

Secondary

**Professional Experience Handbook
Pre-service Teacher's Edition**

**Years 1-3 Secondary Education Programs
&
Year 1 Bachelor of Teaching (Secondary)**

2010

**Faculty of Education
Avondale College
PO Box 19, COORANBONG NSW 2265
Australia**

Contact Numbers:

<i>Dean – Faculty of Education</i>	02 4980 2179
Dr Peter Beamish	0416 031 793
<i>Professional Experience Coordinator</i>	02 4980 2164
Ms Cheryl Sonter	0416 274 737
<i>Professional Experience Placement Officer</i>	
Mrs Lyndell Dale	02 4980 2188
<i>Course Coordinator</i>	02 4980 2186
Mr Jason Hinze	0410 499 456
<i>Faculty of Education Fax:</i>	02 4980 2190

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PROFESSIONAL EXPERIENCE PLACEMENT REQUESTS

Factors to consider when planning for each placement

Schools

- Graduation is dependent on completion of an allocated number of school teaching days for each course. Secondary Education degrees - 95 days; Bachelor of Teaching - 70 days.
- Professional Experience is completed in February and July-August each year. The requirements for each of the courses listed above are outlined in the units called Professional Development and Experience.
- NSW Department of Education and Training Prohibited employment declaration and Consent to employment screening forms need to be completed before visiting any NSW school. The same applies for most other states. Applications for other states need to be organised through the Professional Experience Co-ordinator well in advance of the Professional Experience session.
- Students are strongly advised to follow the regular program and timing of practicum's because missing a professional experience session creates many complications.
- You are advised to choose placements that will allow you to experience a variety of situations; for example, public schools, private schools, independent schools, small/large schools, rural/urban schools.
- In unavoidable situations where days are missed from a session, an Incomplete grade will be issued until the days have been made up.
- It is recommended that at least one session be completed in a public school.

Accommodation

- Accommodation is to be arranged by the pre-service teacher.

Transportation

- Transportation to the professional experience placement and return to the college is at the expense of the pre-service teacher.
- Transportation to and from the school from the place of accommodation is to be arranged and financed by the pre-service teacher.

Eligibility for professional experience placements

If organisations providing placements decline for any reason to permit a pre-service teacher to undertake this aspect of his/her studies, then he/she may not be able to complete the requirements of the course. The College will do all that is reasonable to arrange an alternative location for the pre-service teacher to undertake such compulsory components. However, the College cannot guarantee that such an option will be available. Pre-service teachers should therefore note that in such circumstances they may not be able to graduate with the anticipated award. (Avondale Handbook 2009-2010, p. 46-47)

Professional Experience Request Forms

Completing a request form

- Complete the form entitled *Request for Professional Experience* distributed in class or obtained from the Professional Experience Placement Officer. The return date for the completed form is listed on the form. Please return the form promptly otherwise you will jeopardise the Placement Officer's ability to gain a placement for you.
- Three location options are required on your application form in case the first or second options are unavailable.

Submission of the request form

- The submission date is clearly indicated on the top right hand corner of the form. Pre-service teachers are encouraged to submit this form to the Professional Experience Placement Officer as early as possible however no later than the due date.
- **Commencing 2010, students who submit their Professional Experience request form after the due date will not be considered for placement and therefore will jeopardise their expected graduation date.**

Changing preferences after confirmation of placement

- A request to change a placement once it has been confirmed will need to be made in writing and submitted to the Chairman of the Faculty of Education Teaching Committee. **Changes will only be made in exceptional circumstances and an administration fee of \$100 will be charged to the student's account.**

PROCEDURE FOR DE-BRIEFING FOLLOWING PRACTICUM

All pre-service teachers returning from Professional Experience practicum should follow the procedure outlined below.

1. The pre-service teacher should submit his/her Professional Experience assignment to the Faculty of Education Secretary by the due date listed on the assignment. Pre-service teachers should check their Professional Development and Experience unit outline for the due date.
2. **It is the pre-service teacher's responsibility to make sure that his/her report from the supervising teacher is included in the folder.** Professional Experience information cannot be processed without this.
3. Pre-service teachers should check the list of times available for debriefing with the appropriate lecturer. (Often a list is posted outside the lecturer's office.)
4. Once a pre-service teacher has entered his/her name beside a date and time for a debriefing session, it is his/her responsibility to keep that appointment.
5. The debriefing session is an opportunity for the lecturer and pre-service teacher to discuss any issues arising from the practicum that relates to their professional growth.
6. Late submission of an assignment may incur a penalty.
7. An Incomplete grade will be awarded to pre-service teachers who fail to attend an individual de-briefing session.

GENERAL INFORMATION

Making contact with the school

The first contact at a school is to be with the Principal/Deputy Principal who is the coordinator of the Professional Experience program. The Principal/Deputy Principal will provide advice and an introduction to the classroom supervisor.

Attendance

Full attendance at the school is compulsory. Pre-service teachers must remain on the school premises for the whole school day unless authorised to leave by the Principal or school coordinator. This includes being at the opening staff session for the day and remaining at school until its regular closing time, and beyond, where consultation requires it.

Government regulations require that Professional Experience be counted in days. The number of days completed needs to be carefully documented on the report form.

When attendance is not complete, an Incomplete grade will be awarded for that practicum until the missed days are made up and the report received. If possible, arrangements will be made to allow the pre-service teacher to catch-up those days during their next practicum. In circumstances where a pre-service teacher has a medical certificate, death notice, etc. it will be left to the Faculty of Education to determine if/when lost teaching days are to be made up.

Limitations of teaching responsibilities and duty of care

Pre-service teachers have received instruction in effective teaching, classroom management and various matters relating to teacher professionalism and responsibility. However, they are not school employees and cannot be regarded as qualified teachers with respect to accepting full educational and/or legal responsibility for a classroom of students. Pre-service teachers should not be placed in positions of responsibility without a supervisor being able to intervene or support the pre-service teacher at a moments notice. This also means they should be continually observed in the classroom and not given duties without supervisor presence. Failure to provide the necessary duty of care places the liability on the supervisor.

There is one exception to the rule here in that pre-service teachers in their final year of professional experience should be able to teach and manage a class without continual supervision. This is to enhance their skill base in taking on a full time teaching position and allow them to develop their own styles of management and teaching.

Pre-service teachers should aim to provide carefully prepared instruction, manage classroom behaviour, and participate, where appropriate, in the range of duties common to teaching.

It should be remembered that pre-service teachers are not employees of the school and thus do not have full duty of care responsibility. Avondale pre-service teachers should therefore seek guidance from their supervising teacher in matters pertaining to discipline, supervision of pupils and non-teaching roles within the school. In general, pre-service teachers are expected to behave responsibly.

Pre-service teachers have a responsibility for the health and safety of the pupils they teach and/or supervise. Avondale students must therefore, adhere strictly to the Occupational, Health and Safety Policies and Procedures of the school.

Pre-service teachers should talk to appropriate school personnel about issues related to school and state policies with regard to Child Protection. In particular, they must conform to the school's policies on this matter.

Adherence to the expectations of the school

Obtaining a professional experience placement in a school is a privilege extended to the pre-service teacher by the school in question. Therefore, as a guest within the school, the conduct and appearance of the pre-service teacher is to be appropriate and professional and acceptable to the school culture.

This means establishing appropriate relationships with staff members and students. It also means attending appointments common to all teachers, fulfilling any teacher-related responsibilities (such as joining your supervising teacher on playground duty), being present for the duration of each day and using time-at-school appropriately (for example, refraining from playing computer games, sending text messages or answering their mobile phone during class time).

The Faculty of Education requires all pre-service teachers to wear clothing that is appropriate, neat, modest and professional. This means neat, clean and pressed clothing. Unless there is a need for specialist clothing, it also means that men will wear shirts, trousers (jeans are not acceptable) and dress shoes and ladies will wear the female equivalent. It also means there will be no unbuttoned shirts, low-cut dresses or exposed midriffs. In addition, schools also have their own dress codes. This may mean that pre-service teachers will refrain from wearing jewellery, that men will wear collars and ties and ladies will wear the female equivalent in clothing. Pre-service teachers are to determine the school dress code prior to commencement of the professional experience session.

Maintenance of a teaching diary

A teaching diary/journal should be maintained, and kept up-to-date from day to day. It is essential that the notes for a particular lesson be **handed to the supervising teacher before the lesson commences**. A hardbound ring folder is highly recommended for organising a diary/journal appropriately.

Collecting resources

Pre-service teachers should aim to build up their personal curriculum file while at the school. They should be sensitive to the use of photocopying facilities and copyright regulations. Pre-service teachers should be prepared to pay for photocopying done, as schools are on tight budgets!

Use of school equipment and facilities

Pre-service teachers should not use teachers' property or equipment without permission, eg. books, parking spaces, chairs etc. Borrowed textbooks, videos and other resources must be returned at the end of the practicum and before leaving the school.

Classrooms should be left in order, eg. chairs tidy, rubbish removed from floor, board clean etc.

The staff room should be used appropriately and kept tidy.

Pre-service teachers should not use the school telephone without authority to do so and should pay for telephone calls.

Pre-service teachers who fail to present for a practicum

Failure to present for a practicum will normally result in:

1. A Fail grade if the pre-service teacher *does not* notify the school and the Professional Experience Placement Officer prior to the beginning of the practicum.
2. An Incomplete grade if the pre-service teacher notifies the school and the Professional Experience Placement Officer prior to the beginning of the practicum.
3. Should the pre-service teacher elect to change course prior to the placement, he/she should notify the Academic Office.

Withdrawing from a Placement

Occasionally students find themselves in the situation where they are either unable to commence or complete their placement. When this occurs it is vital that contact be made with both the School, and either the Professional Experience Coordinator or the Professional Experience Placement Officer (see contact details inside front cover of this handbook).

While we hope to avoid this situation entirely, we do know from experience that this does occur and it is important that the process of withdrawing from a placement be handled correctly as this has the potential to influence the good relationships we have with schools upon which Avondale and our students depend.

Should the pre-service teacher elect to change course prior to the placement, he/she should notify the Academic Office at Avondale College.

