

**THE UNIVERSITY OF SYDNEY
FACULTY OF EDUCATION
AND SOCIAL WORK**

**2007
INTERNSHIP HANDBOOK**

for

**MASTER OF TEACHING
(Primary & Secondary)**

**BACHELOR OF EDUCATION
COMBINED DEGREES (Secondary)**

**BACHELOR OF EDUCATION
(Primary)**

<p>INFORMATION FOR SCHOOL AND TERTIARY MENTORS</p>

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Website: <http://edsw.usyd.edu.au/prac>

DATES

Master of Teaching

16 July – 14 Sept 9 Weeks

20 - 21 Sept Post-Internship Conference

Bachelor of Education (Secondary) Combined Degrees

4 June – 29 June 4 weeks

Bachelor of Education Primary)

15 October – 23 November 6 Weeks

PROFESSIONAL DEVELOPMENT FOR MENTORS

Date	Topic	Audience
June 15	Mentoring Beginning Teachers	All mentors
August 16-17	Secondary and Primary Teaching seminars	All secondary and MTeach mentors
Oct 31 Nov 1	Primary Teaching seminars	All primary mentors

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PLEASE RETURN COPY OF REPORT AND CLAIM FORM TO:

Milly Vranes (Secondary) or Cheryl Brown (Primary)
Faculty of Education and Social Work A35
University of Sydney NSW 2006

If there is any concerns of any nature associated with an Intern, their performance, or any other aspect of an Internship please contact the Professional Experience Manager.

1. FOREWORD

Professional experience units of study are central components of all teacher education programs at the University of Sydney. These include school observations and supervised practice teaching. There are two different types of internship covered in this handbook. The first is the BEd (Primary) Internship which the students undertake in their last semester of their four-year course. The second type of internship is in the two-year Master of Teaching and the five-year Bachelor of Education (Secondary) combined degrees where it is the culminating professional experience of the respected courses. In these two courses, the Internship is done after the student teachers have satisfactorily completed all coursework necessary for the award for a teacher qualification (either a BTeach or a BEd) They are graduands who have elected to extend their studies beyond that required for a teaching qualification (a BTeach or BEd) in order to proceed to a higher award (MTeach or BEdBA/BEdBSc). In both types of internship, the student teachers are conditionally qualified to teach under an agreement the university has with the employing bodies and teacher unions. Details of these Internships, their nature and the roles and responsibilities of those associated with it are provided in this Handbook.

2. APPROVAL

Teacher Unions and Employer Bodies Approved:

The nature and organisation of the Internship has been negotiated with and approved by the teacher unions (NSWTF and IEU), the NSW Department of School Education and Training, the Catholic Education Commission, the Association for Independent Schools and the NSW Federation of Parents and Citizens. The Interns are not Student Teachers as they have completed or near-completed a teaching qualification – they are (unpaid) Interns who are conditionally certified to teach and undergoing the Internship as an approved industry experience component of the BEd (Primary), MTeach or the BEd (Secondary) Combined Degrees.

3. OUTCOMES OF THE INTERNSHIP

The exact nature, activities and emphasis of each Internship will vary according to the context, resources and expertise of a school and its staff, and the experience, qualities and aspirations of the Intern. The details of each Internship will be a matter of negotiation between the University, the Intern and the school in which they are placed. Generally, however, the Internship should include the following outcomes.

Interns are expected to:

- a) satisfactorily complete an intensive period of in-school experience that effectively inducts them into the nature, structure and organisation of schools (or other approved educational institution) and the work, roles and responsibilities of teachers;
- b) develop awareness, understanding and competencies in, the specific roles and responsibilities of a teacher in their subject specialisations and, as far as possible, to effectively participate in these roles and responsibilities;
- c) understand, through an intensive experience, the nature of schools as workplaces and their associated values, routines and cultures;
- d) further develop and refine their skills and competencies for classroom teaching in their subject specialisation, including those involving student management, pastoral care and relationships with parents/guardians and the wider community;
- e) develop an awareness of other people in the school and the community whose work supports the classroom teacher, and their roles and responsibilities (eg. deputy principal, faculty head, librarian, school counsellor, STLA, reading recovery teacher etc.);
- f) demonstrate, by the end of the internship, the practical consolidation of the graduate teacher level of the NSWIT's professional teaching standards that they have reached by the end of their course;
- g) demonstrate the ability to plan, implement, and evaluate effective teaching and learning strategies that are well grounded in educational research and state and system policy frameworks;
- h) demonstrate the ability to assess and report on student achievement;
- i) demonstrate an understanding of professional and ethical practice;

