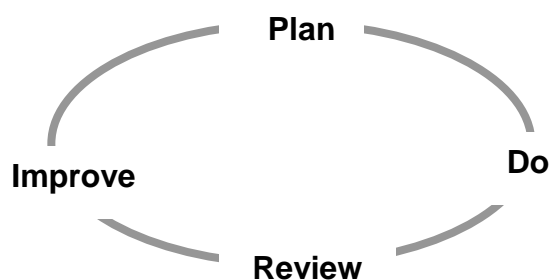
Bachelor of Education in Primary Education C10206
Bachelor of Education in Primary Education/
Bachelor of Arts in International Studies C10208

**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 5 HANDBOOK 2014

012235 Teaching Students with Special Educational Needs



Name of Pre-service Teacher: _____

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

Tel: 9514 5409/5289 Fax: 9514 5410

Visit Professional Experience Website at:

<http://www.education.uts.edu.au/practicum/teacher/index.html>

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*
- Interim Report*

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INFORMATION FOR THE CO-OPERATING TEACHER:

You should have received from your Pre-service teacher:

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

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- * **Interim Report** pro-forma and the **Professional Experience Feedback** form can be found online. Please see the web address at the top of this page. They are also in the Professional Experience Standards Booklet.

PROFESSIONAL EXPERIENCE 5

Teaching Students with Special Educational Needs

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***Pre-Service Teachers = UTS Teacher Education Students**

1. KEY REQUIREMENTS FOR ALL PRE-SERVICE TEACHERS IN PROFESSIONAL EXPERIENCE PLACEMENTS

Professional experience teacher education pre-service teachers are required to meet the following professional expectations:

Attendance:

- All pre-service teachers are required to attend the school in the pattern stipulated for the Professional Experience.
- Attendance at the school will be from 30 minutes prior to the first teaching session of the school day, and may involve remaining at the school until 30 minutes after the conclusion of the final teaching session of each day.
- All **absences** must be explained, and the school **must be notified in advance**, wherever possible. All absences must be made up through additional days negotiated with the cooperating teacher.

Preparation:

Quality teaching and learning rests on careful planning and documentation.

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

Attitude:

All pre-service teachers are expected to demonstrate a professional attitude throughout their time in schools by:

- arriving punctually for meetings, classes and duties,
- implementing advice from previous discussions in subsequent teaching/learning episodes,
- reflecting self-critically on teaching performance,
- observing and reflecting on teaching by the cooperating teacher and (where possible) other teaching staff,
- presenting in clean, neat, modest attire, consistent with standards evident in the school,
- ensuring plans for teaching are completed by the morning of the day for which they are scheduled,
- organising teaching/learning resources in advance of scheduled teaching times,
- interacting with school students, teachers, school personnel, tertiary advisers and parents in a courteous manner, and
- using non-teaching time as opportunities for observing, reflecting, planning, compiling, documenting and/or organising.

Underpinning all the specified requirements above is the notion that

Professional Attitude ⇒ Professional Presentation ⇒ Professional Growth

2. KEY STAFF CONTACT DETAILS

TERTIARY CO-ORDINATOR, SCHOOL PARTNERSHIPS AND PROFESSIONAL EXPERIENCE

The Academic Co-ordinator for the UTS: Education Professional Experience programs will be responsible for:

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

The Academic Co-ordinator will also provide academic advice to pre-service teachers with regard to their professional experience program.

Pauline Beverley Room 2.329 (02) 9514 5269 Email: Pauline.Beverley@uts.edu.au

PROFESSIONAL EXPERIENCE 6 SUBJECT CO-ORDINATOR

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

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

SENIOR ADMINISTRATIVE OFFICER

The Senior Administrative Officer is responsible for planning and arranging pre-service teacher placements, communicating and liaising with schools regarding Professional Experience, preparing handbooks, liaising with Tertiary Advisers, and arranging pre-service teacher and staff briefing sessions.

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

ADMINISTRATIVE OFFICER

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

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

3. INTRODUCTION

3.1 Aim of Subject

This field-based experience is one component of the subject – *Professional Experience 5: Teaching Students with Special Educational Needs*. The campus-based component examines strategies for teaching students with special education needs in the regular classroom. These may be students with an identified disability who are included in a regular class, students with a specific learning difficulty or students who are not making adequate progress with conventional teaching strategies. The subject enables pre-service teachers to explore methods of assessment, programming, instruction and classroom organization for such students. In the field-based component, pre-service teachers are expected to continue to refine their teaching skills as practiced in previous field-based experiences. In addition, they will be expected to focus on how they can modify their approaches to ensure that students with special education needs are accommodated within the context of the class program. To achieve this outcome, pre-service teachers are expected to transfer learning from the academic component of the subject.