PROFESSIONAL EXPERIENCE REQUIREMENTS

Requirements

The Faculty of Education at Avondale College recognises the value of teaching experiences in the development of quality teachers. To ensure that each student is provided with ample opportunities to practice the art of teaching Avondale, in accordance with the national Department of Education, Science and Training we have listed the days of practice teaching required in the Avondale teacher education courses.

The table below displays the mandatory days required for students in both the two year and four year education degrees.

Degree Title	Days of School Based Practice Teaching Required	Days of Non-School Based Teaching Experiences Required	Total Days
Bachelor of Teaching (2 year program)	65	5	70
BEd, BA/BTch, BSc/BTch, BBus/BTch (All 4 year programs)	85	10	95

Days Required

All students involved in the Bachelor of Teaching two year program will continue to complete the regular 70 days. Due to the Government's recent changes and Avondale's requirements for a teaching degree, students are required to complete a total of 95 days of Practice Teaching. However students beginning their course prior to 2008 will continue to meet the required amount of 80 days. The table below illustrates how these days will be achieved.

Year commenced study	Days of School Based Practice Teaching Required	Days of Non-School Based Teaching Experiences Required	Total Days
2009	85	10	95
2008	85	10	95
2007	80	0	80

School Based Professional Experience

All School Based Professional Experience will take place in either February or July. The table below illustrates how the mandated days of Professional Experience in schools will be allocated per year of study.

Year Level of Practicum	February Practicum Days	July Practicum Days	Total Days for Year
1st	0	15	15
2 nd	0	15	15
3 rd	0	15	15
4th	10	30	40
Total days	10	75	85

Non-School Based Teaching Experiences

Avondale College recognises that many skills in becoming a quality teacher can be developed outside the regular classroom environment. To promote a variety of teaching experiences, the Education Faculty has included 10 days of Non-School Based Experiences within the Professional Experience Requirements. The aim of these experiences is to give future teachers exposure to contributing to communities of young people outside of the school environment. It is also an intent of the Faculty that future teachers who are encouraged to participate in outdoor recreation and service activities will recognise the benefits that these experiences have on the lives of young people and therefore will be more likely to be involved and/or implement such programs as full-time teachers.

The 10 days of Non-School Based Experiences can be completed in either Experiential Learning and/or Wider Teaching-Based Experiences. While Avondale will be providing pre-service teachers with opportunities to complete this requirement it will also be possible to complete this requirement outside of Avondale. The following questions will guide each participant in choosing activities appropriate in satisfying the requirements of the Non-School Based Teaching Experiences;

- Is this experiences likely to create significant and relevant learning outcomes
- Are you working with a group of young people in a leadership role?
- Are you making a significant contribution to the program or community that you are involved with?

Experiential Learning

Avondale College Education students will greatly benefit by being exposed to the value of Experiential Learning and it is our hope that many education students will choose to complete this requirement by participating in Experiential Learning. Experiential learning will be organised by the College and will focus on the following two areas;

- Outdoor Education
- Service Learning

Each year the Faculty of Education will promote the opportunities available to you to be involved in both Outdoor Education and Service Learning. All 10 days of Non-School Based Teaching Experiences can be fulfilled within Experiential Learning. The following are examples of how you may choose to complete your requirements within Experiential Learning:

- Participate in one of the many STORMCO opportunities focused on providing Kids Clubs.
- Enrolling in the Outdoor Education Option attached to EDSP27000. This provides you with the opportunity to lead groups of young people in outdoor experiences.
- Participate in an overseas teaching experience
- Volunteer to assist a local school running a STORMCO / Outdoor Education Experience.

Wider Teaching-Based Experiences

Student Teachers can also choose to fulfil their Professional Experience Requirements by being involved with Wider Teaching Based Experiences. To provide assistance with the selection process the Education Faculty has developed a list of activities they would deem as appropriate. A Secondary Pedagogy Lecturer must first approve the Non-school Based Teaching Experience prior to each pre-service teacher commencing the experience. The Faculty of Education recommends the involvement in all of the following activities as a guide:

- assistant teaching in educational settings (e.g. after-school programs, school based excursions, school holiday programs, working with students with special needs)
- assistant teaching in other educational settings (e.g. an ESL class in a TAFE or community centre)
- tutoring a small group of learners
- coaching of children or youth (e.g., sport, music, ballet, Little Nippers, etc.)
- time spent preparing for and making significant contributions to children's events in community festivals (e.g. Festival for Kids, Kids Big Day Out, Weet-bix Triathlons)
- an approved self-organised international or interstate professional experience program (e.g., student abroad program or student exchange that includes school- or teaching-based experience)
- school or church camp participation which involves teaching-based experiences (eg. Pathfinders)
- service based activities that involve teaching based experiences
- relevant international and interstate activities that enable you to understand more about schools (eg volunteer work in a school office or government department)

Evaluation process of Non-School Based Teaching Experiences

To be given credit for all Non-School Based Teaching Experiences you will need to:

1. Organise to be involved in either Experiential Learning through Avondale College or Wider Teacher-Based experience. (While you can complete all 10 days under either component we would encourage you to get some experience in either Service or Outdoor Education activities).
2. Complete a Non-School Based Activity Record Sheet. This report sheet includes a section that must be filled out by a supervisor or colleague that can verify the information you have recorded. A separate Activity Report Sheet needs to be completed for each activity undertaken.
3. Write a post-experience reflection. For all Non-School Based Teaching Experiences you are to write a short reflection of 500 words describing how the experience/s you were involved in have impacted you as a teacher.
4. Meet with your professional development and experience lecturer, normally as a part of your practicum debriefing session, and document your progress by handing in both your Activity Report Sheet and Post-Experience Reflection.

Non-School Based Activity Report Sheet

It is your responsibility to ensure you maintain an accurate log of all experiences and account for the required number of days. It is important to note that 1 day = 7.5 hours. Therefore an overnight camp will count for 15 hours experience. For each activity you will need to complete a separate Activity Report Sheet as shown below:

NON-SCHOOL BASED ACTIVITY RECORD SHEET

Name of Activity		
Name of Institution where you plan to be involved		
Name of Intended Supervisor (The name of the person who will verify your involvement in the stated activity)		
Supervisors Contact Telephone Number (To be used in Auditing process)		
Proposed Activity (Outline a brief description of the activity you plan to be involved with and confirm this with your Pedagogy lecturer prior to commencing the experience).		
Name of Lecturer	Date	Signature

ROLES AND RESPONSIBILITIES OF PERSONNEL INVOLVED IN THE PRACTICUM

Participants

School Coordinator

A staff member at a school that has been appointed to coordinate Professional Experience within the school and to care for pre-service teachers during practicum.

Supervising Teacher

A qualified and experienced teacher who plays a major role in mentoring the pre-service teacher.

Avondale Supervisor

A person appointed by Avondale College to liaise with pre-service teachers and supervising teachers during Professional Experience and who will usually meet with and observe the pre-service teacher on at least one occasion.

Pre-service teacher

A student who is training to be a teacher.

Professional Experience Coordinator

A person appointed by Avondale College to coordinate the Professional Experience program.

Professional Experience Placement Officer

A person appointed by Avondale College to liaise with school principals and school coordinators in order to arrange placements for pre-service teachers.

Roles

The role of the School Coordinator

A school Principal may appoint a person to co-ordinate and organise arrangements for the practicum in the school.

School Coordinators should:

- Liaise closely with the Avondale Faculty of Education and the Avondale supervisor (where appropriate) for purposes of the practicum, including arranging to be available for discussions;
- Work closely with the supervising teachers in the school to ensure that the pre-service teachers are given every opportunity to have a successful practicum;
- Make arrangements in the school for hosting of pre-service teachers;
- Introduce pre-service teachers to the school as an on-going concern, and look after their out-of-class commitments eg. school sport, playground supervision etc.;
- Brief pre-service teachers about school facilities, resources and appropriate use of these (eg Library resources, sporting equipment, AV equipment, photocopying) and indicate limitations and restraints upon their use;
- Arrange discussions between the pre-service teacher and the Principal or other members of staff, eg teachers of students with special needs, the Librarian and school counsellor;
- 'Trouble shoot' if there are complaints from, or about, pre-service teachers;

- Keep 'in-school' records of pre-service teachers allocated to supervising teachers so the Principal can endorse claims for payment;
- Ensure that supervising teachers discuss with pre-service teachers their *Professional Experience Report Form* and consistently give progressive oral and written feedback;
- Ensure that supervising teachers complete practicum reports and return these to Avondale College with the pre-service teacher.

The role of the Supervising Teacher

The majority of pre-service teachers regard the practicum as an exciting opportunity to apply the knowledge they have learned. As the supervising teacher, you will play a vital role in guiding the development of a pre-service teacher. McBurney-Fry (2002, 172) defines supervision as “an interactive process of professional guidance, decision-making and support between two or more people”. In this instance, the interaction will be between you as the supervising teacher, the pre-service teacher, and one or more lecturers from Avondale College. Avondale College is keen to develop a working relationship with educational practitioners so as to facilitate the creation of an optimal learning environment for our pre-service teachers.

Effective supervision is a learning process. It allows each person in the supervisory process to interact with the other partners - by listening and discussing, by analysing, by implementing, through reflection, and in self-evaluation and supervisor led evaluation (McBurney-Fry 2002, 173).

The set amount of time for teaching in the classroom is always set as a minimum. Obviously the more capable the student, the more able they should be able to take up teaching responsibilities and we encourage students and supervisors to maximize the learning experience of the face to face classroom situation, however this should not occur at the expense of the planning required for teaching and the health of the student.

Supervisors can involve teachers in team teaching experiences. They can also be prepared to let the student “fly” by themselves. Some supervisors become scarce so as to let the student develop their own teaching style (more appropriate in the primary setting) while others supervisors will need to be present on a regular basis. Supervisors need to remember that the duty of care still belongs to them so duties and other outside classroom experiences should not place the legal responsibility on the pre-service teacher.