In addition for MTeach Candidates, Interns will either;

- Undertake an Action Research Project focused on their own practice and professional development (as approved by the University and the school) OR
- Undertake an Honours Special Study research project (if they are Honours candidates)

4. WHO ARE INTERNS?

Intern is the name given to those undertaking the Internship. This nomenclature has been deliberately chosen to indicate that they are different from student teachers undertaking a supervised practice teaching session.

Interns are fully qualified and employable teachers who have chosen to undertake the Internship as part of the requirements for the degree award and to delay their entry into the teaching service to satisfy requirements for the BEd (Primary), MTeach and BEd (Secondary) combined degrees. They have successfully completed all requirements for a pre-service teaching qualification (either a BTeach or a BEd) and so have completed all requirements to be accredited as a teacher by the NSW Institute of Teachers. This includes completing the professional development program dealing with Child Abuse, Child Sexual Abuse and School Grievance Procedures offered by the NSW Teachers' Federation and a completion of *Prohibited Persons* declaration and *Consent to Screening* forms.

Interns do not have to be supervised in the same way that a 'practicum student' is and, may be left unsupervised to take responsibility for groups of students.

5. ROLES AND RESPONSIBILITIES

The School Principal

When Interns are appointed to a school they come under the administrative control of the Principal and under the direction of those members of school staff to whom the Principal delegates this responsibility. The School Principal thus has a major role in the in-school Internship program. It is hoped that at some time during the Internship an Intern would spend some time with the Principal discussing details of the specific school, particular aspects of the role of teachers in the school and its community, and the leadership and management roles and responsibilities of a Principal.

There are considerable advantages for Interns if the School Principal (either personally or by nomination of an experienced member of staff as School Coordinator) can maintain a general oversight of all those Interns placed in a school, to ensure that they are advised of school policy, and to provide opportunities for some extension of their experiences beyond the classes to which they are assigned.

Principals are reminded that legally the Internship agreement signed by the NSW DET, CEO, and AIS provides for Interns to be given sole responsibility for supervising activities involving duty of care.

School Coordinator

The role of School Coordinator of Interns may be assumed by the Principal but this task may be delegated to an experienced member of staff, particularly in larger schools.

Responsibilities of a School Coordinator prior to and during a period of Internship include:

- orienting Interns to the school;
- ensuring that there is appropriate mentoring during the Internship;
- alerting the Professional Experience Manager (9351 4134) should an Intern be absent without explanation from the school, or where unusual circumstances or difficulties arise. All instances of absence should be noted and Interns must apply for leave using the same procedures as those followed by teachers, **except** that their leave forms will be returned to the University at the conclusion of the Internship;
- forwarding Internship reports and claim forms for Mentor Teachers and School Coordinators to the Professional Experiences Office Administrator at the conclusion of the Internship.

The Mentor Teacher

The Mentor Teacher plays the most important role in the professional development of the Intern.

Because each Intern is conditionally certified to teach, the main role of the teacher working with them is not one of a supervisor but that of a professional mentor. This should be an experienced colleague who is an effective teacher in the classroom and the school, and who is committed to assisting an early career teacher in their transition from university to the profession.

There is no need for Mentors to be present in all but a representative sample of the lessons the Intern gives. In fact, after initially satisfying themselves of the competence of the Intern, there is no need for observation of any lessons taught by the Intern. *At the same time, to assist the professional development of the Intern, it is important that Mentors and Interns regularly share and discuss classroom experiences.* Research suggests that there are important differences in the manner in which experienced teachers make sense of classrooms, schools and teaching as compared with early career teachers. An important strategy to assist early career teachers to start to think about these contexts in the way that experienced teachers do, is for Interns to discuss shared experiences with their more experienced Mentors.

One of the most important advantages of being a Mentor, and recognised by the NSWTF and IEU as central to the Internship agreement, is for the Mentor to be released from teaching to be able to undertake professional development. Mentors have the opportunity to avail themselves of three free days of professional development provided by the university.