As well as Professional Experience 5, most pre-service teachers completing a full program will have been studying the following subjects this semester on campus:

Social & Environmental Education 2
Electives x 2

Last semester, most pre-service teachers completed:

Sociology of Education
Personal Development, Health and Physical Education 2
English Education 2
Professional Experience 4

3.2 Link with Previous Professional Experience

In previous professional teaching experiences, pre-service teachers have taught in a variety of situations. Specific competencies have focused on lesson preparation, basic teaching methods, classroom management, effective use of resources and teaching aids and evaluation of teaching. Pre-service teachers should be encouraged to continue to develop and enhance these skills as they participate in this Professional Experience.

3.3 Placement on a Regular Mainstream Class

It is a requirement of Professional Experience 5 that it be completed on a regular mainstream class in order to provide teaching experience with students who have special education needs (as outlined above). If there are concerns about the nature of the class, these concerns should be discussed with the Co-operating Teacher and the Subject Co-ordinator as soon as possible. Classes for students who are gifted and talented are not appropriate placements for this Professional Experience.

4. PRE-SERVICE TEACHER REQUIREMENTS

4.1 Teaching Commitment

The Professional Experience is **11 compulsory days** in the school over 3 weeks commencing **Monday, 28 April, 2014 and concluding Monday, 12 May, 2014.**

Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Observation Day	School – A balance of observation and team teaching	School – Complete at least two hours of face-to-face teaching per day	School – Complete at least two hours of face-to-face teaching per day	School – Complete at least two hours of face-to-face teaching per day
2	Responsibility for teaching should be increased Take whole sessions (e.g. school entry to recess) Gain experience in organising and supervising the transition from one lesson to another				
3	As per Week 2	These four days are available for make-up days for illness and justifiable absences			

Note: Neither the preparation of lessons, nor the writing of the assignments, is to be undertaken in teaching time. Time on class is to be maximised.

4.2 Additional Requirements

In addition, where possible, the pre-service teacher should have:

- demonstrated the ability to teach **all key learning areas**, using appropriate strategies and classroom organisation;
- participated in **professional activities** in the school beyond the classroom (e.g. exploring and utilising school resources, attending staff meetings, liaising with colleagues);
- examined all **school policy documents related to integration and/or inclusion** and programming for students with learning difficulties or disabilities;
- undertaken **discussions with school personnel** who have specialised roles with students with special education needs (e.g. school counsellor, support teacher learning difficulties, support class teachers, members of the school learning support team);
- become familiar with any **individual learning plans or individual support plans** that are being implemented for students with special education needs.

5. OUTCOMES IN CLASSROOM TEACHING

5.1 Appraisal

In appraising pre-service teacher progress in Professional Experience 5, Co-operating Teachers are asked to use the requirements specified below as a checklist. When completing the pre-service teacher's report, these are the criteria assessed.

PROFESSIONAL KNOWLEDGE

Standard 1 – Know Students and How They Learn	
1.3	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 socioeconomic 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

- | | |
|-----|--|
| 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

- | | |
|-----|---|
| 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.

6. PROCEDURES FOR CONCLUDING THE PROFESSIONAL EXPERIENCE

6.1 Co-operating Teacher

Professional Experience Report

Prior to completion of the Professional Experience, Co-operating Teachers should **complete and provide to the pre-service teacher**:

- Professional Experience Report (supplied separately with this Handbook) and the recommended grade for the pre-service teacher.
Please discuss this report with the pre-service teacher and then give the report to the pre-service teacher to take to back to the UTS: Education Academic Programs (Professional Experience) Office at Kuring-gai Campus.
- Record of Attendance on back cover of this Handbook.

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

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

The Payment Claim Form and the Tax Form must be forwarded as soon as possible after the conclusion of the Professional Experience **but no later than 31 December each year** (claims received after this date will not be processed) to:

Ms Rosie Gould
Administrative Officer
UTS: Education, Faculty of Arts & Social Sciences
University of Technology, Sydney
PO Box 222,
Lindfield NSW 2070

Payment will be processed after receipt of:

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

6.2 Pre-service Teacher

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

1. The signed Record of Attendance on the back cover of this handbook.
2. The Professional Experience Report signed by the Co-operating Teacher.