However, it is vital that supervisors properly supervise to provide feedback and support to the student. It is inappropriate for supervisors to give poor grades if they have been absent from supervising and/or have not given the student the feedback or chance to develop in weak areas. Similarly, students who could receive the top grade need their supervisors to bring in an administrator to support the award.

During the practicum the role of the supervising teacher is to:

- Provide opportunities for the pre-service teacher to observe and participate in the varied aspects of teaching;
- Demonstrate teaching techniques that complement and supplement the feedback provided to the pre-service teacher;
- Coordinate the amount of teaching to be completed by the pre-service teacher;
- Advise on content of lessons and teaching techniques;
- Identify a range of resources to assist the pre-service teacher in developing lessons and units of work;
- Facilitate development of the pre-service teacher’s professional attitudes and experiences;

- **Check lesson notes** prior to the lesson be delivered. This should be done to provide feedback to the student if any deficiencies should be found. Avondale also recognizes that in some cases this may not be viable;
- Units of work should undergo the same scrutiny to allow modifications to be made prior to teaching;
- Assist in the development of the pre-service teacher's skills on a day-to-day basis by providing regular and progressive feedback using the indicators and learning outcomes provided in the subject outline and the *Professional Experience Report Form*;
- Assist each pre-service teacher to evaluate their teaching performance and observations through reflective conferences;
- Advise the School Coordinator as early as possible of a pre-service teacher who is having difficulty meeting expectations of the practicum, so that support can be provided;
- Liaise with the Avondale supervisor where necessary to ensure that the pre-service teacher maximises their professional growth during the practicum;
- Complete a final practicum report and return this report to Avondale College with the pre-service teacher.

The role of the Avondale Supervisor

The role of the Avondale Supervisor is to:

- Liaise with relevant school personnel including the school coordinator and the various supervising teachers;
- Work with school personnel to facilitate the growth of the pre-service teacher;
- Check lesson notes and units of work to ensure that the pre-service teacher has adequately prepared for lessons;
- Observe the pre-service teacher and provide written evaluations so as to reach an informed opinion about teaching potential, and to satisfy the pre-service teacher that he/she has been adequately supported;
- Consult with the supervising teacher on the content of the final report.

The role of the Pre-service Teacher

During the practicum, it is expected that the pre-service teachers will gain personal experience and insight in the total school environment by participating in a full range of classroom and school activities.

The set amount of time for teaching in the classroom is always set as a minimum. Obviously the more capable the student, the more able they should be able to take up teaching responsibilities and we encourage students and supervisors to maximize the learning experience of the face to face classroom situation, however this should not occur at the expense of the planning required for teaching and the health of the student.

Lesson plans/ideas should be submitted prior to the lesson be delivered. This will allow the supervisor to provide feedback to the student if any deficiencies should be found.

Pre-service teachers need to strive for excellence in:

- Gaining an understanding of the school community, the school program, physical surroundings and school facilities;

- Observing the teaching procedures used by the supervising teacher/s and other experienced teachers;
- Making a special effort to become acquainted with the pupils, learning as many names as possible and acquiring some background information on them;
- Becoming familiar with curricula, departmental and school policies and textbooks, teaching resources etc.;
- Assisting where appropriate, the carrying out of routine tasks which are normally the responsibility of teachers;
- Observing the class teacher's methods of maintaining effective group management and discipline and establishing a positive classroom atmosphere;
- Planning, teaching and evaluating lessons and units in line with practicum expectations as detailed in the relevant subject outline;
- Participating in reflective conferences with the supervising teacher;
- Discussing with the supervising teacher strategies to assist their development as teachers;
- Communicating effectively with a range of school personnel;
- Work collaboratively with fellow pre-service teachers and school personnel.

FEEDBACK TO PRE-SERVICE TEACHERS

Supervising teachers and pre-service teachers should discuss the effectiveness of lessons at regular intervals. In addition, the supervising teacher should provide written comments on lessons presented by the pre-service teacher. These comments should be full enough to give the pre-service teacher a clear idea of the supervising teacher's assessment of the lesson. It is useful if supervising teachers make specific comments regarding the particular areas the pre-service teacher has chosen to focus on.

Constructive encouragement, advice and praise are always valuable; a non-committal neutral remark tells the pre-service teacher nothing. Typically, comments may be directed at such aspects of the lesson as described in the *professional experience report form*.

The supervising teacher should provide feedback to pre-service teachers on a daily basis. Feedback concerning aspects of performance that need to be improved should be given as early as possible in the practicum so that the pre-service teacher has an opportunity to address these. These areas requiring further development may become the focus of the goals set by the student as part of their portfolio.

Evaluating the Pre-service Teacher's Performance

The *Professional Experience Report Form* plays an important role in the supervising teacher-pre-service teacher relationship. Prior to the start of the practicum, the pre-service teacher should have completed a self-assessment using the report form. This assessment together with the observations made by the supervising teacher can be used as a guide to identifying areas of strength and weakness.

As early as possible in the practicum, the supervising teacher should discuss with the pre-service teacher their level of performance and any aspects of his/her performance that need to be improved. The supervising teacher should offer support and discuss strategies that will lead to the desired improvement.

At the end of each week of the practicum, the supervising teacher and the pre-service teacher should discuss progress made toward the achievement of specific goals and determine which goals should be set for the following week. It is expected that some goals may continue over a period of several weeks.

There are two aspects of assessment that Avondale College uses. The early part of the report form works on the assumption that pre-service teachers can be evaluated on specific competencies in relation to a professional teacher's level of expertise. However, the overall award for the practicum is made on the basis of realistic expectations for a pre-service teacher with a given level of experience.

While assessment is mainly based on observable criteria, some account must be given to the social/emotional climate of the classroom that may affect the situation. There are no set principles that establish good teaching in every situation.

Completing the Professional Experience Report Form

Practicum details

The cover page of the Professional Experience Report Form is a record of important details relating to this practicum. Please ensure that all details are completed **in ink**.

Details of the unit code and number of teaching days required are provided in the unit outline.

Assigning an Overall Grade

Supervising teachers are asked to grade the overall performance of pre-service teachers. This grade should be assigned on the basis of realistic expectations for a pre-service teacher at their level of experience.

An overall grade should be assigned using the assessment categories below.

High Distinction	The mentor/colleague teacher(s) and the principal/head of department agree that the student's performance is exemplary in meeting the Graduate Professional Teaching Standards (GPTS) in both their teaching organisation and practice for this stage of his/her program.
Distinction	The student is performing at a high level in organisation and practice in meeting the GPTS for this stage of his/her program.
Credit	The student is performing at a sound level in achieving the GPTS for this stage of his/her program.
Pass	The student has met the minimum standard in most areas of the GPTS for this stage of his/her program.
Weak	The student is struggling to meet the minimum GPTS for this stage of his/her program and the mentor/colleague teacher(s) has reservations.
Unsatisfactory	The student is generally weak, with some serious deficiencies. As an overall assessment the mentor/colleague teacher(s) and the principal or head of department believe that the student may not be suited to teaching.

Note that 60% of students should score in the Credit/Distinction category.

A grade of High Distinction or Unsatisfactory needs to be confirmed by the principal, head of secondary or head of department. If the supervising teacher feels that an Exceptional or Unsatisfactory grade is likely to be given, arrangements should be made for an appropriate person to observe a limited number of lessons. This person must counter sign the report form to acknowledge that they concur with the assessment grade awarded.

Students whose performance is less than a Pass should be informed that they are at risk of failing. In such cases, refer to the procedure for At-risk Pre-service teachers. This process will alert involved parties to the need to offer appropriate assistance and support for the 'At risk' pre-service teacher.

Because of Freedom of Information legislation, students have access to their assessment reports at the school and during the follow-up debriefing at the College. This places increased pressure on the supervising teacher. If there are problems which you do not feel able to discuss with the pre-service teacher please contact the Faculty of Education - see inside front cover for details.

*Please place all assessment forms in the envelope provided and return them **with the pre-service teacher** to the Faculty of Education, Avondale College.*

AT-RISK PRE-SERVICE TEACHERS

Identifying At-risk Pre-service teachers

A pre-service teacher is considered to be At-risk if he/she exhibits a severe deficiency in terms of the skills and attributes expected of a teacher. Such a deficiency would prevent the pre-service teacher from functioning effectively or continuing to function in the present classroom. This is of particular concern if the learning or safety of the students or other aspects of the school's program are jeopardised.

At-risk behaviour does not include those deficiencies that could reasonably be expected to be resolved during the pre-service teacher's course of study.

Supervising teachers should refer to the report form for an overview of the skills the pre-service teacher is expected to exhibit during a specific practicum.

Procedure to follow with Pre-service Teachers identified as At-risk

Supervising teachers are encouraged to progressively work through the following levels when supervising a pre-service teacher who has been identified as At-risk. In many cases, problems will be resolved without the need for all the levels of action given below.

1. Conduct a comprehensive interview with the pre-service teacher as soon as possible after the problem is identified. During this time, it would be useful to review several lessons and the written comments that were made on those lessons. A specific professional growth plan should be negotiated.
2. Express your concerns to the school's professional experience coordinator or other appropriate person, and make arrangements for this person to observe a lesson/s taught by the pre-service teacher.
3. Conduct a further discussion session with the pre-service teacher. Both observers should share their concerns and recommendations with the pre-service teacher.
4. If the pre-service teacher does not display satisfactory progress, contact an Avondale College representative. The contact details are found on page 2 of this handbook. You

may leave a message with the Placement Officer 02 4980 2188 and the Avondale supervisor will return your call as soon as possible.

5. A conference should be arranged to include the Avondale supervisor, the supervising teacher, and the pre-service teacher. At this stage a decision should be made regarding the conditions under which the pre-service teacher will be allowed to continue the placement. If the school is unwilling for the pre-service teacher to continue, the practicum will be terminated.
6. If a decision is made to terminate a practicum, the Principal of the school should notify either the Professional Experience Coordinator or the Dean of the Faculty of Education at Avondale College.

