The University of Sydney

SYDNEY CONSERVATORIUM OF MUSIC

BACHELOR OF MUSIC
(Music Education)

4th YEAR MUSIC EDUCATION STUDENTS

PROFESSIONAL EXPERIENCE
(PEx) HANDBOOK 2019

PEx 3
Senior Secondary Teaching

Practice MUED 4633

Semester 2, 2019

Student Teacher: _____

Supervising Teacher: _____

Email:_____Phone: _____

Professional Experience website:

MUED 4633 Professional Experience 3 (PEx)

PEx /Practice Teaching Dates

8 weeks x 5 days per week (Monday-Friday)

Monday 5 August to Monday 23 September, 2019, for a total of 36 days.

Please Note:

This practicum runs for a total of **36 days**, which means 7 full time weeks (5 days per week) and one day in the 8th week. This leaves the remaining days in the 8th week as make up days for students who have missed days earlier due to illness or misadventure.

Student teachers are expected to organise a pre-prac visit in the week commencing Monday July 23. The purpose of this visit is to meet the supervising teacher(s), Music Dept. Head, school staff and administration and to organise teaching timetable.

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School: _____

Principal: _____

Address: _____

Phone Number: _____ Website: _____

My Supervising Teacher is: _____

Email: _____ Phone: _____

My Tertiary Mentor is: _____

Email: _____ Phone: _____

Student Teacher Details: _____

Email: _____ Phone: _____

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SECTION 1: Sydney Conservatorium of Music & Professional Experience

MUED 4633, Professional Experience 3, provides the school observation and practice teaching (Professional Experience) components of the 4th year BMus (Music Education) program at Sydney Conservatorium of Music (SCM). The senior secondary school professional experience program incorporates 8 weeks (full days MONDAY- FRIDAY), which takes place in Semester 2. Practice teaching provides an opportunity for student teachers to attain and demonstrate teaching competence to the level expected of a graduate teacher as set out by the AITSL professional standards. This handbook provides students, supervising teachers and University SCM Tertiary Mentor with information about the professional experience policy of SCM. There is also a LMS (Blackboard) site that provides noticeboards and discussion space to access during the professional experience. The material in these pages will assist school principals, supervising teachers, Tertiary Mentors and staff in explaining the SCM policy on professional experience and the expectations of the students' development.

This is the **final professional experience** in the Bachelor of Music (Music Education) program and takes place in a secondary school. It is expected that the student teacher will plan and teach lessons to **Year 7-12 music classes and /or K-12 music classes**.

1. Nature of the PEx

The fundamental principle of the PEx is that student teachers should be given the task of teaching full period music lessons when class teachers and supervisors consider that they are likely to do this successfully. It is suggested that, before this happens, student teachers should teach small groups (both in class and in co-curricular activities), assist the supervising teacher in various ways, and share lessons with the teacher or with fellow students by teaching segments of lessons. Students are expected to observe *AT LEAST* one music (or other KLA if music not available) lesson per day. Completing the above should ensure that the student teacher's future teaching of lessons will be reasonably successful.

As each student teacher's skill and confidence grows it is expected that during the 8 week block that the student teacher will be able to teach the **equivalent of 12 forty-minute music periods a week** on a mixture of senior and junior secondary music classes, mandatory and additional study classes, and any other classes that the supervising teacher feels is appropriate.

By the 4th week the student should take approximately 0.5FTE of the regular music teacher's load. Towards the end of the professional experience (week 8) it would be expected that the student would be responsible for a teacher's full-day program. As the student increases his/her teaching load it will probably be appropriate for the student to use the Day Book style of preparation described in the Lesson Planning section (see Appendix).

It is most desirable in this professional experience that students be provided with experience in conducting instrumental and/or vocal ensembles so that skills and understandings developed in the courses Instrumental Pedagogy and Choral Pedagogy might be practiced and demonstrated.

The student teacher should remain with the same supervising teacher(s) for the block practice. However, if the Principal, the Head of Music/CAPA and supervising teacher(s) think it appropriate, the student teacher should be available to teach some music lessons to other classes in the school. SCM encourages schools to use the musical skills of students in any way that will benefit the school pupils.

Student teachers are expected to visit their school and meet their supervising teacher **BEFORE** the PEx begins. At this time student teachers should organise a timetable of the lessons they will observe and eventually teach and email this schedule to their Tertiary Mentor.

Student teachers **MUST** be in attendance at school for the entire day unless the PEx Co-ordinator has approved absence.

2. Objectives of the PEx 3 program

Student teachers are expected to:
- Be able to plan, document, teach and evaluate a series of both junior and senior secondary music lessons;
- Communicate clearly with students;
- Apply classroom management skills;
- Demonstrate proficiency in aural, singing, instrumental, musicological and compositional activities in the classroom;

- Demonstrate, through their teaching, an understanding of the way in which musical skills and musical concepts are   developed;
- Display proficiency in conducting school vocal and/or instrumental groups
- Teach in a manner which recognises cultural contexts of music;
- Display a professional attitude towards teaching and its associated duties
- Demonstrate an ability to employ technology in the classroom;
- Observe a variety of teaching - learning situations to enrich and diversify approaches to the act of teaching;
- Demonstrate an ability to interact with school staff and school students in a variety of school settings;
- Explore individual school students' learning characteristics e.g. learning styles, self-esteem and their impact upon   classroom and school behaviour;
- Display a professional attitude towards teaching and the teacher's roles in the school.
- Demonstrate the ability to practise and evaluate skills developed throughout the degree program, with particular   reference to Senior Secondary Music Education;
- Observe a variety of teaching- learning situations to enrich and diversify approaches to the act of teaching;
- Demonstrate an ability to interact with school staff and school students and display a professional attitude towards   teaching.

3. Professional Experience dates and suggested teaching schedule

8 weeks x 5 days per week (Monday-Friday)

Monday August 5 to Friday September 23, 2019. (36 days 8.30-3.30)

Week 1: August 5 – August 9: Observation and team teaching with Supervising Teacher(s) and possibly teaching one music   lesson per day.

Week 2: August 12 – August 16: Teaching one to three music lessons per day

Week 3: August 19 – 23: Teaching three music lessons per day

Week 4: August 26 – 30: Teaching up to an equivalent of a 0.5 full time teaching load

Week 5: September 2 - 6: Teaching a half (0.5) a full time teaching load

Week 6: September 9 - 13: The student teacher is required to teach the equivalent of three days a week of a   full time teaching load (0.6).