Failure to hand in these documents to the Professional Experience Office will result in a Z Grade.

Maintaining Professional Experience Records for Professional Purposes

Your original Professional Experience Report **MUST** be picked up from the Professional Experience Office, Room 2.394, Level 3 **BEFORE** the end of Semester 1.

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

7 ROLES AND RESPONSIBILITIES

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

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

7.1 Pre-service Teacher

- Pre-service teachers must notify any absences by phoning the school, and emailing the Co-operating Teacher (or email school if Co-operating Teacher has no email) and cc the Tertiary Adviser
- Pre-service teachers must have completed the Working with Children Check to participate in the professional experience program. See Section 8.4, Page 13.
- The professional conduct of pre-service teachers must be of the highest quality. Pre-service teachers are expected to be courteous, punctual and co-operative. They must be at school at least half an hour before the school day begins and are expected to be on site throughout the entire day. Pre-service teachers may also be required to remain at the school for planning purposes up to 30 mins after the conclusion of the final teaching period. Attendance at staff meetings and other related professional activities conducted during the professional experience period is expected.
- Pre-service teachers should adopt ethical behaviours in relation to their interactions with students, teachers, parents and community members. These include being aware of child protection and discipline policies in the school, not repeating information provided in confidence which could embarrass or harm others in the school, and enhancing the professional standing of themselves, their colleagues and their university.
- Pre-service teachers are required to observe and participate in the Co-operating Teacher's work and undertake with them assigned duties, for example, playground duty. The pre-service teacher may negotiate with their Co-operating Teacher to visit other classrooms in the school and to become familiar with such services as the school library. **In this Professional Experience pre-service teachers should be particularly encouraged to explore all resources in the school which might support the education of students with special needs.**
- Pre-service teachers are required to attend each day of the allocated Professional Experience period. Schools should be notified of absences and/or misadventures as soon as possible. The Tertiary Adviser must be contacted if the absence is likely to be more than two days. **All days missed must be made up. Pre-service teachers 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, pre-service teachers can make up the missed days in the Professional Experience period or as soon as possible on completion of the Professional Experience with the permission of the Co-operating Teacher. If **three or more days** are missed the Tertiary Adviser in consultation with the Professional Experience Co-ordinator and the Co-operating Teacher will discuss the most appropriate procedure for the pre-service teacher to complete the Professional Experience. In some cases it may be necessary to arrange a supplementary placement at a later point in the semester.
- Pre-service teachers are required to prepare their lessons **at least the night before the lesson is to be given.** Lesson plans must be available to the Co-operating Teacher each morning before school. Lesson plans must be maintained in a book or folder and be available to the Tertiary Adviser at any time during the professional experience period.
- While pre-service teachers must exercise due care with students, the responsibility for the class rests with the Co-operating Teacher. **Pre-service teachers are not permitted to be left alone with the class due to insurance requirements.**

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

Environmental Health and Safety

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

Professional Behaviour

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

- adhere to all professional experience site policies and routines;
- telephone the professional experience site and the university before lessons begin in the case of unavoidable absence;
- not seek access to personal information on student records. Access to records is not required as the professional experience will not involve using student information for university assignments;
- respect the rights of students, school staff and parents, and ensure confidentiality of information which might cause harm or embarrassment;
- speak to each student in a manner which is appropriate for his/her age, taking into account each student's skills in language comprehension;
- assist students to the minimum extent necessary as the goal is to assist students to achieve independence;
- communicate with parents only as guided by the Co-operating Teacher.

Medication

- UTS pre-service teachers must not administer medications to school students in any circumstances. Each school will have its own procedures and nominated personnel for the administration of medications.