LESSON PLANNING

Teaching is an extremely complex act and involves a diverse range of activities. Successful management of the teaching-learning environment requires careful planning on an ongoing basis. Good teachers are committed to planning because it allows them to develop the most meaningful learning activities, processes and outcomes for their students. Planning may seem very demanding for pre-service teachers. It is a necessary task, however, as lesson planning is a way of focusing the planning process. Lesson plans are very detailed to begin with. This detail ensures that the planner has given detailed thought to what is going to be achieved in the lesson and how it will be achieved. As experience, confidence and competence grows, it is possible to decrease the level of detail written in lesson plans, retaining many details mentally (McBurney-Fry 2002,56- 58).

Good lesson planning is therefore to be encouraged. The following points deserve emphasis:

- *Learning lesson planning skills is a developmental process for the pre-service teacher.* For example, in the first semester of a pre-service teacher's course the supervising teacher will need to plan with the student teacher. Initially a student teacher may require an extremely detailed plan.
- *Lesson plans written by first and second year pre-service teachers will follow the pattern set in the 'standard lesson plan' (page 19-20).* Each of the sub-headings modelled and explained in the standard lesson plan are to be included in the lesson plan. Three format options for presenting these components are given in the sample unit outline (pages 25-27). If the lesson taught is a stand alone lesson rather than part of a unit, additional details must also be included: name, supervising teacher's name, subject, year level, lesson focus. Third year students should be writing lessons as part of a unit plan, thus components such as the lesson focus and learning context do not need to be included on each lesson plan.
- *Lesson plans are flexible.* Monitoring pupils' response/attention/success during a lesson is essential in order to make necessary adjustments in the lesson plan. A good lesson plan will build in flexibility wherever possible.
- *Lesson plans are valuable after the lesson as well as before and during the lesson.* A pre-service teacher should reflect critically on his/her teaching practice to ascertain whether the lesson outcomes were achieved.
- *One format for a lesson plan does not suit all lessons.* The unit plan included in this handbook illustrates three format options for lesson plans. Pre-service teachers may choose the option they feel most comfortable with.

- *The lesson outline can accommodate flexible procedures.* (See Barry and King (1998) chapters 3 & 6 for a variety of lesson types).
- *A lesson plan is a plan with a purpose.* For each step a pre-service teacher should be able to answer the question, 'Why am I doing this?' For example, the introduction should:
 - *capture the children's attention and interest;*
 - *link this lesson to previous lessons wherever appropriate; and*
 - *indicate the purpose of the lesson.*
- *Wherever possible, lesson notes must be presented to the class teacher prior to presenting the lesson.* He/she may suggest some changes that will improve the lesson.

A variety of lesson strategies can be used within the procedural phase of the lesson plan. During the second year, students are exposed to a variety of models/learning procedures. Pre-service teachers should be encouraged to practice a wide range of lesson strategies. See Barry & King (1998) Chapter 6 for an elaboration of the following lesson strategies:

- Exposition
- Drill
- Concept
- Demonstration
- Structured Group Discussion
- Co-operative Group Learning
- Imaginative
- Open Discussion
- Learning Centres
- Interest Based Research
- Broadcast
- Role Play

Sample Lesson Illustrating the Components of a Lesson Plan

Pre-service teacher's name:

Time:

Subject:

Date:

Lesson Topic:

Year:

Supervisor:

Lesson details

LEARNING FOCUS

The purpose of this lesson is to explore the physical characteristics that enable Antarctic animals to adapt to their specific habitat.

This provides a summary of the main purpose or thrust of the lesson that gives overall direction to the outcomes.

OUTCOME INDICATORS

At the end of this lesson each student will be encouraged to:

- Participate in two experiments demonstrating adaptations for cold weather.
- List 5 adaptations that help animals survive in Antarctica.

Based on syllabus outcomes/ Indicators, these state the new behaviours the student can do as a result of the learning. They should be expressed in behavioural form and include the following features:

- An observable action
- A specification of content.

Where appropriate, other features should also be included:

- A standard of performance.
- Conditions under which the performances are to take place.

LEARNING CONTEXT

This lesson is part of a 10-week unit called 'Antarctica: The last frontier'. This is the second lesson dealing with wildlife in Antarctica

This particular lesson is seen as part of a series. The context indicates the unit topic, and a summary of past learning or immediate future learning that is relevant to this lesson. This component may be omitted when writing unit plans.

LEARNING RESOURCES

Sandwich size zip lock bags

1 can of Crisco (Cooking spray)

Thermometers

Water and Ice cubes

Antarctica: A Living Classroom p18 – 19

DVD Imax 'Antarctica: A Living Continent'

Pictures of penguins, ice fish, sea elephants, seals and blue whales

Salt, Sugar, Plastic cups

Here the resources to be used in teaching this lesson are specifically given, including page numbers of texts, audio-visual aids etc. Also include any worksheets.

LEARNING PROCEDURE

INTRODUCTION

1.15 DISPLAYING/QUESTIONING – LOQ/HOQ

Show DVD animal clips from Imax 'Antarctica: A Living Continent'. Where do these animals live? Where do these animals feed? What are the environmental conditions like? Can you imagine what it is like to live in a place like this? What would you do to cope with extreme cold as a human being?.

DEVELOPMENT

1.25 DEMONSTRATING/QUESTIONING - HOQ

Conduct the experiment 'Coping with the Cold'. Set up three half cups of water labelled A, B and C. Ask child to stir 1 tablespoon of salt into cup A, another child to stir 1 tablespoon of sugar into cup B. Cup C is a control. Which cup of water will freeze first, second and third? Place the cups in the freezer and then check every 15 minutes.

1.30 DISPLAYING/INFORMING/QUESTIONING - HOQ

Display picture of Ice fish and inform the students that some animals have higher salt or sugar content in their blood. Ask the students if they would like to change their prediction?

1.35 DISPLAYING/CONCEPT ATTAINMENT – DEDUCTIVE

Display pictures of penguins and ask the students if they can find any attributes similar to all penguins that may help them survive in extremely cold conditions. Through questioning draw out the following concepts:

- Oily, densely packed feathers
- Small extremities (flippers, short legs)
- Feathers right down to feet and beak
- Colour – black absorbs heat

1.50 DISPLAYING/QUESTIONING – LOQ/DEMONSTRATING

Show pictures of the seals, elephant seals and blue whales. Do these animals have any similar characteristics to the penguin?

- Small extremities (short flippers, tails)

How else are these animals protected from the cold?

- Blubber
- Large round bodies

Do penguins also have blubber?

- yes

1.55 DEMONSTRATING

Conduct the blubber mitten experiment.

- Turn one zip lock bag inside out and place it inside another zip lock bag.
- Spray cooking oil between the two layers and close bags.
- Repeat procedure without adding the cooking spray.
- Place both bags into ice water
- Place a thermometer in the pouch formed.
- Appoint a student to record the temperatures at 1 minute intervals.

In a series of steps, the teaching strategy is described. Each step is introduced by naming the main tactic the teacher will employ. The tactics include: narrating; demonstrating; displaying; explaining; informing; lower order questioning; higher order questioning; directing; supervising and discussing. The step indicates briefly the content and how the class experiences it. Key higher order questions are given in full but most of the teaching material is simply summarised. NB the steps are seen as a series of teaching moves, not necessarily as subsections in the material to be learned, although at times the two may coincide. The teacher may wish to support his/her teaching with more extensive notes on the content but these are not part of the lesson plan. Except in wording key questions, the exact words to be used by the teacher are seldom given in the procedure.

Five to seven steps are generally sufficient for a procedure. There should be good evidence of both variety and pupil participation.

The first step is crucial for launching a successful lesson. It may be used as a motivational step to point out the relevance or interest of the lesson; it may serve to link the new lesson with a previous one; it may be useful for revising previous knowledge or skills necessary as pre-requisites of the new material or it may give an overall overview to provide a structure for the new lesson.

The following steps should show a logical development in the presentation of learning. Generally teacher input will predominate in the early stages with more student involvement coming later.

The last step should also be carefully planned. The conclusion should serve some definite learning purpose. It may bring the parts of the lesson together to form closure, or it may point forward to a future lesson, which will build on this one, or it may provide some application for the lesson.

2.00 INFORMING/DIRECTING/DISCUSSING/EXPLAINING

Revise the adaptations that animals need to live in an extremely cold environment. Check 'Coping with the cold' experiment cups. Discuss results and compare them to the predictions. Liken this to how people use anti freeze in cars. Check and discuss results from blubber mitten experiment. Explain that blubber is an insulator.

CONCLUSION

2.10 QUESTIONING –HOQ

Ask students, 'If they could choose one of the adaptations discussed for their own body, which one would it be and why?'

SUPERVISOR'S COMMENTS

PERSONAL EVALUATION

← Space should be left alongside the Procedure for the supervising teacher to record comments on each of the steps as the lesson goes along. Further space should be left after the lesson notes for additional comments.

← This is completed after the lesson has been taught. The student teacher gives his/her own brief assessment of the lesson. It should indicate how well the proposed objectives were achieved and give any other evaluative statements for future reference.

SAMPLE LESSON PLANS ILLUSTRATING THE COMPONENTS OF A LESSON PLAN & THE FORMAT OPTIONS

Lesson Plan (Format Option 1)

Name: _____ Subject: _____ Topic: _____
 Supervisor: _____ Date: _____ Period _____
 Lesson Focus: _____ Lesson Context: _____

Outcome Indicators	Content	Teaching Strategies	Learning Resources
<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the difference between speed and velocity (5.6.2 b). • recall and explain the use of the average speed formula in a practical situation (5.6.2 d). • complete appropriate speed problems using average speed formula (5.6.2.b). 	<p>Speed and velocity</p> <p>Formula for average speed</p> <p>Demonstration: battery powered car</p> <p>Problems</p>	<ul style="list-style-type: none"> • <u>Introduce</u> new unit of 'on the move' & topic of 'speed and velocity' • <u>Question/Define/Explain</u> concept of speed • <u>Display/Question/Clarify</u> the formula for average speed & <u>demonstrate</u> its use. • <u>Demonstrate</u> formula by timing battery powered car over distance marked on floor. • <u>Explain/Define</u> velocity & <u>emphasise</u> difference between velocity and average speed. • <u>Distribute</u> work sheet and instruct students on homework • <u>Conclude</u> with a review of important point and remind students about homework 	<p>Textbook</p> <p>Worksheet Number 1</p> <p>Battery powered car</p> <p>Metre Rule</p> <p>Marking Tape</p> <p>Stopwatch</p>

LESSON PLAN

(Format Option 2)

Name: _____ Subject: _____
Date: _____ Topic: _____
Supervisor: _____ Year _____

Lesson Focus:

Lesson Context:

OUTCOME INDICATORS

By the end of this lesson students should be able to:

1. use a ticker timer to calculate the average speed of a moving object (5.6.2b; 5.15; 5.17)
2. use the distributed instructions to write a report on the activity.