Tertiary Mentor

The Tertiary Mentor has responsibility as the University representative for liaison with schools, Mentor Teachers and Interns. Tertiary Mentors generally will make one liaison visit to each Intern (placed in schools in the Sydney region) and maintain telephone/email contact during the period of the Internship. The purpose of the visit is to meet with the Intern and the Mentor(s) to ensure that everything is proceeding as would be expected and provide any advice and support that is necessary.

The Intern

The Intern, comparable with any newly appointed teacher, works under the direct control and supervision of the School Principal, the Practicum Coordinator and the specific Faculty Head Teacher where applicable. They are expected to act in accordance with the expectations established for any other teacher in that particular school.

Specific expectations for Interns

a) Lesson and Unit Planning

Because the internship is an extended period there is a strong emphasis on the planning and development of a sequence of lessons that constitute one or more units of work with classes taught. Unit plans and daybook notes should be discussed with the Mentor well before lessons are to be given.

There must be written evidence of all planning. While plans may vary common elements should include:

- identification of syllabus outcomes and indicators;
- specification of procedures/tasks to be completed by students including resources to be used, linked to achievement of /outcomes;
- indication of development in lesson sequence;
- strategies for progressive and summative assessment of students' work and evaluation of lessons/units; and
- procedures for reflective evaluation of teaching and program planning and implementation.

b) Observations

Observation of other teachers in their professional roles and all aspects of school life is central to a successful Internship. *Interns should spend a part of every day engaged in some form of observation.* Observation of teachers (including other Interns) in other subject areas and/or on different classes, particularly in the early part of the Internship, is essential. It may be possible for the Intern to participate in a team teaching situation during these observation lessons, or engage in one

of the many other professional roles of a teacher besides classroom teaching.

Interns should maintain a written record of their observations. Each record of observation should also include some reflective comment related to their own professional development as a teacher.

c) Roles Additional to the Classroom

The key purpose of the Internship is to provide the opportunity for Interns to learn about the broad range of roles and responsibilities of teachers in the school and its community. Thus, performing in this broad spectrum of roles is an essential part of the internship.

Interns should participate in all aspect of school life. This includes all roles related to the teacher in the classroom, in the school and in the community. Interns should thus participate in:

- playground duty
- sport supervision
- roll duties
- school and faculty staff meetings
- professional development sessions
- parent/teacher meetings, and
- any other programs or events in the school.

d) Attendance, Absences and Leave Procedures

Expectations regarding attendance, absence from the school and leave are in accord with the expectations of teachers at the specific school. It is the responsibility of the Interns to determine what these are. The University requires Interns to be in attendance for all of the normal school day, e.g. 8:30am – 4:30pm, for every day scheduled for the internship, except where leave of absence has been approved. Any absence must be covered by approved Leave of Absence in accordance with University policy.

e) Jury Duty

Jury duty does not entitle Interns to an exemption from Internship. If necessary, a jury duty appeal can be lodged with the Sheriff's Office. If an exemption is not granted an Intern will be required to make up internship days lost.

f) Industrial Disputes During Internship

If an industrial dispute occurs during an Internship it is the responsibility of the Intern to determine whether they will be "on strike" or not. If they are "on strike", they are expected to attend any stopwork meeting or other strike activity. If an Intern decides to be "on strike" they must inform their Mentor(s) well before the day of the strike.

When the Mentor of an Intern is "on strike" and the Intern attends school, it is inappropriate for them to undertake any duties and responsibilities of absent teachers.

g) Accidents to Students

Accidents to students during activities conducted by the Intern are the responsibility of the Intern. Interns must make themselves familiar with procedures for reporting accidents to students, any safety procedures in the school, and the location of First Aid Kits/rooms/personnel and fire extinguishers in the first week of the internship. Interns are not employees but are required to be aware of and abide by the OH&S policies of the school/system.

h) Exclusion from School

If in the judgement of the Mentor, Head Teacher or Principal the Intern is not fulfilling the expectations of an early career teacher then the Principal may choose to terminate the Internship. Generally, if an Intern, for any reason, is asked to leave a school, she/he will fail the internship and will be required to 'show cause' for continuation in the course.