Week 7: September 16 - 20: The student teacher is required to teach the equivalent of four days a week of a full time   teaching load (0.8).

Week 8: September 23-27: The student teacher completes 36 days on September 23 and the remainder of this week is not mandated however students may remain at school to teach up to an equivalent of a full time teaching load.

Student Teachers are placed in one school for the entire professional experience.

4. Expectations of the Supervising Teacher(s)
The purpose of supervision is to help the student teacher learn more about his/her teaching and to improve his/her skills in the classroom. The supervising teacher and the student teacher should, therefore, act as colleagues working towards achieving a common goal – the enhanced education of the students in their care. Supervision is the process in which school and University personnel work closely with student teachers in order to help them develop the competencies and   professional attitudes needed to become effective quality classroom music teachers. If the student teacher is to develop   appropriate skills and an analytical and reflective attitude towards teaching, feedback needs to be provided. The supervising teacher is responsible for observing the lesson being taught by the student teacher and providing feedback on the lesson observed. A copy of the lesson observation record and the Supervisory Cycle are in the Appendix. Please use the Lesson Observation Record for at least ONE lesson per day so that the student has some written as well   as verbal feedback to reflect on.

The supervising teacher(s) is expected to:

- Arrange for the orientation of the student to the school;
- Arrange a teaching timetable for the student teacher, help the student teacher be aware of the school's weekly   routine, school and class discipline policies, classroom layout and seating arrangements, classroom programs,   procedures for photocopying, availability and storage of resources, anticipated musical and sporting events;
- Establish a routine for assisting the student teacher with preparing lesson plans and giving feedback on them well in   advance of teaching;
- Ensure lesson plans are written for **ALL** lessons;
- Check and discuss the lesson plan before the lesson is presented;
- Observe, incidentally, in the process of teaching (as distinct from providing formal demonstration lessons);
- Observe and provide oral feedback on lessons taught by the student;
- Provide regular written feedback using the SCM Lesson Observation Record (minimum one lesson per day has   written feedback);
- **Ensure that there is supervision of the student teacher during each classroom practice teaching period.** No   student teacher should be asked to carry out unsupervised lessons or unsupervised playground duty;
- Encourage and support the student teacher and conduct regular discussions about lessons and other aspects of   teaching and school life on a regular basis;
- Model appropriate teaching techniques and strategies and mentor students as they plan, program and teach music   lessons;
- Sign Student Daily Attendance Form as completed by student teacher;
- Consult with the Tertiary Mentor and the student teacher regarding the student teacher's progress;
- Keep in regular contact via meetings, email and phone with the University Tertiary Mentor;
- Identify any student teacher who is encountering difficulties or is "at risk" of failing, and notify the Tertiary Mentor   immediately. A flow chart explaining the process and procedure for "At risk student teachers" (see Appendix).

Supervisory Cycle for Supervising Teachers(s)

Planning Observation
- Set aside a time for a daily conference with the student teacher;
- Discuss the student teacher's lesson plans before lessons are taught;
- Decide together what aspects of the lesson the student teacher should particularly focus on.

Observation
- Observe the lesson and comment on the specific skills/behaviours that were agreed upon;
- When possible (and at least for one lesson per day) provide a written report on SCM Lesson Observation Record.

Feedback
- Discuss the lesson based on the agreement reached prior to the observation of the lesson, preferably immediately   after the lesson.
- Put the student teacher at ease;
- Faithfully reflect incidents in the lesson;
- Encourage the student teacher to make judgments, reflect on the lesson and provide his/her own analysis and   suggest improvements;
- Help student teacher plan future lessons and observations based on feedback.

During the final week of PEx, the supervising teacher(s) will complete the SCM Final Professional Experience   Report ONLINE through the link emailed to them by SCM.

5. *Expectations of the Student Teacher*
To obtain full value from professional experience, all students must see themselves as members of the teaching team at   the school. They are under the general direction of the School Principal and are responsible for maintaining the   obligations and dignity, which the status of teacher implies.

The student is expected to:
- Visit the school **prior to the beginning** of the professional experience to meet school staff, supervisor and obtain a   school timetable. This should be in Week 1, Term 3 or at the end of Term 2;
- Email a teaching timetable (with bell times etc.) to the **Tertiary Mentor** when practice teaching commences;
- Report to the school office on the first morning of the Professional Experience;
- In the case of unavoidable absence, you must phone/SMS the school, your supervising teacher(s) and email/SMS the **Tertiary Mentor** before lessons begin;

- Complete the leave of absence form used by teachers upon return to school after absence and forward to the   Professional Experience Coordinator at SCM;
- Complete the Student Daily Attendance Form and have it signed by your supervising teacher(s);
- Assist in classroom and school activities, particularly those associated with music (this includes staff meetings, sport supervision, playground duty, ensemble rehearsals, sport/swimming carnivals etc.);
- Assist with school choral and instrumental groups and any other activities related to music education;
- Observe lessons by supervising and other teachers – *if possible other music teachers*;
- Evaluate previously presented lessons and write evaluations at end of each lesson;
- Assist in assessment of student's work;
- Compile resources or engage in preliminary preparation for the following day's activities;
- Compile a PEx "folder" (electronic is strongly advised) with lesson plans, any completed lesson observation   records available to show supervising teacher or Tertiary Mentor if requested;
- Maintain a teaching practice "blog" on your ePortfolio (Pebble Pad)
- Keep in contact with Tertiary Mentor (for example, through email and SMS).
- Log on to MUED 4633 LMS (blackboard) site **weekly** for communication with Academic PEx Coordinator, your   course lecturers and to contribute to the discussion board about your PEx experiences.

Students should at all times act in a courteous, and co-operative way, recognising that their more experienced   colleagues in the school can give valuable advice and assistance.

Students should remember that the ethics of the profession that they are hoping to enter require of them loyalty to the   school, its policy, its Principal and staff and, above all, a concern for the best interests of the pupils they teach. Their   speech, deportment and dress should set good standards for their pupils, and they will observe strict punctuality.