CONTENT

Ticker-timer experiment
Report to be written according to instruction sheet.

LEARNING RESOURCES

Stations set up with ticker-tape equipment boxes in place.
Handouts.
Textbook.

TEACHING STRATEGY

Introduce lesson and describe activity.

Distribute handout with experiment instructions.

Instruct S's on each aspect of the activity. Invite questions.

Remind S's about disassembling equipment at end of activity.

Divide class into groups of 3 or 4.

Direct S's to their groups and instruct S's to commence practical activity.

Circulate, Observe, Comment, Questions, Direct.

Direct S's to seats when activity completed and equipment disassembled and direct S's to begin writing up report according to instruction sheet.

Conclude lesson with instructions about the completion of report and remind S's about due date.

(Evaluation on back.)

UNIT PLANNING

The unit plan as required at Avondale College is more detailed than those generally employed by practising teachers. There is a reason for this. Firstly you, the student, are in transition; therefore your unit plans are an intermediate form with elements of both the lesson plan and the scheme of work. Secondly, because you are a student your unit plans have an audience. The supervising teacher will want to know in advance, what you intend to teach and how you intend to approach the lesson. Your lecturers wish to monitor your ability to plan a lesson and implement your plan. Hence the Education Faculty requires that you include significant elements of the lesson plan within your unit plan.

Avondale College requires pre-service teachers to include the following components in their unit plans:

Basic Introductory Information
Rationale
Unit Outcomes,
Conceptual Map,
Period – Content Table,
Lesson Plans
Statement of Assessment

A sample unit plan has been included to illustrate how each of the required sections may be written.

PLEASE NOTE:

It is recommended that under-graduate students continue to write detailed lesson plans to ensure that planning enables thoughtful integration of content knowledge, skills, teaching strategies and learning resources in order to achieve well managed instructional effectiveness.

Most State authorities (eg Board of Studies in NSW) include a range of sample unit plans among their relevant syllabus websites, these offer a variety of approaches to the layout and organisation of units of work.

SAMPLE UNIT PLAN

Biophysical Interactions

The Biosphere

Written by: Teneille Dobson

Text: Kleemen, G. (ed.) (2000) *A Geography of Global Interactions 1*. Sydney, Heinemann.

RATIONALE

“Geography is a life-long interest stimulating a natural curiosity about how and why the world’s people and their environments are so varied. There are four primary reasons why students should study the subject of Geography:

- by definition, Geography provides knowledge of the earth and helps people to plan and make decisions about the spatial dimensions of the world
- Geography provides an intellectual challenge to reach a deeper understanding of the variable character of life on our planet
- with a strong grasp of Geography, students are well prepared to explore issues as informed citizens in a changing world
- students of Geography develop skills and understandings transferable and applicable to the world of work.” (Geography Syllabus, 1999. Board of Studies: NSW)

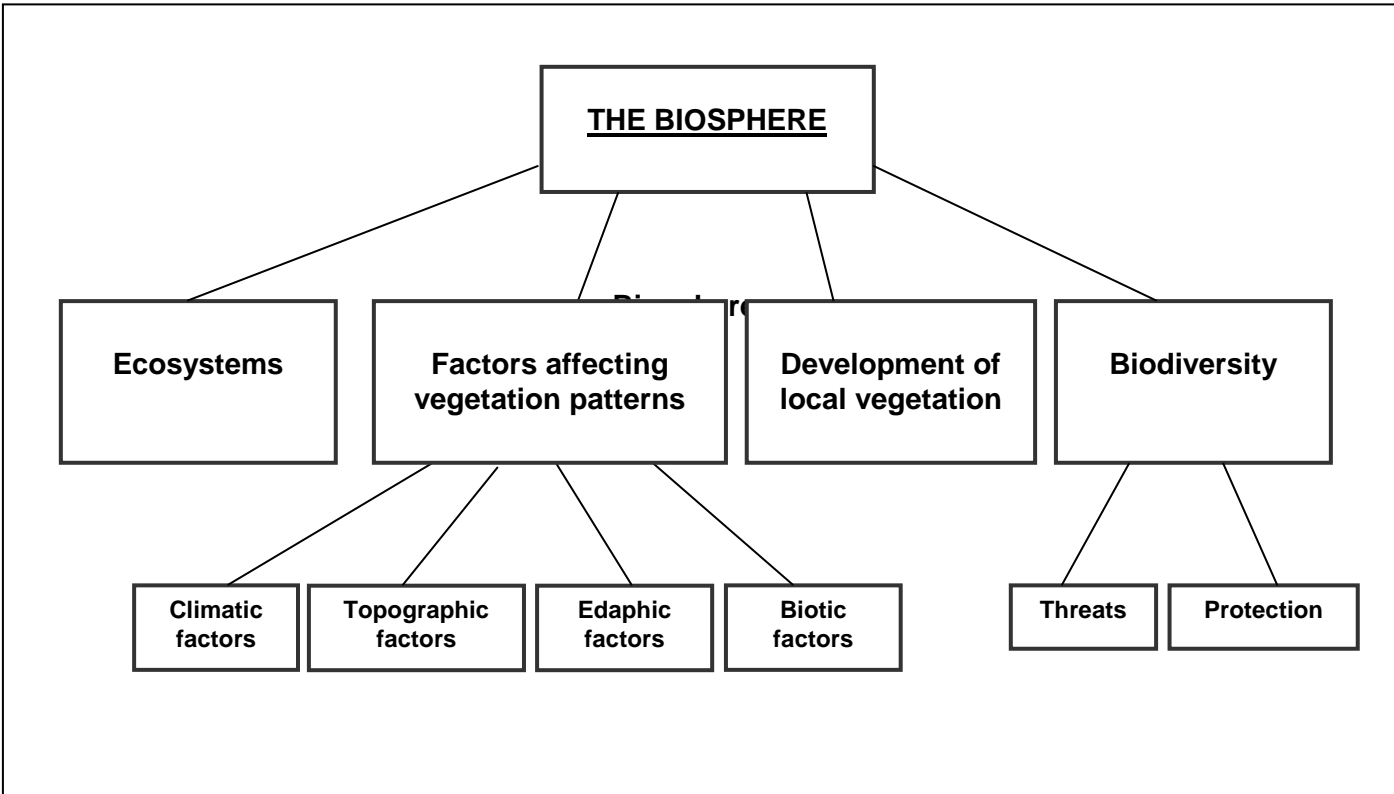
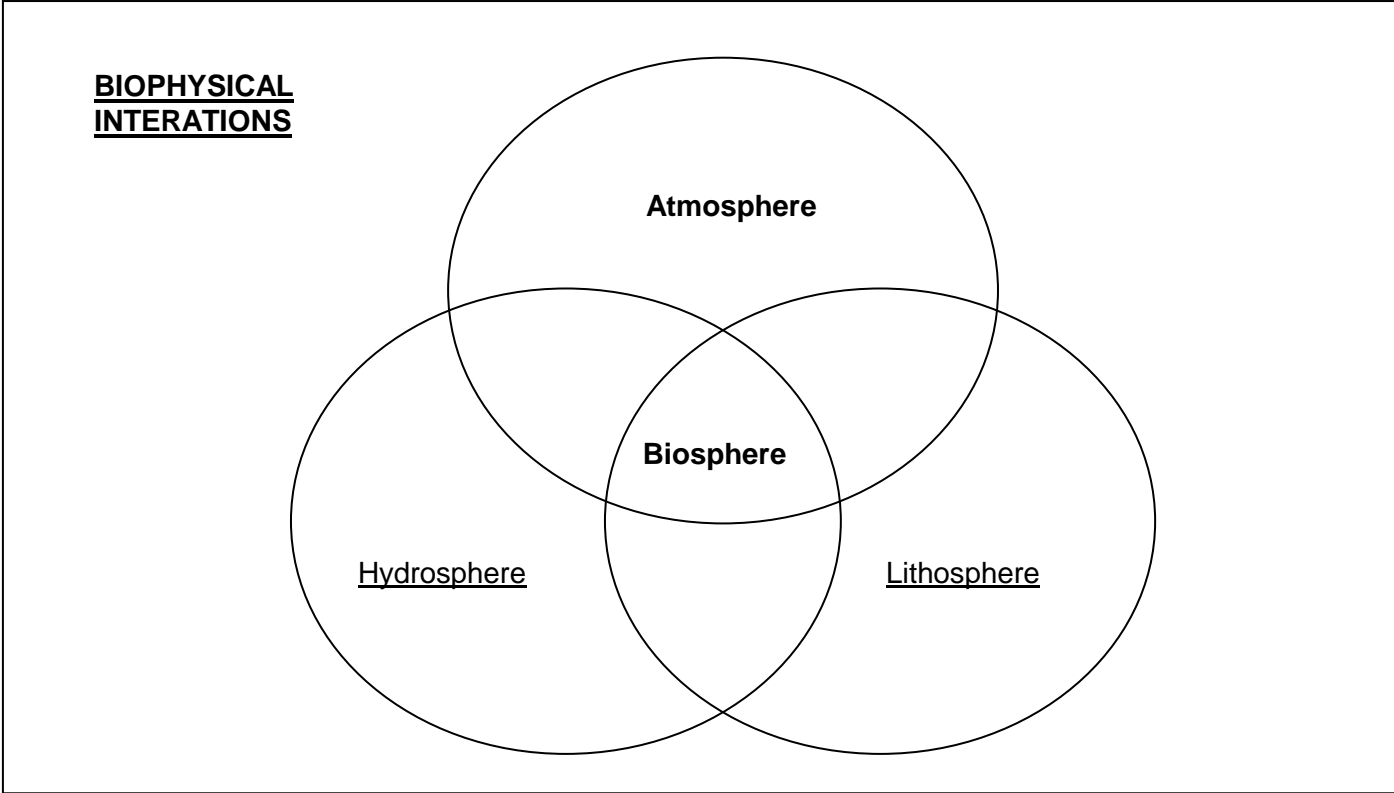
The study of geography provides students with knowledge of the earth that helps people explore issues, plan and make decisions as informed citizens in a changing world. Geographic knowledge helps students make sense of our complex environment. The environment includes biophysical interactions as well as people in their cultural, social, political and economic contexts.