Grounds for exclusion would include:

1. inability to cooperate with staff and work effectively in the school environment;
2. demonstrated attitudes and actions antithetical to the profession of teaching;
3. absence from the school or school activities without satisfactory explanation, approved leave or the necessary documentation;
4. serious deficiencies in their knowledge and understanding of their subject disciplines;
5. serious deficiencies in their communication skills;
6. serious breaches of university regulations, procedures or *The Code of Conduct for Students* of the University;

7. breeches of departmental /school/university regulations or the law,
8. inappropriate or unprofessional behaviour

i) Schools as Alcohol and Drug Free Sites

Interns are reminded that all schools are alcohol and drug free sites. The carrying and/or consumption of alcohol and other prohibited substances during the internship is illegal. Failure to observe these legal obligations will result in immediate termination of the Internship, and thus failure to complete requirements for the award of the degree.

6. THE EARLY CAREER TEACHER

The Internship is designed to be a bridge between teacher education and the first year of teaching. As such, it takes on many of the purposes of an induction into teaching. There is now increasing awareness and understanding of the concerns and needs of beginning teachers. It is important that Mentors are aware of and sensitive to the needs and concerns of the Intern, if and when they arise.

The major concerns for early career teachers which are identified in the literature can be summarised as:

- unrealistic expectations *of themselves and their classes*;
- preoccupation with the 'reality shock' of coming to grips with immediate classroom demands;
- difficulties focusing on more reflective approaches or broader schooling issues;
- struggling alone due to fear of failure, which can be exacerbated by lack of worthwhile and willing support.

7. BEING AN EFFECTIVE MENTOR

There are now many reports of the experience of mentoring Interns from Australia and overseas. In addition, there is increasing research into the major issues to be considered in being an **effective** Mentor. It is important that Mentors are aware of this experience and research. A mentoring workshop is available to all school mentors free of charge and will be held on June 15 at the Faculty of Education and Social Work at the University of Sydney.

A summary of the most recent research is included here:

- the mentor is the teacher assigned to stand alongside the newcomer, providing advice, working on shared teaching issues, encouraging reflection on action;

- desirable qualities of a Mentor include teaching competence, considerable experience, organisation, patience, empathy, unselfishness, reflectiveness on how people learn, and being knowledgeable and aware of what works and why;
- sources of problems include communication difficulties, little accessibility or quality time for talking, lack of willingness to take risks, or no positive assistance from administrators.

Research suggests that several years of teaching experience and empathy seem to be important for effective mentoring. More significant matters include the ability to establish effective relationships, understanding the roles called for in standing alongside a newcomer, and commitment to the task of being a Mentor.

8. REPORTING

Included in the internship package is a proforma to assist mentors in reporting on the Intern's internship. There is a copy of the proforma on page 14 of this handbook and it may also be downloaded from the faculty website:

<http://www.edsw.usyd.edu.au/prac>

The Internship report should be written by the Mentor in consultation with any other staff who have worked directly with the Intern.

The original report should be given to the Intern as soon as possible after the Internship has been completed and a copy sent to the appropriate administrator:

Cheryl Brown – Primary
Milly Vranes – Secondary
Faculty of Education and Social Work A35
University of Sydney NSW 2006

9. RECOMPENSE FOR MENTORS

It was the view of all parties to the Internship agreement, strongly supported by the union representatives, that the major recompense for Mentors would be the opportunity for them to be released from classroom teaching for up to half their teaching load for an extended period in order to participate in professional development or other activities within the school.

Please contact the Professional Experience Office (contact details page 3) if you would like a copy of the internship agreement sent to your school. In addition, a small personal payment of \$62 per mentor was also agreed as part of the contract for recompense of Mentors for preparing the internship report. A claim form is included in the internship package sent to Mentors. Please return the claim form along with the Internship report to the appropriate coordinator:

Cheryl Brown – Primary
Milly Vranes – Secondary
Faculty of Education and Social Work A35
University of Sydney NSW 2006



INTERNSHIP REPORT FORM

INTERN SURNAME: _____ GIVEN NAMES: _____

SCHOOL: _____

DATES OF INTERNSHIP from _____ to _____

YEAR LEVEL (class)/KLA: _____

MENTOR TEACHER: _____

I certify that this Intern has completed the period of internship shown above and assess her/him, at this stage of professional development as:

Satisfactory

Unsatisfactory

(please tick one box only to indicate the overall assessment)

Satisfactory: The student has met the expected standard in most of the Performance Indicators described for this stage in their professional development.