Students should recognise that they are guests in the school for short periods, and that the responsibility for the   educational development of the pupils rests with the Principal and the staff. Students should therefore observe the wishes of supervising teacher(s) with regard to the teaching programs and methods, and gain prior approval for any   variations or innovations they may wish to introduce. They should strictly follow school policy with regard to the use of school amenities, material and equipment and be scrupulous about the return of any borrowed items. Courtesy and   consideration should guide the students' relationships with school staff.

The SCM Professional Experience Report can be requested by the student at SCM after October 29, 2019.

6. Expectations of the Tertiary Mentor

University SCM staff (full-time, part-time and casual) will be appointed to visit the student and supervising teacher(s)   **TWICE** and discuss the progress of the student teacher with the supervising teacher(s). One visit will be during the   first 4 weeks and the other will be in the last 2 weeks. The Tertiary Mentor will also be in contact with the student and the supervising teacher(s) via email, SMS and phone if necessary. They need to ensure that the student is making adequate progress and that any problems are being addressed in accordance with the "At Risk Student Teachers" flow chart (see Appendix) whilst acting as a mentor for the student teacher, giving guidance, encouragement and direction.   The supervising teacher(s) undertakes supervision and assessment of the student teacher and the Tertiary Mentor will be available to discuss anything with either the student teacher or the supervising teacher(s). The Tertiary Mentor represents SCM to the school, discussing with the school Principal and staff aspects of SCM policy and procedure and is responsible for collecting the professional experience documentation.

The Tertiary Mentor is expected to:
- Ensure that student teacher's lesson plans follow a prescribed format and provide sufficient detail;
- Observe the student teacher in the classroom twice and provide WRITTEN and VERBAL feedback on student   teaching behaviours;
- Consult with the supervising teacher(s) regarding the student teacher's progress;
- Advise and assist the student on professional matters.

T**he supervising teacher(s) completes the online report and the Tertiary Mentor is responsible for the FINAL   Professional Experience Report.**

The Professional Experience Report must be completed by October 5 and submitted online or sent to SCM   before the October 11 PEx meeting.

7. The Role and Responsibilities of the Academic PEx Co-ordinator

The Academic Professional Experience Co-ordinator, A/Professor Jennifer Rowley, is responsible for the professional experience program and must be contacted without delay if a supervising teacher(s) or a student teacher has any concerns regarding the professional experience.

8. PEx Regulations

(i) Absences during PEx
• PEx requires full attendance. In the event of illness or unavoidable absence the student should contact the school, supervising teacher(s) and the Tertiary Mentor.
• Students may be required to make up any absences from professional experience.
• Unsatisfactory attendance could result in a student at risk of failing that professional experience.

(ii) Grading
In addition to assessment of teaching capabilities this Unit of Study requires students to complete all listed MUED 4632 assessment tasks. The final professional experience report **will not** be issued to students until all components of MUED 4632 assessments (as per the MUED 4633 Unit of Study outline) are completed.

• Professional Experience 3 (MUED 4633) will be graded Fail, Pass, Credit, Distinction, High Distinction scale. Students will receive a grade for MUED 4633 based on the professional experience and assessment tasks as listed.
• **The initial assessment of the student is to be made by the Tertiary Mentor in consultation with the supervising teacher(s). The final grade will be determined at a meeting of all the Tertiary Mentors on October 11, 2019.**
• Grades of Fail, Distinction and High Distinction will be awarded only after consultation with the PEx Academic Coordinator who may organise a special supervisory visit to confirm the grade.
• As well as a formal evaluation at the end of each professional experience, students who are assessed to be at risk of a Fail grade will normally be provided with an Interim Professional Experience Report by **the end of the fourth week** of the eight-week block of professional experience. The SCM retains the right to fail students who have not received this Interim Report.
• A student who has been awarded a Fail grade for professional experience would do well to consider his/her future as a teacher. A meeting with the Chair of Music Education should be given a priority at this time.

(iii) MUED 4632 Assessment task associated with PEx 3 (MUED 4633)

(a) Assessment Task – Action research Project (written proposal and Expo presentation)

A topic is to be chosen to investigate whilst undertaking your professional experience placement. A two (2) page proposal is to be submitted at a date TBA. The project, once completed, is to be presented at the final expo in week 12. This project should follow the headings as per handout given out in class in first week and an acceptable level of academic scholarship is expected. It should contain:
1. the definition of a research topic and WHY you would like to research this topic. In your introduction, briefly outline the significance of your topic for music education and its place in a wider literature.
2. the background literature (e.g., previous research on related issues),
3. the research questions (at least 2),
4. the proposed means of addressing the research questions (HOW you will collect your research data).

The Expo in week 12 will provide opportunity for students to give a brief summary of the above with a focus on your RESULTS (what you found). These should be presented with a well- defined discussion in relation to the literature review and a conclusion in your Expo presentation.

Advice on how to do this assessment well will be presented in week 1 of MUED 4632.
Draw on your readings for your topic and analyse what it is that makes for the most effective reporting of research. Try to find studies that take a broadly similar methodological approach to yours, as this will affect the style of reporting.

(b) Assessment Task –Case Study – which IDEALLY should be carried out in your PEx school, if possible.

Case study
Write a comprehensive case study of a child with special needs that you have either observed or taught whilst on professional experience. In this study, you should make particular reference to the child's educational profile and the planning and presentation/adaptations that have been made for that child. To do the case study you may need to visit a special unit /class or school (a letter of introduction is on the LMS

site)

The objectives of the visit and interview are:
- to visit a school or organization where a focus on providing for individual differences or special needs of children and or/ adolescents is a priority;
- to observe and record the special activities undertaken or the provisions made by the person or the organization;
- to acquaint students with the various facilities available in NSW;
- to study growth/development aspects and increase awareness of individual experiences of "growing up" of children and/or adolescents with special needs;
- to observe/note how any individual differences are being provided for;
- to observe teaching strategies and education programs in operation and, where possible, to participate in some music education activities; and
- to increase students' abilities to make arrangements and to gain access to a person or institution outside the University without direct assistance of staff.