Protection against Infectious Diseases

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

Physical Restraint of School Students

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

7.2 The Co-operating Teacher

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

- clarify and explain classroom and school organisation details and check lesson plans prior to each lesson to ensure adequate preparation;
- familiarise pre-service teachers with any individual learning or support plans or any other resources that are relevant to the program of students with special education needs;
- ensure that pre-service teachers are familiar with specific behaviour management strategies for students with challenging behaviours, as well as general behaviour management strategies employed in the classroom;
- advise UTS pre-service teachers of crisis management plans, the procedures for getting assistance in an emergency and that they should seek assistance as a priority in emergency situations;
- provide a wide range of experiences in the school environment. This includes teaching across all key learning areas and a variety of lesson topics which reflect subjects covered at university;
- provide feedback which is formative rather than summative. Feedback which is regular, focused and constructive is most effective in enabling pre-service teachers to reflect on their own performance and to identify and analyse areas of strength and weakness as they proceed through their professional experience;
- use the Professional Experience Feedback (blue booklet) checklist as a framework for observing, reporting and commenting on a particular lesson taught by the pre-service teacher. It is expected that the pre-service teacher should receive at least one feedback sheet each teaching day throughout the professional experience;
- demonstrate practices which will complement and supplement feedback to pre-service teachers;
- have regular discussions with the pre-service teacher regarding their lessons or other aspects of teaching;
- provide continual support and advice to their pre-service teacher in improving performance over the professional experience period;
- provide opportunities for pre-service teachers to learn about how the school caters for students with special education needs;
- liaise with the Tertiary Adviser about the professional development of the pre-service teacher. If there are concerns regarding the progress of the pre-service teacher these should be communicated as they arise;
- make known to the pre-service teacher serious concerns about the pre-service teacher's progress. This may involve submitting an Interim Report (see online Booklet) and initiating a second classroom visit by the Tertiary Adviser;
- ensure that pre-service teachers are supervised at all times when with the class. The responsibility for the class rests with the Co-operating Teacher. Pre-service teachers are not permitted to be left alone with the class;
- at the conclusion of the professional experience period, report on pre-service teacher progress and achievement, and recommend the result on the Professional Experience Report provided.

7.3 The Tertiary Adviser

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

- clarify university policy and practices relating to the professional experience as well as provide support for the pre-service teacher and the Co-operating Teacher;
- liaise with school personnel to facilitate the smooth running of the professional experience;
- meet with Co-operating Teachers to discuss aspects of the current professional experience program to ensure communication is facilitated;
- confer with pre-service teachers on matters relating to their plans for teaching and learning;
- counsel pre-service teachers requiring assistance or advice;
- consult with Co-operating Teachers regarding pre-service teacher progress and where there is cause for concern regarding a pre-service teacher's progress, the Tertiary Adviser will consult with the UTS Professional Experience Co-ordinator;
- Where an Interim Report is issued, make a second visit to the pre-service teacher's classroom;
- confirm the grade recommended by the Co-operating Teacher for the pre-service teacher on the Professional Experience Report;
- observe pre-service teachers' teaching/learning episodes. The competing needs of pre-service teachers and Co-operating Teachers across a number of schools, widely distributed geographically, will necessitate the Tertiary Adviser being judicious in the way they distribute their time across the professional experience period;
- not give feedback on written assignments as this is not their responsibility.

8. ADDITIONAL SUBJECT & COURSE REQUIREMENTS

8.1 UTS Rule 10.6 – Repeated Failure in a Subject

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

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

These options include:

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

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

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

8.2 Withdrawing from a Course or a Professional Experience Subject

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

8.3 Anaphylaxis Training

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

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

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

Pre-service teachers are also required to present a copy of their current certificate to the principal at the school they are attending for their professional experience placement.

Where possible, pre-service teachers on professional experience placements will be given the opportunity to practice with the EpiPen trainer that was provided to each NSW public school in December 2012.

8.4 Working with Children Check

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

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

CALENDAR & RECORD OF ATTENDANCE


**Professional Experience 5 - Teaching Students with Special Educational Needs
11 compulsory days for Semester 1, 2014
Commencing Monday, 28 April and concluding Monday, 12 May, 2014**

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

Pre-service Teacher's Name: _____ Signature: _____

Student Number: _____

School: _____ Grade Taught: _____

Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY					
1	28 April		20 April		30 April		1 May		2 May	
	Arrive	Depart	Arrive	Depart	Arrive	Depart	Arrive	Depart	Arrive	Depart
	Observation Day	School – A balance of observation and team teaching		School – Complete at least two hours of face-to-face teaching per day						
2	5 May		6 May		7 May		8 May		9 May	
	Arrive	Depart	Arrive	Depart	Arrive	Depart	Arrive	Depart	Arrive	Depart
	Responsibility for teaching should be increased Take whole sessions (e.g. school entry to recess) Gain experience in organising and supervising the transition from one lesson to another									
3	12 May		These four days are available for make-up days for illness and justifiable absence							
	Arrive	Depart								
	As per Week 2									

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

Complementary Placement: *Specify number of days (max 5)* _____
(Arranged to extend placement)

Please discuss with Tertiary Adviser

Total Number of days completed by the Pre-service Teacher _____

Name and Signature of Supervising Teacher: _____