Unsatisfactory: The student is generally weak with some serious deficiencies in meeting the Performance Indicators of the Internship.

ASPECTS AND ELEMENTS OF TEACHING COMPETENCE

Assessed with reference to the NSW Institute of Teachers
Professional Teaching Standards for Graduate Teachers

PROFESSIONAL KNOWLEDGE: ELEMENTS 1 AND 2

1. Knowledge of subject content and how to teach that content to students

Comments:

2. Knowledge of students and how they learn

Comments:

PROFESSIONAL PRACTICE: ELEMENT 3, 4 AND 5

3. Capacity to plan, assess and report for effective learning

Comments:

4. Capacity to communicate effectively with students

Comments:

5. Capacity to create and maintain safe and challenging learning environments through the use of classroom management skills

Comments:

PROFESSIONAL COMMITMENT: ELEMENTS 6 AND 7

6. Capacity to continually improve professional knowledge and practice

Comments:

7. Understanding of and commitment to being an actively engaged member of the profession and the wider community

Comments:

COMMENTS

Intern's signature

Date

Mentor's signature

Date

MASTER OF TEACHING INTERNSHIP

Internship Dates	Monday 16 July – Friday 14 September 9 weeks
Teaching Load	50-60% of a full teaching load
Observation of Classes	As many as possible during the term
Attendance	See page 11
Mentor's Responsibilities	Report: Yes. Copy page 16 Verbal feedback and general mentor guidance where required
Tertiary Mentoring	At least 1 liaison visit
Lesson Planning	See page 10
Action Research Project	See pages 22-23
Contact Details	See page 5
Report/Claim form to University	See page 5

MASTER OF TEACHING DEGREE

The Master of Teaching (MTeach) degree is a two year postgraduate, pre-service teacher education program, designed to produce quality teachers through a carefully integrated program at postgraduate Masters level. Candidates for the degree have already qualified for a bachelor's degree in their subject specialities, and undertake the MTeach as their teaching qualification. Many are mature age people with rich life experience and varied professional backgrounds.

The MTeach addresses important contemporary issues in schooling and education using case based and inquiry methods. It provides carefully sequenced school experiences culminating in an extensive work-place internship, and promotes professional development in participants, especially by fostering reflection upon action (which is the focus of a specific Action Research project and a Post Internship Conference).

The professional experiences component of the MTeach degree comprises four elements:

Year 1

- **Observation Visits** to three different schools (K-12)
- **Professional Experience 1:** Pre-practicum observation visits plus 20 days of supervised Practice Teaching (four weeks at 5 days per week)

Year 2

- **Special Education Placements:** 5 days in Special Education Institutions or Children's Centre
- **Professional Experience 2:** 20 days of supervised Practice Teaching
- **Internship** (School Term 3) 9 weeks (45 days)

Interns, by the beginning of the Internship, will therefore have completed 23 days of professional experience in Year 1 and a further 20 days in Year 2, as well as a three-semester program of study in their curriculum areas and in foundation education studies (one semester longer than a traditional Dip Ed course).

The MTeach professional experience is supported by two academic course components. *Study 1* provides opportunities for student teachers to develop understandings of teaching and educational issues based on an integrated study of the various disciplines of education (psychology, sociology, philosophy and curriculum studies). Curriculum Studies deals with issues of curriculum and teaching in the Key Learning Areas in which the student teacher is preparing to teach. Primary candidates will have studied curriculum, teaching and learning in all the K-6 KLAs whereas secondary candidates will have studied either two single method KLAs or one double method KLA.

THE NATURE OF THE INTERNSHIP

The Internship is conceived as a bridge between the ending of pre-service professional preparation and the first year of teaching. It is an extended period in which Interns are expected to gain knowledge and experience of all facets of the role of the teacher in the school. It is an opportunity to further develop their skills in teaching in their subject specialisations and prepare themselves as thoroughly as possible for their first year of teaching.