Details of the student's individual differences and the provisions made by the school to meet these individual needs are the essence of the case study. The case study should contain:
- a substantial theoretical introduction of the special needs area including a review of the relevant literature;
- an educational profile for the student involved. Please ensure confidentiality in order to respect the rights and integrity of the student and his/her family and teachers. Maintain anonymity by using a pseudonym;
- a description of the facilities, personnel and funding available for the student;
- an evaluation of the intervention strategies and their effectiveness
- the prospects and/or success for inclusion and;
- APA style referencing and reference list are required

9. *National Professional Teaching Standards*
Graduate Teacher Standards: https://www.aitsl.edu.au/teach/standards
The Framework of Professional Teaching Standards provides a common reference point to describe, celebrate and support the complex and varied nature of teachers' work. The National Professional Teaching Standards provide a framework which makes clear the knowledge, practice and professional engagement required for effective teaching in 21st century schools (NESA).
PEx has been designed within the guidelines of AITSL and the Board of Studies, Teaching and Educational Standards NSW (BOSTES) and incorporates all necessary requirements to prepare student teachers for service in NSW DEC schools and non-government schools. Students need also to develop an awareness of the National Professional Teaching Standards – comprising three teaching domains, seven standards and four key stages of teaching. The final professional experience report is based on the National Professional Teaching Standards (graduate teacher level). As student teachers, the focus is on the standards that appear below. The standards describe the areas encompassed within the three domains of Professional Knowledge, Professional Practice and Professional Engagement. They give a logical organisational structure for consistent presentation of the standards within each key stage.

The seven standards are:
1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

These standards, in addition to the focus areas and descriptors identify the components of quality teaching, constituting agreed characteristics of the complex process of teaching. An effective teacher is able to integrate and apply knowledge, practice and professional engagement as outlined in the descriptors to create teaching environments in which learning is valued. By the end this final professional experience, student teachers should have accomplished all aspects of the Professional Teaching Standards.

10. *Professional and Legal Responsibilities*

Teachers have responsibilities related to attendance, supervision, mandatory reporting of child abuse and neglect, leave, record keeping and general duties. The following is taken from: *Information for Beginning Teachers*. Training and Development Directorate, NSW Department of School Education, 1996, pages 4-5. There is an updated "Guidelines for the Management of Conduct and Performance" which can be found at: https://education.nsw.gov.au/policy-library/policies/management-of-conduct-and-performance

Teachers are required to follow a "Supervision and duty of care" procedure by
• Providing supervision consistent with the general duty of care owed by the Department to students.
• Supervising students within school grounds and buildings.
• Supervising students attending sporting venues and excursions outside the school.
• Informing parents of supervision areas, arrangements and times of supervision.

Other responsibilities of the teacher are to:
• Follow all lawful directions given by a supervisor.
• Follow the guidelines for professional practice set out in the *Code of Conduct.*

Leave
• Complete and submit an application for leave form prior to, or following absence from duty.
• Inform the school administration in the case of any absence from the school during school hours.

Record Keeping
• Forward all official correspondence through the school principal.
• Mark and maintain class rolls accurately.
• Maintain pupil records accurately.
• Maintain a teaching program and lesson register.

Attendance
• Attend half an hour before the school work day begins in the morning and they may be required for half an hour after the dismissal of the school in the afternoon.
• Attend staff meetings, committee meetings or work groups as part of the management of the school and the development of its curriculum.
• Complete the Student Daily Attendance Form each day on duty (see Appendix).

Mandatory reporting: child abuse and neglect
Notify the Principal of all suspected child abuse and neglect. The DEC requires all staff to inform the relevant school Principal if they have reasonable grounds to believe that a student under 18 years of age has experienced abuse, or is at risk of abuse. The principal will notify the Department of Community Services. Staff must be familiar with the document titled: *Protecting and supporting children and young people policy*. This document provides direction for staff and outlines procedures for recognising and notifying concerns relating to child abuse and neglect. It can be found here:
https://education.nsw.gov.au/policy-library/policies/protecting-and-supporting-children-and-young-people-policy
The document *Responding to allegations against employees in the area of child protection* may also be relevant and can be found here:
https://education.nsw.gov.au/policy-library/associated-documents/respondwoutdisc.pdf

11. Professional Behaviour of Teachers
The profession of teaching necessarily brings teachers into close association with young and adolescent children. There have been occasions when teachers, possibly in all innocence, have permitted situations to arise which can be, and have been, misinterpreted.
The following advice is provided for your guidance.
• Avoid being alone with a student or a small group of students of either sex.
• Whenever possible, ensure another member of staff, or adult is present if rendering first aid to a student. Whilst the golden rule is 'don't touch', that does not mean that if a student's safety is at risk, a teacher cannot take appropriate physical action.
• Avoid conveying students in your car unless there is another adult present.
• If you do need to meet individually with a student, ensure that as far as possible, it is done in a conspicuous situation, that is, out of hearing but in sight of other adults.
• Never touch a student of either sex except in a case where the safety of students or staff is at risk.
• Always be polite, firm, and under control in dealings with parents and students.
• Never use offensive terms when referring to a student or his or her behaviour.
• Never use corporal punishment, that is, strike or physically discipline a student. Apart from being against your   school's discipline policy, this can give rise to criminal charges.

SECTION 2: *Appendices*

LESSON PLANNING

<u>Adequate preparation must be made before each lesson is given.</u>

Teaching requires a high level of planning in order to provide meaningful and productive learning experiences for all students. Student teachers should have lesson plans written for all lessons and checked by the supervising teacher at least 24 hours before the lesson is to be taught. When the student teacher plans the lesson the following should be taken into account:

- why the lessons are being taught;
- the interests, abilities and previous experiences of the pupils,
- the way the content is to be adapted to student characteristics;
- the need to capture and maintain student attention;
- the responses expected from the pupils
- ways in which student learning can be assessed, either formally or informally.

Students are advised, initially, to model their lessons on those that they have seen in the school and those they have developed in Music Education seminars. The student should keep all lesson notes available for comment and advice by supervising teacher(s) and Tertiary Mentor.

On the following pages are examples of different lesson plan formats. You can use Lesson Plan Format 1 or Lesson Format 2. The day-book style of presentation (Lesson Format 2) is recommended for 4th year student teachers after consultation with their supervising teacher(s) and Tertiary Mentor. It should be noted that there is a high correlation between detailed lesson notes and successful student teaching.