This unit provides a geographical investigation of biophysical processes and how an understanding of these processes contributes to sustainable management. The unit focuses specifically on an understanding of the biosphere. It forms part of a greater unit which deals with the nature and functioning of the biophysical environment by exploring the interactions between, and the human impacts on, the functioning of the atmosphere, hydrosphere, lithosphere and biosphere.

As well as learning valuable geographic concepts, students will further develop the Christian values of conservation, ecological stewardship, and respect for the environment.

This unit was made under the expectation that there will be four class periods a week, all of approximately 50 minutes duration.

CONCEPT MAPS



UNIT OUTCOMES

Syllabus outcomes:

The student:

- P1 Differentiates between spatial and ecological dimensions in the study of geography
- P2 Describes the interactions between the four components which define the biophysical environment
- P3 Explains how a specific environment functions in terms of biophysical factors
- P6 Identifies the vocational relevance of a geographical perspective
- P7 Formulates a plan for active geographical inquiry
- P8 Selects, organises and analyses relevant geographical information from a variety of sources
- P9 Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
- P10 Applies mathematical ideas and techniques to analyse geographical data
- P12 Communicates geographical information, ideas and issues using appropriate written and/or oral cartographic and graphic forms

Outcomes sourced from the Geography Stage 6 Syllabus (1999), Board of Studies, NSW (<http://www.boardofstudies.nsw.edu.au>)

Christian values and attitudes:

The student:

- Appreciates and respects the handiwork of the Creator by demonstrating respect for others and the environment
- Demonstrates an understanding of the concepts of conservation and ecological stewardship as they relate to the idea of humans as caretakers of God's creation

LESSON SUMMARY

	Period Details	Topic	Resources	Date Completed
Week 1	Period 1	Key terms and introduction to topic	Textbook Overhead/PowerPoint notes	
	Period 2	Ecosystems	Overhead/PowerPoint notes World map outlines Textbook	
	Period 3	Climatic factors affecting the global pattern of vegetation	Textbook Overhead/PowerPoint notes	
	Period 4	Topographic factors affecting the global pattern of vegetation	Textbook Overhead/PowerPoint notes	
Week 2	Period 5	Edaphic factors affecting the global pattern of vegetation	Textbook Overhead/PowerPoint notes	
	Period 6	Biotic factors affecting the global pattern of vegetation	Textbook Overhead/PowerPoint notes	
	Period 7	Human activities affecting the global pattern of vegetation	Textbook Overhead/PowerPoint notes	
	Period 8	Biodiversity	Overhead/PowerPoint notes Biodiversity articles Textbook	
Week 3	Period 9	Threats to and the protection of biodiversity	Butcher's paper and markers Textbook Overhead/PowerPoint notes	
	Period 10	Protecting biodiversity	Wollemi pine sapling Gardening supplies	
	Period 11	Student research	Assignment Outline Computer Lab	
	Period 12	Student presentations	Textbook Overhead/PowerPoint notes	
Week 4	Period 13	Evolution of Australia's fauna and flora	Video Worksheets	
	Period 14	Development of local vegetation	Textbook Overhead/PowerPoint notes	
	Period 15	Revision	Textbook Review Q's worksheet	
	Period 16	Topic test	Test paper	

LESSON PLANS

Session	Outcome Indicators	Content	Teaching Strategies	Learning Resources
Period 1	<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> • Define key terms • Give a simple explanation of the biosphere and its function 	<p>Key Terms</p> <p>Introduction to the biosphere</p>	<p>Explanation of key terms</p> <p>Students copy key terms into notes</p> <p>Introduction and discussion of the biosphere and its function</p> <p>Students copy class notes into books</p> <p>Students interpret and copy diagram into book</p>	<p>Overhead/PowerPoint notes</p> <p>Textbook:</p> <ul style="list-style-type: none"> • pages 78-79 • Figure 1.5.2, p79
Period 2	<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> • Describe the world's major ecosystems • Outline on a map the distribution of the world's major ecosystems 	<p>Ecosystems</p>	<p>Discussion of different ecosystems and their characteristics</p> <p>Students copy class notes into books</p> <p>Analyse map of the earth's major terrestrial ecosystems and copy a simplified version onto world map outline provided</p>	<p>Overhead/PowerPoint notes</p> <p>Textbook:</p> <ul style="list-style-type: none"> • Pages 79–81 • Figure 1.5.4, page 80 <p>World map outlines</p>
Period 3	<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> • List the climatic factors affecting the global pattern of vegetation • Describe the relationship between climate and ecosystems 	<p>Climatic factors affecting the global pattern of vegetation</p>	<p>Discussion of climatic factors affecting the global distribution of vegetation.</p> <p>Students copy class notes and diagram into books</p> <p>Explain diagram showing the relationship between climate and biomes</p>	<p>Overhead/PowerPoint notes</p> <p>Diagram showing the relationship between climate and biomes</p>

Session	Outcome Indicators	Content	Teaching Strategies	Learning Resources
Period 4	<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> List and describe the topographic factors affecting the global pattern of vegetation 	<p>Topographic factors affecting the global pattern of vegetation</p>	<p>Discussion of topographic factors affecting the global distribution of vegetation.</p> <p>Illustrate using diagrams how latitude, altitude, slope and aspect affect vegetation.</p> <p>Students copy class notes into books</p>	<p>Overhead/PowerPoint notes</p> <p>Textbook</p> <ul style="list-style-type: none"> Pages 83-85 <p>Figure 1.5.13, page 84</p>
Period 5	<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> List the edaphic factors affecting the global pattern of vegetation Compare the soil profiles of different biomes 	<p>Edaphic factors affecting the global pattern of vegetation</p>	<p>Discussion of edaphic factors affecting the global distribution of vegetation</p> <p>Students copy class notes into books</p> <p>Students complete Activity 6, page 89</p> <p>Examination and interpretation of soil profiles in figure 1.5.14</p>	<p>Overhead/PowerPoint notes</p> <p>Textbook</p> <ul style="list-style-type: none"> Pages 84-85 Figure 1.5.14, page 85 Activity 6, page 89
Period 6	<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> List and describe the climatic factors affecting the global pattern of vegetation 	<p>Biotic factors affecting the global pattern of vegetation</p>	<p>Students copy class notes into books</p> <p>Explanation of biotic factors affecting the global distribution of vegetation</p> <p>Read and discuss 'Strangler Figs and Epiphytes' – page 86</p>	<p>Overhead/PowerPoint notes</p> <p>Textbook</p> <ul style="list-style-type: none"> Pages 85-87 Box, page 86

Session	Outcome Indicators	Content	Teaching Strategies	Learning Resources
Period 7	<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> • Explain how human activities affect the global pattern of vegetation 	Human activities affecting the global pattern of vegetation	<p>Discussion of human factors affecting the global distribution of vegetation</p> <p>Students copy class notes into books</p> <p>Study table outlining how people have influenced biomes, page 88</p> <p>Answer Understanding the text questions on page 89</p>	<p>Overhead/PowerPoint notes</p> <p>Textbook</p> <ul style="list-style-type: none"> • Pages 87-89 • Table, page 88 • Understanding the text, page 89
Period 8	<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> • Define what is meant by the term 'biodiversity' • Identify the three aspects of biodiversity • Argue for or against the need for biodiversity 	Biodiversity	<p>Students copy class notes into books</p> <p>Class mini debate on 'we don't need biodiversity to survive'</p>	<p>Overhead/PowerPoint notes</p> <p>Short articles on biodiversity</p>
Period 9	<p>By the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> • List various threats to biodiversity • Suggest effective ways of protecting biodiversity 	Threats to and the protection of biodiversity	<p>Have students work in small groups to brainstorm and record on butcher's paper different things that may be a threat to biodiversity and suggestions for protecting biodiversity</p> <p>Students copy class notes into books</p> <p>Answer Understanding the text questions on page 92</p>	<p>Butcher's paper and markers</p> <p>Overhead/PowerPoint notes</p> <p>Textbook</p> <ul style="list-style-type: none"> • Pages 90-91 • Understanding the text, page 92

Session	Outcome Indicators	Content	Teaching Strategies	Learning Resources
Period 10	By the end of this lesson students should be able to: <ul style="list-style-type: none"> • Actively participate in the protection of biodiversity 	Protection of biodiversity	Student participation in practical activity to help protect biodiversity by planting a Wollemi pine on school grounds	Wollemi pine Gardening supplies
Period 11	By the end of this lesson students should be able to: <ul style="list-style-type: none"> • Gather and interpret geographical information from Internet sources • Outline one cause of extinction 	Student research on causes of extinction and threats to biodiversity	Handout assignment sheets and explain what is to be done Divide students into groups and allocate topics Internet research into causes of extinction and threats to biodiversity	Assignment Outline Computer lab
Period 12	By the end of this lesson students should be able to: <ul style="list-style-type: none"> • Present geographical information through oral communication 	Student presentations on causes of extinction and threats to biodiversity	In their groups, students give a short oral presentation on their nominated cause of extinction or threat to biodiversity Conclude by outline main points and key information	Student presentation summary sheet

ASSESSMENT STATEMENT

Students will be required work in small groups to research one threat to biodiversity (such as introduced species, habitat destruction, hunting, or pollution) and present their findings to the class with a summary sheet and short oral presentation.

At the end of this unit students will be assessed with an end of topic test. The test will involve definitions and several short answer questions.