To this end, the expectation is that each **Intern will teach only 50-60% of a full teaching load**. This includes, under the guidance of the **Mentor Teacher**, responsibility for all aspects of teaching and student matters for **one class** and in the case of secondary schools regular teaching of other classes. In the remainder of the time the Intern will become involved in as many other aspects of school life as possible (e.g. all duties associated with being a teacher in a school, some committee work, program and resource planning and development). In addition MTeach students complete an Action Research project or an Honours Special Study which is part of the MTeach coursework.

It is important to recognise that the exact nature of the Internship for each Intern will be negotiated with the school at the time of the application to the school for Internship and subsequent interview by members of school staff.

ACTION RESEARCH PROJECT

As part of the Internship each Intern not enrolled in the Honours Program must engage in a piece of Action Research to produce a 6000 word report and a presentation at a professional Post-Internship Conference. Interns enrolled in the Master of Teaching Honours program are already engaged in a research program that will culminate in the writing of a research paper for a special study.

Action Research is a process of gathering and analysing information/data with the purpose of improving professional practice. The topic of the research project can be selected from a range of options. Interns will choose to research some aspect of their own classroom practice. Participation by the Mentor and/or a peer colleague in the gathering and analysis of data may be important.

The exact nature of the Action Research Project is a matter of negotiation between the Intern and the school, although the MTeach candidates are expected to have a project in mind when they prepare for the Internship. It is important to note that the Action Research Project must focus on the intern's own professional practice and not on a broader educational issue. This means that the intern will only employ basic research methods and data collection techniques that a teacher might employ to evaluate their own teaching effectiveness. These methods do not, therefore, require school or university ethics approval.

The Intern is expected to engage in several cycles of the following steps after identifying the focus or issue for research:

- a) situational analysis;
- b) formulation of a research question
- c) planning for gathering of data/evidence;
- d) gathering of data/evidence;
- e) analysing data/evidence;
- f) replanning and iteration through the Action Research cycle.

Interns have had significant coursework on the nature of Action Research and must have formulated a researchable issue by the end of the second week of the internship. Additional information on the Action Research Project can be found on the MTeach website at: <http://mteach.edfac.usyd.edu.au/>

Interns must present a report of their Action Research Program and its findings together with a poster or electronic presentation at the Post-Internship conference in the week following the completion of the Internship. The report and conference presentation on the Action Research Project will be an assessed component, together with the Internship of the final phase of the Master of Teaching Program. All Mentors are welcome to attend all or part of this Conference. Further details of this Conference are available from the course website.

BEd Combined Degrees Internship

Internship Dates	Monday 4 June– Friday 29 June 20 days
Teaching Load	50-60% teaching load
Observation of Classes	As much as possible during the four weeks
Attendance	See page 11
Mentor's Responsibilities	Report: Yes. Copy page 16 Verbal feedback and general mentor guidance where required.
Tertiary Mentoring	At least 1 liaison visit
Lesson Planning	See page 10
Contact Details	See page 5
Report/Claim form to University	See page 5

BACHELOR OF EDUCATION COMBINED DEGREES

The Secondary Combined Degrees are offered over five years. Students graduate with one of the following combined degrees: BA/BEd; BSc/BEd; BSc(Maths)/BEd. During the first two and a half years of the program students undertake extensive studies in the discipline areas that equip them to enter into education specific units of study. During Years 3 and 4 of the program, all students undertake intensive curriculum methodology units of study, units in pedagogy, policy and practice, and substantial periods of block professional experience in secondary schools. The first half of the fifth and final year of the program is spent in the discipline Faculties as students complete their senior units of study and discipline majors (for the award of a BA or BSc).

THE NATURE OF THE INTERNSHIP

The Internship is conceived as a bridge between the ending of pre service professional preparation and the first year of teaching. The exact nature of the Internship for each Intern will be negotiated with the school at the time of the application to the school for Internship and during subsequent discussion with members of the school staff. Interns are fully qualified, employable teachers. They have chosen to undertake the Internship as part of the requirements for the award of two degrees completed simultaneously.

It is a period in which Interns are expected to gain knowledge and experience of all facets of the role of the teacher in the school. It is an opportunity to further develop their skills in teaching in their subject specialisations and prepare themselves as thoroughly as possible for their first year of teaching.