<u>Self Evaluation</u>
As soon as possible after a lesson has been presented, student teachers should write their own critical assessments. This is more than a clerical exercise. It presupposes that students can reach their full potential as teachers only by developing their powers of observation and self-reflection. Starting with the lesson aims as criteria against which to measure their performance, student teachers should ask questions such as the following:

- What was the students' response to the lesson?
- What were the positive features of the lesson?
- What did the pupils learn from the lesson?
- What errors, difficulties, misunderstandings occurred?
- What follow-up should be planned?
- If a similar lesson is to be given, how should the lesson content, delivery and assessment strategies be varied?

LESSON PLAN (FORMAT 1)

Date		Class		Duration	
Subject		Lesson Topic			
Purpose of the lesson					

Background Information on students: (including student prior knowledge, age, range, individual difference.)

Objectives:
This lesson will provide opportunities for students to:

Outcomes: (These should be derived from the Syllabus)

Resources: (Materials required to implement the lesson)

Curriculum Links: (How this lesson links with Music Syllabus and other curriculum areas)

Lesson Sequence: (Introduction – 20%; Body of Lesson 70%: Conclusion 10%)

Teacher Activity, Student Activity, Estimated Time

Assessment of student learning: (State how you intend to assess student learning in the lesson, that is, whether the lesson will involve informal, diagnostic [for example, pre-testing or quizzes?], or formal assessment [if formal, state whether formative or summative?]. If the lesson involves formal assessment, attach a copy of the assessment notice, its criteria and internal and overall weighting, as well as the marking rubric that will be used. Note whether individual work or group work is being assessed and whether teacher only or peer assessment is involved).

Self Evaluation: (Completed after the Lesson—note down what worked, what didn't as well as guidelines for the next or future lessons).

Day book style for Fourth-Year Students (FORMAT 2)

To be used at the discretion of the supervising teacher(s) - across double page of note-book.

Left-hand side of notebook   Date_____

Time/Class /Subject	Objectives	Content
	Indicate lesson topic, lesson objective/s, formal or informal assessment & forms of assessment (see full lesson plan format above). Previous learning might also be listed if necessary.	Main points of content: information, skills, points for appreciation, exercises etc. listed in order of presentation.

Right-hand side of notebook.

Procedures	Board/Smartboard Plan	Evaluation/Follow-up
Teaching procedures and techniques; anticipated pupil activity in response. Required teaching aids.	Diagrams, score summaries, examples; exercises can be included here	Results of any tests. Note positive features of the lesson. Errors and weaknesses noted with proposals for remedial action.

Lesson Plan Example (FORMAT 1)

Date:	1st April 2014	Class:	Year 12 Music 1	Duration of lesson:	1h 40m
Subject:	Music	Topic:	Technology & its influence on music		
Purpose of lesson:	Connect listening & composition				

Background information on students
There are nine students in the class of widely varying performance abilities and equally varying musical literacy. The majority of students do not read notated music, although there is one flautist and one pianist who do.
Students have a good understanding of the Concepts of Music from the Preliminary course, and can discuss the use of each independent Concept articulately. Despite this, their written answers on questions about Concepts are often poorly organised.

Objectives
This is the fourth lesson in this topic. Students have already studied the historical beginnings of electronic music (Theremin, Ondes Martenot, Varese *Poeme Electronique* (1958) and John Cage *Cartridge Music* (1960)), and have had hands-on experience with synthesizers while learning about wave forms, effects and sampling processes.
In this lesson, students will study two seminal works of the Sixties and Seventies, and then exhibit their understanding of one work by rebuilding it themselves in music software. This process will then inform their own composition.

Outcomes

Students will: listen to recordings and discern individual tone colours within a texture; summarise the compositional approach; and identify technologies used.	**H4** articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles **H7** understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
Students will recreate a piece of music using appropriate technology, and create an original composition using the analysis and original work as a model.	**H7**, as above. **H8** identifies, recognizes, experiments with, and discusses the use and effects of technology in music

Resources
Recordings:
- Steve Reich *Come Out* (1966)
- Mike Oldfield *Tubular Bells* (1974)

Composition tasks and resources for GarageBand and Sibelius:
http://www.composerhome.com/remixular/Remixular_bells/Remixular_1.html

Curriculum links
Outcomes as listed above.
This lesson is part of an 8 week unit on the syllabus topic *Technology and its influence on music* which includes contexts in both art music and popular music to establish a history of a century of use of electronic technology in many genres of music.
This lesson includes integrated learning experiences in *Musicology, Aural* and *Composition*. In Musicology and Aural it focuses on the Concepts of Tone Colour (in particular how technology is used to produce sound or to alter it) and Texture (in particular how technology enabled new music textures to be created and in turn inspired the creation of entirely new genres of music).

Lesson sequence

Teacher activity	Student activity	Estimated time
Introduction: Revise concepts learned in last three lessons, as listed above under *Objectives*.	Students discuss the use of electronic technology in art music from 1920 to 1960. Students reflect on their own use of synthesizers in the previous lesson.	10 minutes
Body of lesson part 1: Musicology and Aural		45 minutes

Teacher provides historical context of Reich's *Come Out* then asks students what they hear in first 4 minutes of recording. Explain concept of tape loops at differing speeds and key resulting concept for minimalism of *phasing*. Listen to next three minutes of *Come Out.* Introduce *Tubular Bells* and the technique of multitracking in addition to tape-looping as discussed above. Introduce any new terminology to do with tone colour and texture.	Students recognise the effect of gradually changing sound, but may not be able to explain how it is created. Students describe the effect phasing has on them as listeners and exhibit an understanding of the technical process. Begin to make graphical analysis of introduction of layers in the texture of *Tubular Bells* which will be used in the composition task. Identify performing media used, and describe resulting tone colours and texture.	
Body of lesson part 2: composition. Give students link to online resources for composition tasks, then work with them one-on-one as they progress through task. Any incomplete work (own composition aside, which will be worked on over next 6 weeks in class time) should be set as homework and checked next lesson.	Students view resources on website and complete analysis and compositional tasks. They should aim to have "rebuilt" the piece twice by the end of class, and have begun to make plans for their own composition.	40 minutes
Conclusion Revise concepts covered in class and share student creative work if possible for peer feedback. Discuss plans for own composition.	Share work with peers. Comment on peers' work.	5 minutes

Assessment of student learning

Work begun in this lesson forms parts of the construction of the student portfolio which is part of formal assessment in all Learning Experiences (Assessment Task 1: *Students Submit Music Folio* in the assessment exemplar provided in MUED4062 Senior Secondary Music Education).

