



## Overview of Requirements of Pre-service Educator and Supervising Teacher for *PREX222*

TIME	PRE-SERVICE EDUCATOR	SUPERVISOR
<b>Prior to placement</b>	<ul style="list-style-type: none"><li>• Make contact with Supervisor to establish communication. (A visit is preferable).</li><li>• If possible clarify details regarding classes and initial expectations of placement.</li><li>• Make sure the placement does not coincide with an extreme change of centre routine such as an excursion or musical. The Pre-service Educator needs to undertake the Professional Experience during a <i>regular</i> week.</li></ul>	<ul style="list-style-type: none"><li>• Gain an understanding of the overall expectations for <i>PREX222</i> from the Handbook.</li><li>• Provide Pre-service Educator with appropriate information about activities.</li><li>• Ensure Pre-service Educator will be able to maximise the professional experience by providing them with a schedule that enables them to observe a variety of client activities.</li></ul>
<b>Day1</b>	<ul style="list-style-type: none"><li>• Complete all activities for Day 1 in the <i>Daily Reflective Journal</i> including the <i>Settling-in Questionnaire</i>.</li></ul>	<ul style="list-style-type: none"><li>• Complete <i>Settling-in Questionnaire</i> with Pre-service Educator.</li><li>• Establish clear expectations for the Pre-service Educator.</li><li>• Provide ongoing feedback and assistance with observation and reflection process.</li></ul>
<b>Day 2</b>	<ul style="list-style-type: none"><li>• Complete all activities in the <i>Daily Reflective Journal</i> for Day 2.</li></ul>	<ul style="list-style-type: none"><li>• Evaluate and sign Pre-service Educator's activities in the <i>Daily Reflective Journal</i> for Day 1.</li><li>• Provide ongoing feedback and assistance with observation and reflection process.</li></ul>
<b>Day 3</b>	<ul style="list-style-type: none"><li>• Complete all activities in the <i>Daily Reflective Journal</i> for Day 3.</li></ul>	<ul style="list-style-type: none"><li>• Evaluate and sign Pre-service Educator's activities in the <i>Daily Reflective Journal</i> for Day 2.</li><li>• Provide ongoing feedback and assistance with observation and reflection process.</li><li>• Mid Point Review: Complete <i>Pre-service Educator Concern Sheet</i> and fax to Professional Experience Office (only if necessary).</li></ul>
<b>Day 4</b>	<ul style="list-style-type: none"><li>• Complete all activities in the <i>Daily Reflective Journal</i> for Day 4 including lesson plan based on Supervisor's lesson.</li></ul>	<ul style="list-style-type: none"><li>• Evaluate and sign Pre-service Educator's activities in the <i>Daily Reflective Journal</i> for Day 3.</li><li>• Provide ongoing feedback and assistance with observation and reflection process.</li></ul>
<b>Day 5</b>	<ul style="list-style-type: none"><li>• Complete all activities in the <i>Daily Reflective Journal</i> for Day 5.</li></ul>	<ul style="list-style-type: none"><li>• Evaluate and sign Pre-service Educator's activities in the <i>Daily Reflective Journal</i> for Day 4.</li><li>• Provide ongoing feedback and assistance with observation and reflection process.</li><li>• Complete <i>Final Report</i> for Pre-service Educator.</li></ul>

# PREX222 Activities Checklist

Use the following activities checklist as you complete the five days of this program as part of your professional development. This will be a useful addition to your e-portfolio

NOTE Pre-service Educators and their supervisors can organise the order of these activities. The majority will benefit from being revisited each day of the program. However, it is expected that the Pre-service Educator will work towards small teaching activities for which they take responsibility in the latter stages of the program.

## 1. THE SCHOOL AND CLASSROOM / AGENCY AS A PLACE OF LEARNING

### (i) Dayroom / Activity centre/Other as a learning environment

- Dayroom /Activity centre arrangement
- grouping of young adults
- aides and resources
- diversity of adults

### (ii) Organisation of the day

- structure of day / timetable
- transitions between learning activities

### (iii) Communication with adults

- adult's views on themselves
- views on centre
- views on teaching & learning with a person with a disability in their preferred mode

### (iv) Communication with facilitators

- issues in instruction
- effective teaching
- responses to working with people from diverse cultures

## 2. WHAT HAPPENS IN A AGENCY?

### (i) Social interactions between clients and facilitators/staff

- interaction between adults
- difficulties in relating socially
- your strategies

### (ii) Dayroom /Activity Centre Behaviour - Critical Incident

- behaviour
- facilitator's response
- adult's response
- your predicted response

### (iii) Observing a Supervisor with a particular activity

- curriculum area if applicable
- introducing the activity (e.g. Transition To Work activity)
- resources used
- assessing practices and exemplars
- strategies
- outcomes / aims
- your evaluation of the activity program

## TICK WHEN COMPLETED