Students will be required to submit their workbooks for marking. These will be marked for neatness, completeness of notes, and answers to textbook questions.

Weighting:

Oral Presentation	30
Topic Test	65
Work Books	5
Total	100

This topic is weighted to 10% of the final class grade for this subject.

SIGNING OFF

I certify that this unit was presented to the Year 11 Geography class of 2XXX.

Teacher Name:.....

Signature:.....

TACTICS OF INSTRUCTION

The work of instruction has been analysed into three separate skills areas that the pre-service teacher is expected to be able to recognise and implement in his/her own teaching.

Initially, the supervising teacher should guide the pre-service teacher in the selection of teaching tactics. Pre-service teachers will require some assistance to match lesson content, student interest and ability and teaching strategy in a way that will produce effective teaching episodes. Over time, it is expected that the pre-service teacher will assume greater responsibility in the selection of appropriate teaching strategies (McBurney-Fry 2002, 83).

A. INITIATING TACTICS - to allow the teacher to introduce his/her own ideas into the teaching-learning setting.

Informing - typically telling that something is so.

Explaining - typically telling why or how something works.

Narrating - telling stories and anecdotes.

Demonstrating - showing how something is to be done.

Displaying - showing pictures, maps, playing music, speech, etc.

Discussing - guided questioning with teacher input/direction.

Drill – typically repeating a fact until learned.

Sketch and Tell – drawing pictures to support the telling of a story.

B. ELICITING TACTICS - to allow the teacher to encourage learner thinking and response.

Lower Order Questioning is factual questioning based on memory

Higher Order Questioning - requires thinking skills where you process information

Concept Attainment

◆ Inductive Questioning - drawing out similarities from a series of examples.

◆ Deductive Questioning - using generalisations to make specific inferences.

Co-operative group learning – requires group members to teach each other.

C. MANAGING TACTICS - to allow the teacher to oversee and lead the teaching-learning situation.

Directing - telling the learners to do specific things;

Monitoring learning – gauging student responses.

◆ Advising that responses are correct or need adjustment.

◆ Studying the learners and their responses.

◆ Advising that responses are not acceptable.

WRITING OUTCOME INDICATORS

Outcome indicators are written in behavioural terms wherever possible and practical. The three taxonomies presented here are all based on Bloom's original work and initially provided levels of educational objectives. They have been adapted here (Anderson and Krathwohl, 2001) to provide basic terms that are useful in writing statements of outcome indicators across knowledge dimensions. These taxonomies may be used to aid the writing of outcome indicator statements and to analyse outcomes in order to determine whether lessons include activities at a range of levels.

Cognitive Domain

Bloom's Revised Taxonomy

Verbs to Use

Remembering

Recalling information

Recognise, arrange, order, define, duplicate, label, identify, recall, list, repeat, memorise, name, state, relate, reproduce, record, list, describe, retrieve, find.

Understanding

Explaining ideas or concepts

Interpret, summarise, paraphrase, classify, explain, locate, describe, observe, recognise, observe, discuss, report, explain, restate, express, review, select, indicate, translate.

Applying

Using information in another familiar situation

Implement, carry out, use, execute, operate, choose, practise, demonstrate, schedule, dramatise, sketch, employ, solve, illustrate, use, interpret, write.

Analysing

Breaking information into parts to explore understandings and relationships

Compare, organise, deconstruct, interrogate, find, analyse, differentiate, plan, appraise, discriminate, calculate, distinguish, categorise, examine, compare, experiment, contrast, question, criticise, test.

Evaluating

Justifying a decision or course of action

Check, hypothesise, critique, experiment, judge, evaluate, estimate, measure, assess, criticise, compare, appraise, discriminate.

Creating

Generating new ideas, products, or ways of viewing things.

Design, construct, plan, produce, invent, arrange, organise initiate, formulate, assemble, manage, collect, compose, prepare, create, propose, write, conceptualise, elaborate, distil, synthesise, associate, connect, develop, produce, create, imagine, visualise, hypothesise, generate ideas, associate, connect, design, consider possibilities, adapt.

Psychomotor Domain

Imitation

Knows sequence of steps in varnishing wood
Demonstrates proper bodily stance for batting a ball
Shows desire to type efficiently

Verbs to Use

See verbs commencing all behaviours listed in column one.

Manipulation

Performs a golf swing as demonstrated
Applies first aid bandage as demonstrated
Determines best sequence for preparing a meal
Writes smoothly and legibly
Sets up laboratory equipment
Operates a data projector
Demonstrates a simple dance step

Precision

Operates a power saw skilfully
Demonstrates correct form in swimming
Demonstrates skill in driving an automobile
Performs skilfully on the violin
Repairs electronic equipment quickly and accurately

Articulation

Adjusts tennis play to counteract opponent's style
Modifies swimming strokes to fit the roughness of the water

Naturalisation and Adaptation

Creates a dance step
Creates a musical composition
Designs a new dress style

Affective Domain

Receiving

Listens attentively
Shows awareness of the importance of learning
Shows sensitivity to human needs and social problems
Accepts differences of race and culture
Attends closely to the classroom activities

Responding

Completes assigned homework
Obeys school rules
Participates in class discussion
Completes laboratory work
Volunteers for special tasks
Shows interest in subject
Enjoys helping others

Valuing

Demonstrates belief in the democratic process
Appreciates good literature (art or music)
Appreciates the role of science (or other subjects) in everyday life
Shows concern for the welfare of others
Demonstrates problem-solving attitude
Demonstrates commitment to social improvement

Organising and Conceptualising

Recognises the need for balance between freedom and responsibility in a democracy
Recognises the role of systematic planning in solving problems
Accepts responsibility for own behaviour
Understands and accepts own strengths and limitations
Formulates a life plan in harmony with his/her abilities, interests and beliefs.

Characterising by a Value or Value Complex

Displays safety consciousness
Demonstrates self-reliance in working independently
Practices cooperation in group activities
Uses objective approach in problem solving
Demonstrates industry, punctuality and self-discipline
Maintains good health habits

Verbs to Use

Follows
Listens attentively
Attends closely

Answers
Assists
Complies
Conforms
Cooperates
Participates
Completes
Enjoys

Demonstrates
commitment
Shows concerns
Differentiates
Shows preference for
Chooses

Accepts responsibility for
Defends
Consistently
demonstrated

Practices co-operation
Demonstrates industry
and self-discipline
Maintains consistent
habits

VALUING STRATEGIES

As providers of quality Christian education, Avondale College places great importance on the teaching of values. Pre-service teachers are encouraged to integrate values into their units and lessons, and planning documents as well as their regular teaching.

Designing lessons and units that include meaningful affective domain outcome indicators and teaching experiences is a challenge. The values listed below (Department of Education and Training, <http://www.schools.nsw.edu.au/studentssupport/studentwellbeing/values/core/integrity/index.php> Retrieved April 20, 2007) have been included as a resource to encourage higher order affective processing with respect to valuing in lesson planning (see Affective Domain). Pre-service teachers may find opportunity to incorporate some of these values in their lessons.

Integrity

Being consistently honest and trustworthy.

In school communities, evidence of this value includes:

- * open and transparent decision making processes
- * consistent school policies and actions.

In classrooms, evidence of this value includes:

- * trusting others to work independently
- * doing what you say you will do
- * teachers mark students work consistently to agreed standards
- * clearly explaining and enforcing rules about plagiarism.

Excellence

Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

In school communities, evidence of this value includes:

- * giving recognition to students achieving high standards
- * frequently encouraging and acknowledging individual improvement
- * celebrating school community achievements
- * encouraging students' awareness of broader life opportunities.

In classrooms, evidence of this value includes:

- * reaching personal best performance
- * maintaining high learning expectations
- * setting and meeting high standards
- * persisting through challenges and difficulties in learning.

Respect

Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

In school communities, evidence of this value includes:

- * regarding as important the opinions of parents
- * implementing government education policy

In classrooms, evidence of this value includes:

- * accepting the right of others to hold different views to your own
- * listening to others without interrupting
- * obeying school rules
- * acknowledging the strengths and abilities of students
- * affirming cultural diversity within the school community.

Responsibility

Being accountable for your individual and community's actions towards yourself, others and the environment

In school communities, evidence of this value includes:

- * reflecting policy and school community needs in school rules
- * supporting the decisions of the school
- * accepting responsibility for the school's involvement in community activities
- * including in school rules strategies to reinforce appropriate behaviour as well as consequences for breaking rules.

In classrooms, evidence of this value includes:

- * self-discipline
- * modelling expected behaviours
- * involvement in strategies to encourage compliance with school rules.

Co-operation

Working together to achieve common goals, providing support to others, and engaging in peaceful resolution of conflict.

In school communities, evidence of this value includes:

- * working together to plan a school function
- * addressing issues through consultation and negotiation
- * initiating change by involving consultation with and the representation of all stakeholders
- * working together to address a school issue.

In classrooms, evidence of this value includes:

- * accepting class protocols for group work and working with others
- * working well with others outside immediate friendships
- * initiating problem solving
- * identify issues and possible solutions to help resolve conflict.

Participation

Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

In school communities, evidence of this value includes:

- * communicating openly within and between different groups in the school community
- * encouraging and considering new ideas
- * forming partnerships with business and community organisations.

In classrooms, evidence of this value includes:

- * contributing to class discussion
- * encouraging creative thinking about issues and problems
- * accepting roles in group activities.

Care

Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

In school communities, evidence of this value includes:

- * providing early notice of students, parents and teachers experiencing difficulties
- * volunteering to assist in school activities
- * programming to actively counter bullying and harassment
- * implementing responsive student support systems being in place.

In classrooms, evidence of this value includes:

- * maintaining friendly relationships
- * making constructive and encouraging comment about other people's work
- * listening to others
- * modelling skills for positive and caring relationships.

Fairness

Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

In school communities, evidence of this value includes:

- * addressing bullying and harassment through effective whole school programs
- * challenging cultural stereotypes
- * communicating accurately on school reports to parents about their children's progress.

In classrooms, evidence of this value includes:

- * maintaining high expectations of everyone
- * encouraging and participating in open discussions about fairness and justice
- * planning to ensure that teaching and learning is meaningful and relevant to everyone
- * accepting other people and their backgrounds.

Democracy

Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

In school communities, evidence of this value includes:

- * listening to different views on school related issues
- * consulting parents, staff and students about major changes
- * ensuring that minority groups have a voice in decision making processes
- * choosing appropriate processes for decision making.

In classrooms, evidence of this value includes:

- * consulting and negotiating assignment timelines
- * respecting the rights and responsibilities of others
- * accepting responsibility for one's own learning.

APPENDIX 1: GRADUATE PROFESSIONAL TEACHING STANDARDS

The following is a copy of the Graduate Professional Teaching Standards to be achieved by graduates of Avondale College teacher education courses. These standards are taken from the New South Wales Institute of Teachers' document, *Professional Teaching Standards*, with the exception of Element 8, which has been added to reflect the Christian philosophy underlying all Avondale courses.

Note: Element 1, Aspect 3 has also had *Adventist Schools Australia* curriculum requirements added.

Professional Knowledge

Element 1: Teachers know their subject content and how to teach that content to their students

ASPECT	GRADUATE TEACHER
Knowledge of subject content	1.1.1 Demonstrate relevant knowledge of the central concepts, modes of inquiry and structure of the content/discipline(s).
Knowledge of pedagogy	1.1.2 Demonstrate research-based knowledge of the pedagogies of the content/disciplines taught.
Knowledge of NSW and <i>Adventist Schools Australia</i> curriculum requirements	1.1.3 Design and implement lesson sequences using knowledge of the NSW and ASA syllabus documents or other curriculum requirements of the Education Act.
Knowledge of information and communication technologies (ICT) in the following areas.	1.1.4 Demonstrate current knowledge and proficiency in the use of the following: <ul style="list-style-type: none"> • Basic operational skills • Information technology skills • Software evaluation skills • Effective use of internet • Pedagogical skills for classroom management

Professional Knowledge

Element 2: Teachers know their students and how they learn

ASPECT	GRADUATE TEACHER
Knowledge and respect for the diverse social, cultural, ethnic and religious backgrounds of students, and the effects of these factors on learning.	2.1.1 Demonstrate knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.
Knowledge of the physical, social and intellectual developmental characteristics of the age group(s) of students	2.1.2 Demonstrate knowledge of the typical stages of students' physical, social and intellectual development as well as an awareness of exceptions to general patterns.
Knowledge of students' varied approaches to learning	2.1.3 Demonstrate knowledge of students' different approaches to learning.
Knowledge of how students' skills, interests and prior achievements affect learning.	2.1.4 Demonstrate knowledge and understanding of students' skills, interests and prior achievements and their impact on learning.
Knowledge of strategies for addressing student needs	2.1.5 Demonstrate knowledge and understanding of the specific strategies for teaching: <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • Non-English Speaking Background Students • Students with Challenging Behaviours
	2.1.6 Demonstrate knowledge of a range of literacy strategies to meet the needs of all students including: <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • Non-English Speaking Background Students • Students with Challenging Behaviours

Professional Practice

Element 3: Teachers plan, assess and report for effective learning

ASPECT	GRADUATE TEACHER
Planning Teaching and learning goals	3.1.1 Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation
Teaching and learning programs	3.1.2 Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes
Selection and organisation of content	3.1.3 Select and organise subject/content in logical, sequential and structured ways to address student learning outcomes.
Selection, development and use of materials and resources	3.1.4 Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students' learning
Assessment Linking assessment to learning	3.1.5 Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes
	3.1.6 Demonstrate knowledge of the link between outcomes and assessment strategies
Providing feedback to students	3.1.7 Give helpful and timely oral and written feedback to students
Assessment Monitoring of students' progress and record keeping	3.1.8 Demonstrate knowledge and a rationale for keeping accurate and reliable records to monitor student progress
Reporting	3.1.9 Demonstrate an understanding of the principles and practices of reporting to students, parents and caregivers
Program evaluation	3.1.10 Demonstrate an understanding of the principles and practices for using students assessment results to reflect on lesson sequences and inform further planning of teaching and learning

Professional Practice

Element 4: Teachers communicate effectively with their students

ASPECT	GRADUATE TEACHER
Effective communication and classroom discussion	4.1.1 Communicates clear directions to students about learning goals
	4.1.2 Demonstrate a range of questioning techniques designed to support student learning
	4.1.3 Listen to students and engage them in classroom discussion
Student grouping	4.1.4 Uses student group structures as appropriate to address teaching and learning goals
Teaching Strategies	4.1.5 Uses a range of teaching strategies and resources including ITC and other technologies to foster interest and support learning.

Professional Practice

Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

ASPECT	GRADUATE TEACHER
Create an environment of respect and rapport	5.1.1 Demonstrates a variety of strategies to develop rapport with all students
	5.1.2 Establish supportive learning environments where students feel safe to risk full participation
Establish a climate where learning is valued and students' ideas are respected	5.1.3 Demonstrate strategies to create a positive environment supporting student effort and learning.
Manage classroom activities smoothly and efficiently	5.1.4 Provide clear directions for classroom activities and engage students in purposeful learning activities
Manage student behaviour and promote student responsibility for learning	5.1.5 Demonstrate knowledge of practical approaches to managing student behaviour and their applications in the classroom.
	5.1.6 Demonstrate knowledge of principles and practices for managing classroom discipline
Assure the safety of students	5.1.7 Understand specific requirements for ensuring students safety in schools

Professional Commitment

Element 6: Teachers continually improve their professional knowledge and practice

ASPECT	GRADUATE TEACHER
Capacity to analyse and reflect on practice	6.1.1 Demonstrates a capacity to reflect critically on and improve teaching practice.
Engagement in personal and collegial professional development	6.1.2 Demonstrate knowledge of the professional standards framework and its impact on the professional life of a teacher.
	6.1.3 Demonstrate knowledge of the available professional development opportunities and the importance of personal planning to ongoing professional growth.
Capacity to contribute to a professional community	6.1.4 Demonstrate knowledge of the importance of teamwork in an educational context
	6.1.5 Accept constructive feedback to improve and refine teaching and learning practices.
	6.1.6 Prepare for and contribute to discussions about the teaching profession or subject/content.
	6.1.7 Explore educational ideas and issues through research
	6.1.8 Recognises the range of policies and policy documents that teachers in NSW may need to comply with following employment in a school

Professional Commitment

Element 7: Teachers are actively engaged members of their profession and wider community

ASPECT	GRADUATE TEACHER
Communicating with parents and caregivers	7.1.1 Demonstrates a capacity to communicate effectively with parents and caregivers.
	7.1.2 Demonstrate an understanding of the importance of effective home-school links and processes for reporting student progress to parents and caregivers.
Engaging parents and caregivers in the educative process	7.1.3 Demonstrate the importance of involving parents and caregivers in the educative process and the use of a limited number of strategies to seek that involvement.
Contributing to the school and wider community	7.1.4 Demonstrate the capacity to work effectively with external professionals, teachers' aides and community-based personnel to enhance student learning opportunities.
Professional ethics and conduct	7.1.5 Understand regulations and statuses related to teachers' responsibilities and students' rights.
	7.1.6 Demonstrate the capacity to liaise, communicate and interact effectively and appropriately with parents, caregivers, colleagues, industry and the local community.

Professional Commitment

Element 8: Christian teachers perform their professional work within the framework of a Christian worldview

ASPECT	GRADUATE TEACHER
Belief system reference point	8.1.1 Demonstrates knowledge of Bible based beliefs
	8.1.2 Demonstrate knowledge of the importance of a personal relationship with God.
Vocation and ministry	8.1.3 Demonstrate understanding of the basic principles of a servant-hood teaching ministry and model service activities.
Support the mission and ethos of the school	8.1.4 Demonstrate understanding of and support for the mission and ethos of the school through participation in school assemblies, worships and other related activities
Capacity to contribute to a professional-spiritual community	8.1.5 Model a lifestyle in keeping with Christian ethics and practices
	8.1.6 Demonstrate an awareness of the unique character of the Christian philosophy and its implementation in teaching and lifestyle.

APPENDIX 2: SAMPLE SECONDARY DAY BOOK

TERM	WEEK	TIME	MONDAY
<p>Things to do today:</p> <p>Tidy classroom for parent teacher night this week</p> <p>Get data projector</p> <p>Book excursion to Greta Barrier Reef</p> <p>Butchers Paper</p> <p>Special Events/Excursions: Science Challenge</p> <p>Kids to deal with – Daniel, Micah, David & Brent</p> <p>Meetings/Duties: Bus duty 310 – 3:45 Mon, Tue, Wed, Thur.</p> <p>Speech night Committee Meeting Tuesday lunchtime in staffroom</p> <p>Value of the Week: Excellence</p>		Roll	Year 8 Roll – Worship - Coby
		Period 1	<p>Subject - 11 Geography</p> <p>Content - Ecosystems, general overview,</p> <p>Hook – Al Gore , You tube clip</p> <p>Strategies – inductive lesson</p> <p>Resources – ppt, data projector</p>
		Period 2	<p>Subject - 12 Mod History</p> <p>Content - Bodyline,</p> <p>Hook – Bodyline DVD</p> <p>Strategies – Discussion lesson</p> <p>Resources – DVD player</p>
		Break	
		Period 3	<p>Subject – 8 HSIE</p> <p>Content - Mapping,</p> <p>Hook – Treasure Chest</p> <p>Strategies – Group work</p> <p>Resources – Butchers Paper</p>
		Period 4	<p>Subject - 7 Bible</p> <p>Content – King David – a man after Gods own heart</p> <p>Hook – Courage – Goliath story</p> <p>Strategies – Case Study development</p> <p>Resources – DVD player</p>
		Lunch	
		Period 5	<p>Subject - 11 Geography</p> <p>Content - Ecosystems, Great Barrier Reef Introduction,</p> <p>Hook – Shrinking Reef - ABC Clip</p> <p>Strategies – Problem Solving</p> <p>Resources – ppt, data projector</p>
		Period 6	Free