Additionally, this lesson offers several opportunities for the teacher to informally assess students' formative progress toward the portfolio submission, through group discussion in Body part 1 of the lesson, and through one-on-one "check-ins" with students working on composition tasks in Body part 2. Such informal assessment also offers opportunities to give verbal feedback on student progress, inform them of their overall progress toward the formal assessment, and encouragement.

Self evaluation

This lesson was very successful but not enough time was given for the listening tasks. All students were engaged and interested to discuss the presented repertoire. When students began the composition tasks they found it difficult to complete the analysis, so I worked together with them or put them in pairs. Despite this, most students had completed at least the GarageBand part of the task by the end of the lesson, and three students had begun sketching ideas for their own composition.

Professional Experience - Ethical Behaviour

(This code has been adapted from a Code of Ethics originally devised by UNE and amended by UTS, University of Sydney and UNSW)

- Student Teachers have a responsibility to work co-operatively with practising teachers and in a manner which will enhance the professional standing and performance of themselves, their colleagues and their University. (Implicit here is the understanding that professionals are expected to show concern for fellow professionals, for the standards of the profession itself, and for their clients – that is, the students and their parents. Gossip and personal criticism of teachers at the school, or at a previous school at which the student teacher has done practice teaching, should be avoided.)

- Student Teachers should accept that the responsibility for reporting to parents belongs to the practising teachers at the school. Information they regard as important for parents should be brought to the attention of the Supervising teacher, or the school executive, who must then decide how to act upon it.

- If a Student Teacher is advised of sexual abuse of a student, they must immediately inform the school Principal and follow the mandated procedures. Other forms of physical assault, harassment or discrimination should also be reported immediately.

- Student Teachers should recognise their professional responsibilities to the teachers and non-teaching staff of the school. Their responsibility includes care of school property, participating in the normal school routine and constructive use of non-teaching time. (This implies general courtesy with regard to such matters as cleaning up materials used during a lesson {rather than leaving this to a classroom teacher}, returning audio-visual equipment promptly, avoiding wastage of scarce commodities such as chemicals, and leaving the room in a suitable state for cleaning staff to be able to perform their duties. Student teachers should make themselves aware of what may and what may not be expected of the non-teaching staff of the school.)

- Student teachers should not repeat outside the school, information which might harm or embarrass a school student, a parent, a member of staff or the school. For example, any communication made in confidence should not be communicated further. It is unethical to "use" other people to your advantage and to their loss.

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

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

- Prior to, or at first meeting, the Student teacher should provide the school executive with a written proposal stating: (i) what information is sought (ii) the reason for seeking it; and (iii) how the information is to be used by the Student teacher.

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

- Student Teachers should respect the confidential nature of school records.

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

- Films, videos, slides or the like should only be used for those purposes to which the Supervising Teachers, students and parents involved have agreed.

- If comparisons are to be drawn, they should be done taking careful account of the context and should usually be comparisons of aspects of teaching style or classroom management.

- Where possible, Supervising Teachers and other teachers should be invited to be present during the showing of films, videos, or the like, in which they have participated.

- Where practicable, Student teachers should offer to share the results of their enquiry with those contributing to it. Where possible Student teachers should give something to the school as well as taking from it.

THE UNIVERSITY OF
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Sydney
Conservatorium
of Music

Lesson Observation Record

Student name: Academic year:
School: Class: Date:

Planning assessing and reporting	-1	2	3	4	5+
Learning goals stated in terms of pupil achievement					
Lesson plan sufficiently detailed					
Lesson plan as part of ongoing music program					
Activities planned in an appropriate learning sequence					
Planned integration of music learning experiences					

Content	1	2	3	4	5
Handled musical content expertly					
Lesson content derived from relevant NSW syllabus					
Pupils created musical material as a means to musical understanding					
Information about music derived from experiences with that music					

Teaching	1	2	3	4	5
Music experiences used as the impetus of the lesson					
Gained attention and aroused motivation					
Linked with previous learning experiences					
Gave clear instructions					
Used questioning to encourage learning					
Reviewed lesson material as a means of concluding the lesson					
Evaluated pupil learning throughout the lesson					

Management	1	2	3	4	5
Created and managed a positive learning environment					
Pupils actively engaged in music experiences					
Content presented smoothly without unnecessary delays					
Established rapport with students through recognition of differing needs and abilities					
Applied classroom rules consistently and persistently					
Demonstrated use of technology relevant to music education needs					
Used a range of appropriate resources and materials					

Comments:

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Lesson strengths:

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Goals and strategies for future professional development

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Student Teacher's performance is satisfactory: Yes ☐☐No ☐

Supervising Teacher:

_____ (name)

_____

(signature) Tertiary Mentor:

_____(name)

_____

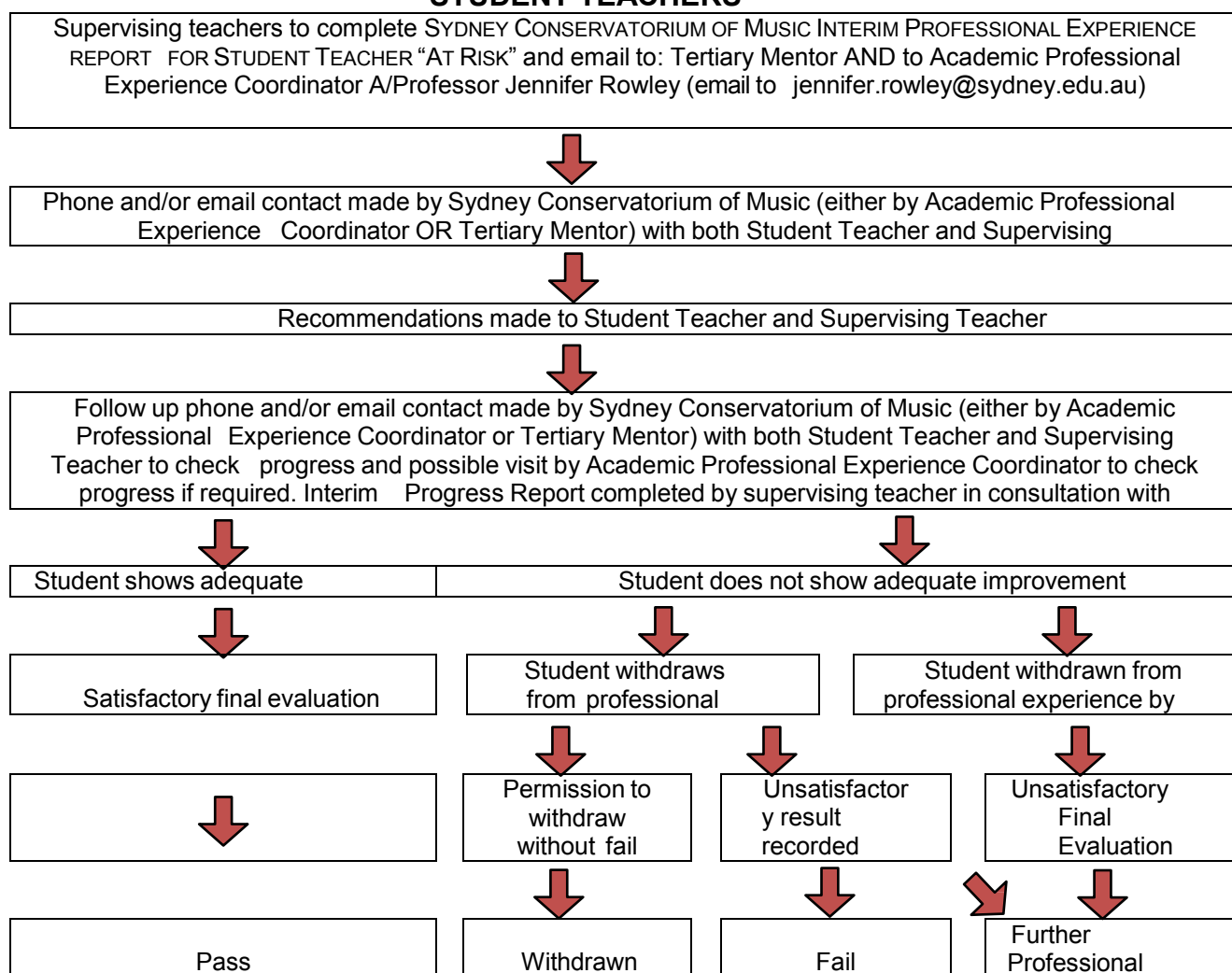(signature) Student's signature:

_____ Date:

PROCEDURE FOR STUDENTS REQUIRING ADDITIONAL SUPPORT 'AT RISK' STUDENT TEACHERS

Supervising teachers to complete SYDNEY CONSERVATORIUM OF MUSIC INTERIM PROFESSIONAL EXPERIENCE REPORT FOR STUDENT TEACHER "AT RISK" and email to: Tertiary Mentor AND to Academic Professional Experience Coordinator A/Professor Jennifer Rowley (email to jennifer.rowley@sydney.edu.au)

Phone and/or email contact made by Sydney Conservatorium of Music (either by Academic Professional Experience Coordinator OR Tertiary Mentor) with both Student Teacher and Supervising

Recommendations made to Student Teacher and Supervising Teacher

Follow up phone and/or email contact made by Sydney Conservatorium of Music (either by Academic Professional Experience Coordinator or Tertiary Mentor) with both Student Teacher and Supervising Teacher to check progress and possible visit by Academic Professional Experience Coordinator to check progress if required. Interim Progress Report completed by supervising teacher in consultation with

Student shows adequate	Student does not show adequate improvement	
Satisfactory final evaluation	Student withdraws from professional	Student withdrawn from professional experience by
	Permission to withdraw without fail	Unsatisfactory result recorded	Unsatisfactory Final Evaluation
Pass	Withdrawn	Fail	Further Professional

If a Fail is awarded or if a Student Teacher has withdrawn before successfully completing the Professional Experience Unit of Study, the Academic Professional Experience Coordinator will meet with the student prior to the students repeating the Professional Experience.

THE UNIVERSITY OF SYDNEY
Sydney Conservatorium of Music

SYDNEY CONSERVATORIUM OF MUSIC
BACHELOR OF MUSIC (MUSIC EDUCATION)
2019 INTERIM REPORT FOR STUDENTS AT RISK – 4thYEAR

STUDENT:

SCHOOL:

PROFESSIONAL KNOWLEDGE STANDARD 1: KNOW STUDENTS AND HOW THEY	A[1]	NA
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 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.		
Comments on Standard 1: The preservice teacher's knowledge of students and how they learn.		
PROFESSIONAL KNOWLEDGE 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.		

[1] A – ACCOMPLISHED/ NA – NOT ACCOMPLISHED

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.		
Comments on Standard 2: Know the content and how to teach it 		

PROFESSIONAL PRACTICE STANDARD 3: PLAN 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.		
Comments on Standard 3: Plan and implement effective teaching and learning 		

PROFESSIONAL PRACTICE 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		
Comments on Standard 4: Create and maintain supportive and safe learning environments 		
PROFESSIONAL PRACTICE 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		
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.		
Comments on Standard 5: Assess, provide feedback and report on student learning 		

PROFESSIONAL ENGAGEMENT STANDARD 6:		
ENGAGE IN PROFESSIONAL LEARNING		
6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian 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.		
Comments on Standard 6: Engage in professional learning		

PROFESSIONAL ENGAGEMENT 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.		
Comments on Standard 7: Engage professionally with colleagues, parents/carers and the community		

Recommendations for future development:

Grade: Pass/Fail

Supervising Teacher/s

Name:

Name:

Tertiary Mentor:

Name:

THE UNIVERSITY OF SYDNEY

Sydney Conservatorium of Music

SYDNEY CONSERVATORIUM OF MUSIC
BACHELOR OF MUSIC (MUSIC EDUCATION)

STUDENT DAILY ATTENDANCE FORM

Student Name: _____

School: _____

Week _____

Monday _____/ _____/ 201___   **to Thursday** _____/ _____/ 201___

DAY	Very brief description of daily activities: Observation, Teaching, Group Work, Lesson Prep etc.
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Teacher Signature:

_____

Student Signature:

_____

GRADING STUDENTS

The following rubric is based on the AITSL Graduate Teachers' Standards, and may be used as a guide to deciding upon a final grade. **A fail grade** is awarded ONLY if student has been placed "AT RISK" and subsequent at risk procedure has been followed. A fail grade is awarded when student has NOT met all the standards at a pass level listed in rubric below. It is important that any concerns about failing a student is discussed with the SCM professional experience coordinator in a timely manner and **at least 2 weeks before** the conclusion of the placement. A 50 pass grade according to the rubric is possible in place of a fail grade.