To this end, the expectation is that each **Intern will teach only 50-60% of a full teaching load**. This includes, under the guidance of the **Mentor Teacher**, responsibility for all aspects of teaching and student matters for **one class** and in the case of secondary schools regular teaching of other classes. In the remainder of the time the Intern will become involved in as many other aspects of school life as possible (eg. all duties associated with being a teacher in a school, some committee work, program and resource planning and development).

BEd PRIMARY PROFESSIONAL EXPERIENCES 4

Internship Dates	Monday 15 October – Friday 23 November 30 days
Teaching Load	50-60% of a full teaching load
Observation of Classes	As many as possible during the term
Attendance	See page 11
Mentor's Responsibilities	Report: Yes. Copy page 16 Verbal feedback and general mentor guidance where required
Tertiary Supervision	At least 1 liaison visit
Lesson Planning	See page 10
Contact Details	See page 5
Report/Claim form to University	See page 5

BEd PRIMARY COURSE

The Bachelor of Teaching (Primary) degree is a four-year undergraduate, pre-service teacher education program. Students undertake a rigorous study program that prepares them to teach the six primary KLAs to grades K-6. Students will have experienced a variety of professional experiences across the primary stages in a diverse range of schools throughout the Sydney region. This varied professional experience is integrated with a strong core component of professional experience units of study that provide a coherent strand throughout the course.

Year 1

- **Orientation Practicum:** Eight days of structured observation and small group literacy teaching in a K-2 class in semester one (EDUP 1002)

Year 2

- **Professional Experience 1:** 15 days of supervised Practice Teaching in semester two (EDUP 2027)

Year 3

- **Professional Experience 2:** 15 days of supervised Practice Teaching in semester two (EDUP 3007)

Year 4

- **Professional Experience 3:** 15 days of supervised Practice Teaching in semester two (EDUP 4079)
- **Professional Experience 4 (Internship):** 30 days of independent teaching on a 60% load (EDUP 4017)

Interns, by the beginning of the Internship, will therefore have completed 53 days of professional experience over the four years of their course. Although the Division of Professional Experience endeavours to ensure the quality of each students' professional experiences over the four years, the reality is that some students will be more ready to assume full responsibility for their class on internship than others. Mentors are urged to use their professional discretion when deciding on the appropriate time for the intern to commence independent teaching. This decision is made easier by the fact that most interns will return to the same class or school in which they completed their 15 day practicum in semester one of fourth year.

THE NATURE OF THE INTERNSHIP

The Internship is conceived as a bridge between the ending of pre-service professional preparation and the first year of teaching. It is an extended period in which Interns are expected to gain knowledge and experience of all facets of the role of the teacher in the school. It is an opportunity to further develop their skills in teaching and prepare themselves as thoroughly as possible for their first year of teaching.

To this end, the expectation is that each **Intern will teach only 50-60% of a full teaching load**. This includes, under the guidance of the **Mentor Teacher**, responsibility for all aspects of teaching and student matters for **one class**. In the remainder of the time the Intern will become involved in as many other aspects of school life as possible (e.g. all duties associated with being a teacher in a school, some committee work, program and resource planning and development). In addition students will complete a small Action Learning project that is part of their EDUP 4017 unit of study coursework.

It is important to recognise that the exact nature of the Internship for each Intern will be negotiated with the school at the time of the application to the school for Internship and subsequent interview by members of school staff.

ACTION LEARNING PROJECT

As part of the Internship each Intern must complete a small action learning project. Interns will be well prepared for this project as a result of the work they have completed on the NSW Institute of Teachers' (NSWIT) Graduate Teaching Standards in their first semester professional experience subject (EDUP 4079). As well, the interns will have completed seminars on action learning in the ten weeks of term three prior to commencing the internship. Interns will come prepared to research an aspect of their own classroom practice that they identified as needing improvement during their 15 day professional experience in term two. The action learning will be framed by the graduate teaching standards of the NSWIT.

The action learning project is focused on the intern's own practice so this means that the intern will only employ basic research methods and data collection techniques that a teacher might employ to evaluate their own teaching effectiveness. These methods do not, therefore, require school or university ethics approval.