Standards	PASS (50-64)	CREDIT (65-74)	DISTINCTION (75-84)	HIGH DISTINCTION (85-100)
Knows students and how they learn	Identifies needs, learning styles and abilities of students and provides suitable experiences for **some** students; differentiation skills need improvement	Identifies needs, learning styles and abilities of students and provides suitable experiences for **many** students; shows **some** skills in differentiation	Identifies needs, learning styles and abilities of students and provides suitable experiences for **most** students; shows **good** skills in differentiation	Identifies needs, learning styles and abilities of students and provides suitable experiences for **all** students; shows **excellent** skills in differentiation
Knows content and how to teach it	Shows **some** knowledge of content and its relationship to curriculum; **limited** range of pedagogy appropriate to content and students; **limited** use of ICT	Shows **sound** knowledge of content and its relationship to curriculum; uses a range of pedagogy, **mostly** appropriate to content and students; some use of ICT	Shows **good** knowledge of content and its relationship to curriculum; uses a range of pedagogy appropriate to content and students; **good** use of ICT in various ways	Shows **excellent** knowledge of content and its relationship to curriculum; **broad** range of pedagogy, **always** appropriate to content and students; **excellent** use of ICT across several areas and activities
Plans for and implements effective teaching and learning	Lesson plans and presentation **sometimes** lack structure or sequence; chosen resources usually supportive; responds to feedback; some self-evaluation	Lessons plans and presentation **usually** well-structured, well-sequenced and appropriate to curriculum and students; uses resources to support; accepts and acts on feedback; self-evaluates lessons	Lessons plans and presentation **always** well-structured, well-sequenced, with carefully chosen resources to support; accepts and acts on feedback; self-evaluation shows **clear** understanding of observations in classroom	Lessons plans and presentation **always** well-structured, well-sequenced, with carefully chosen resources that **clearly** support goals; accepts and acts on feedback; self-evaluation shows **excellent** understanding of observations in classroom
Creates and maintains a positive and safe learning environment	Creates a professional relationship with students and attempts to encourage participation; developing communication; **adequate** classroom management skills; is aware of safety in the classroom	Creates a professional relationship with students and encourages participation by most students; mostly clear communication; **sound** classroom management skills; manages safety in the classroom	Creates a professional relationship with students and encourages participation by all students; clear communication; **good** classroom management skills; makes expectations clear; manages safety in the classroom	Creates a professional relationship with students and encourages participation by most students; clear communication; **excellent** classroom management skills; expectations **always** clear; classroom always safe
Assesses, provides feedback and reports on students learning	Understands and attempts to use different types of assessment; developing in making assessment clear; sometimes provides feedback; sometimes uses assessment to	Understands and demonstrates **some** different types of assessment; **sometimes** makes assessment clear; **sometimes** provides timely, relevant feedback; uses	Understands and demonstrates formal, informal, formative and evaluative assessment; **mostly** makes assessment explicit; **mostly** provides timely, relevant feedback; uses	Understands and **effectively** demonstrates formal, informal, formative and evaluative of assessment; **always** makes assessment explicit; **always** provides timely, relevant feedback;

	guide future lesson planning	assessment to guide future lesson planning	assessment to guide future lesson planning	uses assessment to guide future lesson planning
Engages in professional learning	Attends meetings as required; interacts with staff; responds to advice	Attends meetings, rehearsals etc.; interacts with staff; **actively** responds to advice; works collaboratively	Attends meetings, rehearsals and **seeks involvement** in extracurricular activities; interacts with staff; actively **seeks and responds** to advice; works collaboratively	Attends meetings, rehearsals and **seeks involvement** in extracurricular activities and observation of various teaching strategies; interacts with staff; actively **seeks and responds** to advice; works collaboratively, showing **initiative**
Engages professional with colleagues, parents and community	Is punctual, well-presented, cooperative, and acts respectfully and in compliance with school code regarding behavior and documentation, but these areas could be improved	Is **mostly** punctual, well-presented, cooperative, and acts respectfully and in compliance with school code regarding behavior and documentation	Is **always** punctual, well-presented, cooperative, and acts respectfully and in compliance with school code regarding behavior and documentation	Is **always** punctual, **very** well-presented, cooperative, and acts respectfully and in compliance with school code regarding behavior and documentation

Please complete this report online:

https://sydneycon.formstack.com/forms/scm_prof_exp_report_fourth_year_2019

SYDNEY CONSERVATORIUM OF MUSIC
BACHELOR OF MUSIC (MUSIC EDUCATION)
2019 PROFESSIONAL EXPERIENCE REPORT – 4th YEAR
duration of placement: 36 Days

STUDENT:
SCHOOL:

PROFESSIONAL KNOWLEDGE STANDARD 1: KNOW STUDENTS AND HOW THEY	A[2]	NA
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 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.		
Comments on Standard 1: The preservice teacher's knowledge of students and how they learn. 		
PROFESSIONAL KNOWLEDGE 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.		

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[2] A – ACCOMPLISHED/ NA – NOT ACCOMPLISHED

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.		
Comments on Standard 2: Know the content and how to teach it 		

PROFESSIONAL PRACTICE STANDARD 3: **PLAN 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.		
Comments on Standard 3: Plan and implement effective teaching and learning 		

PROFESSIONAL PRACTICE 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.		
Comments on Standard 4: Create and maintain supportive and safe learning environments		

PROFESSIONAL PRACTICE 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.		
Comments on Standard 5: Assess, provide feedback and report on student learning.		

PROFESSIONAL ENGAGEMENT STANDARD 6:		
ENGAGE IN PROFESSIONAL LEARNING		
6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian 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.		
Comments on Standard 6: Engage in professional learning		

PROFESSIONAL ENGAGEMENT 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.		
Comments on Standard 7: Engage professionally with colleagues, parents/carers and the community		

Recommendations for future development:

Grade:

Supervising Teacher/s

Name:

Name:

Tertiary Mentor:

Name: