Faculty of Humanities

Professional Experience Handbook

Bachelor of Education
Early Childhood and Primary

Transition to the Teaching Profession
(Internship)

Guidelines for

Principal/Co-ordinators
Mentor Teachers
School-based Supervisors
Interns
## CONTENTS

### General Information
- Professional Experience Staff Contact Details 3
- Welcome to Professional Experience at Curtin University 4
- General Requirements, Pre-requisites and Documentation needed to organise your Professional Experience 5
- Process for Organising Professional Experience 9
- Overview of Practical Experience Placements in the Early Childhood Program 11
- Overview of the Practical Experience Placements in the Primary Program 12
- Outline of the Internship 13

### Roles and Responsibilities
- Role of the Principal/School Professional Experience Coordinator 14
- Role of the Mentor Teacher 14
- Role of the School-based Supervisor 15
- Role of the Intern 15
- Role of the Professional Placement Officers 16
- Roles of the Unit Co-ordinator 16

### Internship Guidelines
- Internship 17
- Lesson Preparation 17
- Pre-Internship Visits 17
- Teaching Loads for Internship 17
  - Week 1 17
  - Week 2 18
  - Week 3 and 4 18
  - Week 5 Onwards 18

### Assessment Forms for Mentor Teachers
- Assessment Forms for Mentor Teachers 19
- Internship Progress Report 20
- Internship Final Assessment Report 26
- Internship Final Grade Slip 28
- Absentee Form 29

### Assessment Forms for School-based Supervisors
- Assessment Forms for School-based Supervisors 30
- Feedback Comments & Suggestions Form 31
- Internship Final Assessment Report 32
- Internship Final Grade Slip 34
### Students ‘At Risk’
- Students At Risk 35
- At Risk Record Form 36

### Resources
- Lesson Planning Key Points 38
- Which Strategies to Use in Your Lessons? 39
- Detailed Lesson Plan Template 40
- Daily Work Pad Format Suggestion 41
- Daily Work Pad Example 42
- Daily Work Pad Reflection Suggestion 43
- Guidelines for Programs 44
- Example of Planning Framework 45
PROFESSIONAL EXPERIENCE STAFF CONTACT DETAILS

Professional Experience Administration
Ph:   (08) 9266 7590
Fax:  (08) 9266 2547
Email:  hum-ed-ouaprac@curtin.edu.au
WELCOME TO PROFESSIONAL EXPERIENCE AT CURTIN UNIVERSITY

We would like to thank you for agreeing to participate in the Professional Experience component of our pre-service education programs. We value your time, commitment and energy and appreciate your efforts to help our students embark on their professional preparation. We anticipate that our pre-service teacher’s will find working with children in schools enjoyable and rewarding. Professional Experience placements provide opportunities for in-depth exploration of a chosen career, and the chance to trial, apply, reflect on and refine ideas that have been developing throughout each semester of the degree program.

The Professional Experience program is an integral part of the Teacher Education course at Curtin University. The program is based on three major premises: gradual, varied and integrated experiences. Success in Professional Experience is essential for pre-service professional development and for continuation in the course. Interns must satisfactorily complete each stage of the Professional Experience program. Some key points to note:

- It is expected that all Interns will prepare lesson plans and keep a log of detailed observations and reflections. A template is provided to guide these processes; alternatively the format may be negotiated with the Mentor Teacher.

- Absenteeism: Where absence is unavoidable Interns are required to notify both the School and the Curtin University Professional Experience Office no later than 8.00am on the day concerned. Interns are often expected to make up days lost through absenteeism. An Absentee form is provided later in this handbook.

- Please forward all completed forms to the relevant fax or email address listed earlier in this handbook.

- Interns must maintain a Teaching File as a comprehensive record of the activities and lessons undertaken during professional experience. It is also strongly suggested that a Resource File be developed to organise the ideas and resources used during placements.

- In order to pass the Internship, Interns must receive a pass from both the Mentor Teacher and the Curtin School-based Supervisor.

The information presented in this handbook should answer any questions. Alternatively, please consult the contact list to speak to someone in person.

Course Structure

The Bachelor of Education (ECE & Primary) is a 29 unit undergraduate degree that, if studied full-time, would be completed in four years of study. The course is comprised of core units that cover the essential topics required for Primary teaching. After the first year, pre-service teachers have the opportunity to select specialist pathways and study a number of electives. All units are studied online; however, there is also a practical component, with pre-service teachers required to spend at least 85-95 days placement in schools throughout the duration of their studies. The program culminates in a final internship of one school term where pre-service teachers assume responsibility for a class of children, under supervision from a class teacher. The Internship is worth 4 units towards the final degree.

Please refer the Open Universities Australia website for more specific detail regarding the structure of the course. The focus of this document is the Professional Experience component of the course.

The Professional Experience Team
GENERAL REQUIREMENTS, PRE-REQUISITES AND DOCUMENTATION NEEDED TO ORGANISE YOUR PROFESSIONAL EXPERIENCE

As identified earlier, Professional Experience is an integral part of Curtin University education degrees. Each professional experience must be undertaken in a different school, in order to be exposed to as wide a variety of learning environments as possible. Pre-service educators may teach in Government, Catholic or Independent schools. Pre-service educators (students) are not permitted to teach in schools where family members are on staff or attending as students. Overseas students studying with Open Universities Australia may complete their school experience in an International School where English is the language of instruction.

Before pre-service educators can undertake a Professional Experience placement in an accredited early learning centre or school, there are three processes that must be completed as follows:

1. Pre-service educators must have appropriate documentation, relevant to individual states:

<table>
<thead>
<tr>
<th>WA</th>
<th>Western Australian Department of Education Screening Police History Check</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Criminal Record Check is now to be completed on ONLINE</strong> by clicking on <strong>Apply Now</strong> <a href="http://det.wa.edu.au/screening/detcms/navigation/screening-for-criminal-history/national-police-history-check--application-package/">http://det.wa.edu.au/screening/detcms/navigation/screening-for-criminal-history/national-police-history-check--application-package/</a></td>
</tr>
</tbody>
</table>

   When the document is returned to you, you need to email a copy to Curtin Admin, **hum-ed-ouaprac@curtin.edu.au**

   **Working with Children Check (WWC)**
   
   a. Inform Curtin Admin by email, **hum-ed-ouaprac@curtin.edu.au**, that you require a WWC application form or collect the form from Curtin University, School of Education.
   
   b. Once you receive the form, fill in the remaining sections (in black pen) and take it to a post office to process.
   
   c. The commission will notify Curtin of your clearance.

   **Valid for 3 years**
| NSW | Working With Children Check  
Complete the form found in the following link and email a copy of your Application Number or WWC number to, hum-ed-ouaprac@curtin.edu.au, for verification.  
https://wwccheck.ccyp.nsw.gov.au/Applicants/Application#  

*Valid for 3 years*

Anaphylaxis Training - The Director-General, DEC (NSW), has mandated the completion of anaphylaxis e-training all Teacher education students must complete the anaphylaxis e-training module provided by the Australian Society of Clinical Immunology and Allergy (ASCIA) prior to commencing any student placement in schools.  

The e-training is a free, online module available at [http://etraining.allergy.org.au/](http://etraining.allergy.org.au/)  

Forward a copy of your Certificate to Curtin admin hum-ed-ouaprac@curtin.edu.au  

*Valid for 2 years*

| SA | SA Child-related employment screening form  
a) Email Curtin Admin, hum-ed-ouaprac@curtin.edu.au, to inform them that you need a SA screening application form.  

b) Complete the form and take it to a Justice of the Peace or Police Officer for verification of your 100 point check. Then submit your application to a SA Post Office. Curtin University will be notified by the Department for Communities and Social Inclusion of your clearance.  

Working with Children/Police Check is valid for 3 years.

South Australian Responding to Abuse and Neglect (RAN) Mandatory Training  
Compulsory before attending a school placement:  
1. Attended a face to face or online lecture that has presented the information and resources described in the presentation Promoting Safety and Wellbeing: Induction for tertiary students working with children and young people in education and care sites (DEC 2013)  

2. Participated in follow up discussions and completed the prescribed quiz with 100% accuracy  

3. Curtin Admin will post a Certificate of Completion to the student  

Further information is available of Blackboard Community Site, under Professional Experience Information  

*Valid for 3 years* |
<table>
<thead>
<tr>
<th>Territory</th>
<th>Category</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| NT        | Working with Children | a) Email Curtin Admin, hum-ed-ouaprac@curtin.edu.au, to inform them that you need an Ochre Card application form.  

b) Curtin will send you the form with the necessary information filled out. Complete the remaining sections and send it off to address on the last page of the form.  
The Commission will then send Curtin University a letter confirming the clearance.  

Valid for 2 years |
| QLD       | Blue Card | Students need to complete the Application Form and Identification Verification form. Once completed, the forms and the sighted and signed identification documents by a prescribed person, need to be emailed to hum-ed-ouaprac@curtin.edu.au  
Curtin staff will then sight all documentation, sign the application and fax them to Blue Card Services, which will take a minimum of 30 days to receive your clearance.  

Please do not send incomplete applications to Curtin as this will delay you receiving your WWC in time for your placement.  

Please note:  
A disqualified person must not...  
• sign a blue card application, or  
• make an application to run a regulated child-related business, or  
• work in child-related employment or carry on a child-related business that is regulated by the Act.  
The above offences may attract a penalty that could include imprisonment of up to five years and a fine of up to $55,000.  

Click on link for further information  

Valid for 3 years |
| ACT       | Working with Vulnerable People | a) Click on the link below. Scroll down and click on “Working with Vulnerable People” application form  

b) Complete the application form, follow the directions to submit it, and once it is returned to you, send a copy to Curtin Admin, hum-ed-ouaprac@curtin.edu.au.  

Valid for 3 years |
<table>
<thead>
<tr>
<th>VIC</th>
<th>Working With Children Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>c)</td>
<td>Complete the form and take to a Post Office. Once it is returned to you, send a copy to Curtin Admin, <a href="mailto:hum-ed-ouaprac@curtin.edu.au">hum-ed-ouaprac@curtin.edu.au</a>. (Note: you will need a passport photo)</td>
</tr>
<tr>
<td></td>
<td><strong>Valid for 5 years</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TAS</th>
<th>Working With Children Check</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This can take 6 weeks to obtain.</td>
</tr>
<tr>
<td></td>
<td><strong>Valid for 3 years</strong></td>
</tr>
</tbody>
</table>

*Please note:* If you are overseas, you will need to satisfy the local requirements for working with children in the country you are living.

2. Students must have signed a [Code of Conduct.pdf](http://example.com) agreement and return a copy to Curtin Professional Experience Office, hum-ed-ouaprac@curtin.edu.au.
PROCESS FOR ORGANISING PROFESSIONAL EXPERIENCE

Organise Checks:

Working with Children Check contact – hum-ed-ouaprac@curtin.edu.au
NSW – Complete form found at following link [https://wwccheck.ccyp.nsw.gov.au/Applicants/Application#](https://wwccheck.ccyp.nsw.gov.au/Applicants/Application#) and email a copy of your Application Number or WWC number to hum-ed-ouaprac@curtin.edu.au
SA – Email Curtin hum-ed-ouaprac@curtin.edu.au to inform them that you need a SA screening application form.
QLD – Email Curtin hum-ed-ouaprac@curtin.edu.au to inform them that you need a Blue Card application form.
ACT – Click the following link [http://www.ors.act.gov.au/community/working_with_vulnerable_people_wwvp/forms_and_fees](http://www.ors.act.gov.au/community/working_with_vulnerable_people_wwvp/forms_and_fees) Scroll down and click on “Working with Vulnerable People application form – once you receive, please send copy to Curtin hum-ed-ouaprac@curtin.edu.au
VIC – Click on the following link and then click on “Application Forms Request”. [https://online.justice.vic.gov.au/wwccu/onlineapplication.do](https://online.justice.vic.gov.au/wwccu/onlineapplication.do) email a copy to hum-ed-ouaprac@curtin.edu.au
NT – Email Curtin hum-ed-ouaprac@curtin.edu.au to ask for an Ochre Card application form, Curtin will complete the necessary information and you will need to complete the remaining section and send off. The Commission will send Curtin University a confirmation of clearance. [http://www.workingwithchildren.nt.gov.au/](http://www.workingwithchildren.nt.gov.au/)
TAS – Click on the following link for Working with Children, [http://www.justice.tas.gov.au/working_with_children/application_for_working_with_children_check](http://www.justice.tas.gov.au/working_with_children/application_for_working_with_children_check) Click on following link, [https://www.education.tas.gov.au/documentcentre/Documents/Good-Character-Check-Application-Form.pdf](https://www.education.tas.gov.au/documentcentre/Documents/Good-Character-Check-Application-Form.pdf) once it has opened click on the link in the left hand corner of the first page to access the Good Character Check Application form. Complete form, once it has been returned to you please send a copy to Curtin hum-ed-ouaprac@curtin.edu.au

Approach School

1. Establish availability of appropriate Schools in your area
2. Make unofficial contact with School to ascertain if it will be possible to complete your Professional Experience.
3. Identify a possible Mentor Teacher
4. Identify a potential Supervisor
5. Make a formal written application to the School to formalise the unofficial agreement
6. Provide Mentor Teacher and Supervisor with copy of these guidelines
7. Obtain signed consent from Mentor Teacher and Supervisor/Assessor and finalise dates of your Professional Experience

Yes
Return signed Mentor Teacher and Supervisor consent form to Curtin University
Curtin Contacts School and provides all required documentation
Attend Professional Experience. On completing return form to Curtin University.

No*
Approach other Schools
Please contact as many Schools as possible in person. If you are experiencing difficulties please contact your Curtin Course coordinator
Curtin pre-service teachers enrolled in the Bachelor of Education (ECE & Primary) course are responsible for organising their Professional Experience. It is expected that the circumstances of pre-service teachers will vary considerably in terms of the availability of schools and classes for Professional Experience and this will depend on whether pre-service Teachers are studying in a capital city, a rural centre, a small rural community, or even overseas. Nonetheless, the following procedure should be followed when organising one’s Professional Experience.

1. Arrange for the appropriate documents (Working with Children Clearance etc.) to be completed well in advance of the commencement of the Professional Experience.

2. Establish the availability of appropriate schools in the vicinity of your place of study.
   - Make initial informal contact with a school/s to ascertain that it will be possible to complete the Professional Experience at that school/s and at the desired year/grade level/s.
   - Please note: that for Primary Degree students, the internship needs to be completed in a different year level to previous school experiences, e.g. if you have completed Year 1 and Year 3 you will need to complete an upper year level. This requirement is in line with AISTL National Program Standard (5.4) where pre-service teachers must “work with learners in a variety of school year levels”. Early Childhood Education students need to complete their internship with 3 or 5 year olds (Pre-primary, Reception, Transition, Foundation or Kindergarten) in a school setting.
   - Identify a potential Mentor Teacher in whose class the Professional Experience will be completed.
   - Identify a potential School-based Supervisor who is prepared to act in this capacity.

3. Make a written application to the selected school on the basis of the previous contact to formalise the selection of the Mentor Teacher and the School-based Supervisor.

4. Provide potential School-based Supervisor and Mentor Teacher with a copy of these guidelines.

5. Obtain signed consent from both parties (Mentor Teacher Details Form and School-based Details Form). Finalise the dates for the Professional Experience.

6. Once the arrangements for the Professional Experience have been formalised, pre-service teachers should make regular planning visits to the school and class to familiarise themselves with the school and its policies, the Mentor Teacher and his/her philosophy and practice, and most significantly, with the children to be taught.
**OVERVIEW OF THE PRACTICAL EXPERIENCE PLACEMENTS IN THE BACHELOR OF EDUCATION (EARLY CHILDHOOD) PROGRAM**

The table below provides you with a summary of the timing, length of placement and the location within the program for each of the practical experience placements. You will see that the practical experience placement is situated within a unit of work, which has an overall theme or focus area. This information is to provide guidance on the expected range of skills, content knowledge and anticipated abilities of students.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit:</strong> Professional Studies in Teaching and Assessment in Junior Primary</td>
<td><strong>Unit:</strong> Professional Studies in Supportive Learning Environments with Three to Five Year Olds</td>
<td><strong>Unit:</strong> Professional Studies with Early Learning Quality Frameworks in the First Five Years of Life</td>
<td><strong>Mid-Year Intake</strong></td>
</tr>
<tr>
<td><strong>Focus areas:</strong> Pedagogy, planning, assessment practices, reflective practice</td>
<td><strong>Focus areas:</strong> Pedagogy, classroom management, inclusive practices, differentiation, reflective practice</td>
<td><strong>Focus areas:</strong> Pedagogy, assessment practices, reflective practice</td>
<td><strong>Unit:</strong> Education Internship</td>
</tr>
<tr>
<td><strong>Length of placement:</strong> 3 weeks</td>
<td><strong>Length of placement:</strong> 3 weeks</td>
<td><strong>Length of placement:</strong> 5 weeks</td>
<td><strong>Focus areas:</strong> Pedagogy, transition into beginning teacher, reflective practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Length of placement:</strong> 1 School Term</td>
</tr>
</tbody>
</table>
OVERVIEW OF PRACTICAL EXPERIENCE PLACEMENTS IN THE BACHELOR OF EDUCATION (PRIMARY) PROGRAM

The table below provides you with a summary of the timing, length of placement and the location within the program for each of the practical experience placements. You will see that the practical experience placement is situated within a unit of work, which has an overall theme or focus area. This information is to provide guidance on the expected range of skills, content knowledge and anticipated abilities of students.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Unit:</strong> Professional Studies and Planning for Teaching</td>
<td></td>
<td><strong>Unit:</strong> Mid-Year Intake</td>
</tr>
<tr>
<td></td>
<td><strong>Focus areas:</strong> Pedagogy, planning, reflective practice</td>
<td></td>
<td><strong>Unit:</strong> Education Internship</td>
</tr>
<tr>
<td></td>
<td><strong>Length of placement:</strong> 2 weeks</td>
<td></td>
<td><strong>Focus areas:</strong> Pedagogy, transition into beginning teacher, reflective practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Length of placement:</strong> 1 term</td>
</tr>
<tr>
<td></td>
<td><strong>Unit:</strong> Professional Studies in Managing Learning Environments</td>
<td><strong>Unit:</strong> Professional Studies and Evaluating Learning</td>
<td><strong>Unit:</strong> Education Internship</td>
</tr>
<tr>
<td></td>
<td><strong>Focus areas:</strong> Pedagogy, classroom management, reflective practice</td>
<td><strong>Focus areas:</strong> Pedagogy, assessment practices, reflective practice</td>
<td><strong>Focus areas:</strong> Pedagogy, transition into beginning teacher, reflective practice</td>
</tr>
<tr>
<td></td>
<td><strong>Length of placement:</strong> 3 weeks</td>
<td><strong>Length of placement:</strong> 4 weeks</td>
<td><strong>Length of placement:</strong> 1 School Term</td>
</tr>
</tbody>
</table>
OUTLINE OF THE INTERNSHIP

The Bachelor of Education (Early Childhood and Primary) Courses each have three-four Professional Experience placements which are essential components of the course and are planned to integrate the Interns’ studies with practical learning experiences. The placements also provide opportunities for our Interns to gather evidence to support each of the Australian Professional Standards.

Our fourth-year Interns are encouraged to work alongside experienced classroom teachers leading up to their term placement in the final year of their course. They then become part of the school workplace community whilst building their skills for their final one school term teaching placement.

The fourth-year Professional Experience commitment allows increasing responsibility for the children’s learning to be assigned to the Interns as the focus is on transition to the profession. This extended period of one school term, is designed to provide teaching experiences culminating with major responsibility for a class of children. Some choice of context is available.
<table>
<thead>
<tr>
<th>Person</th>
<th>Role</th>
<th>Major Responsibilities</th>
<th>Liaison</th>
<th>Notes</th>
</tr>
</thead>
</table>
| School Principal or nominated school-based staff member | The Principal /Co-ordinator share the following responsibilities: | • Appoint all Mentor Teachers  
• Ensure Mentor Teachers have access to all relevant documentation – in particular the Curtin Professional Experience Handbook.  
• Welcome and induct Interns into the school community  
• Conduct additional meetings as appropriate with Mentors and Interns  
• Provide in-service opportunities regarding intern-mentoring to school staff  
• Arrange for interns to observe a range of teachers besides their Mentor Teacher  
• Monitor the effectiveness of the Mentor and Intern relationship and assist in the resolution of any misunderstanding or conflict  
• Finalise/approve final assessment to be submitted to the university | Mentor Teacher/s | Interns do not have the legal responsibility to be solely in charge of the class: they are not to be used as relief teachers. |
| Mentor Teacher | Mentor | • Induct the Intern into the class and articulate classroom practices and routines.  
• Facilitate the placement as per the guidelines in the relevant Curtin Professional Experience Handbook.  
• Review and provide feedback on lesson plans.  
• Provide written post-lesson feedback that is constructive.  
• Discuss the Intern’s progress with the School-based Supervisor during their visit.  
• Alert the School-based Supervisor if the Intern is At Risk of failing.  
• Work with the School-based Supervisor and the Intern to complete the At-Risk Form.  
• Complete the assessment forms; sign and have the Intern read and sign, and give a copy to the Intern to take with them. | Professional Experience Unit Coordinator  
School-based Supervisor | Interns do not have the legal responsibility to be solely in charge of the class. They must be supervised at all times. |
<table>
<thead>
<tr>
<th>Person</th>
<th>Role</th>
<th>Major Responsibilities</th>
<th>Liaison</th>
<th>Notes</th>
</tr>
</thead>
</table>
| School-based Supervisor | Confirmation of satisfactory progress OR at-risk | - Formally visit the Intern at least three times and observe them teaching.  
- Provide written and verbal feedback on the lesson to the Intern.  
- **Provide a copy of the written feedback to the Intern.**  
- Discuss the Intern’s progress with the Mentor Teacher.  
- Examine the Intern’s Professional Experience folder and provide feedback.  
- Complete the **Assessment Form: provide a copy (on the day if possible) to the Intern and fax or email a copy to the Professional Placement Office at Curtin.**  
- Contact the Professional Placement Office at Curtin if an Intern is deemed At Risk.  
- Work with the Mentor Teacher and the Intern to complete the At Risk Form. | Mentor Teacher  
- Intern  
- Professional Experience Unit Coordinator | - Please ensure that the Intern has indicated their preferred lessons for observation.  
- Interns At Risk may require an additional visit.  
- You may contact the Unit Coordinator if there are significant issues in regards to an Intern’s placement/experience. |
| Intern                 | Temporary member of staff           | - Contact the school **prior** to your placement.  
- Undertake the recommended number of pre-visits.  
- **Meet with your School-based Supervisor as soon as possible, and ensure you give them a copy of your teaching timetable.** Then maintain contact with your School-based Supervisor.  
- **Thoroughly read through the relevant Professional Experience Handbook:** in particular, your observation & teaching requirements AND the assessment forms against which you will be graded.  
- Make time to plan with your Mentor Teacher.  
- Provide your Mentor Teacher with a **hard copy of your lessons plans** at least 24 hour PRIOR to teaching the lesson.  
- Attend and participate in as many extra-curricular activities as possible AND staff meetings and professional development opportunities.  
- Seek and **LISTEN** to feedback and advice.  
- **Ensure that you have a copy of the School-based Supervisor’s written feedback AND their final report.**  
- **Ensure that you SIGN and receive a copy of your final report from your Mentor Teacher.** You must take this with you on your placement | Professional Experience Unit Coordinator  
- Mentor Teacher  
- School-based Supervisor | - Interns do not have the legal responsibility to be solely in charge of the class: they are not to be used as relief teachers.  
- Do NOT use social networking sites (e.g. Facebook) to discuss matters pertaining to the school, teachers or students. Do NOT use children’s photos in any online forums. |
<table>
<thead>
<tr>
<th>Person</th>
<th>Role</th>
<th>Major Responsibilities</th>
<th>Liaison</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Placement Officers</td>
<td>Placement &amp; monitoring</td>
<td>• Collect all necessary student documentation, including the Mentor and School-based Supervisor information forms.</td>
<td>• Professional Experience Officers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Email Mentor Teacher and School-based Supervisor with placement documentation.</td>
<td>• Interns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Monitor the return of School-based Supervisor and Mentor Teacher paperwork.</td>
<td>• Unit Coordinators</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inform the Unit Coordinator of any students reaching At Risk status.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Coordinator</td>
<td>Unit management</td>
<td>• Ensure that all Interns are well-aware of the expectations Curtin University has of them during their placement.</td>
<td>• Professional Placement Officers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ensure that all Interns have access to the relevant Professional Experience Handbook, and understand the requirements of their particular placement.</td>
<td>• School-based Supervisors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work with the School-based Supervisor and Mentor Teacher to monitor At Risk students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Enter all results into Blackboard.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTERNERSHIP GUIDELINES

INTERNERSHIP

During the Internship, Interns will be required to compile programs in all learning areas usually taught by the classroom teacher and to keep an up to date Daily Work Pad.

LESSON PREPARATION

All Interns are expected to maintain well organised and detailed records of planning and evaluation and a Daily Work Pad in their indexed and well organised Teaching File. Please ensure that they are up-to-date and readily accessible.

PRE-INTERNERSHIP VISITS

Interns are expected to visit their placement school and classroom as much as possible before they commence their one school term placement. Pre-internship contact time is to be arranged between the Intern and the Mentor Teacher. Interns are required to make five full-day visits prior to the full school term block during the first six weeks of the study period in which they are enrolled. The Intern is able to observe and begin to learn about and discuss:

- classroom organisation and procedures, including management plans
- students’ names and learning needs
- teaching strategies
- assessment procedures
- practical aspects such as parking, morning tea provision, location of resources, school opening and closing times, times of staff meetings and so on.

Interns should specifically discuss requirements for lessons for the first two weeks of the Internship.

TEACHING LOADS FOR THE INTERNSHIP

There are Curtin University expectations of the amount of teaching done during the Internship. Interns will increase their teaching load each week of the internship. In addition to teaching lessons it is the intention that the Intern participates in all aspects of the Mentor Teacher’s normal routine.

WEEK 1

Write lesson plans in Week 1 to consolidate planning skills. All lesson preparation notes are to be written in a Lesson Plan, not a Daily Work Pad format. Evaluate daily.

During this period it is anticipated that the Intern will:

- Become familiar with all aspects of the classroom routines
- Plan, teach and evaluate lessons for a minimum of 40% of a full teaching load.
- Plan with the Mentor Teacher and have an approved teaching program for all learning areas taught for week 2
- Assist the Mentor Teacher when not engaged in other duties
WEEK 2

In collaboration with the Mentor Teacher prepare the Daily Work Pad for each day during Week 2. The Intern will teach a minimum of 60% of the teaching load.

As the Internship progresses it is anticipated that Daily Work Pad preparation should be adjusted to realistically reflect the Intern’s ability and the increased demands made on his/her time by the teaching load.

Lessons may be prepared in a modified form using headings similar to the following:

- **Objectives** - Specific learning outcomes [these must match assessment exactly]
- **Key Organisational and Teaching Points** - steps in lesson/s, which should highlight any particular aspects of organisation planned and any key facts which the students should be expected to learn during the lesson
- **Time Schedule** – Indicate times for each section of the lesson
- **Assessment** – How will the outcomes be assessed?
- **Evaluation** - Did you reach your objectives? Interns should be aware of the importance of immediate evaluation of lessons and make notes, tabulated results, examples, etc. of how well the objectives were achieved, including aspects which need to be re-taught. Follow-up planning should also be recorded on programs
- **Transition** - No one format is specified, but the Daily Work Pad should be neatly set out and easily understood by the School-based Supervisor and Mentor Teacher. Suggested formats appear later in this handbook.

Interns will prepare a program for weeks 3 and 4 with their Mentor Teacher.

WEEKS 3 and 4

The Intern refines and implements the program using the DWP format, for Learning Areas to be taught in a two-week block.

This will outline the relevant overarching learning area and domain focus for the period, the focus (or foci) for the period, the skills, dispositions and content for the period. Progress maps may be used as a means of monitoring. Resources will be noted. The Intern will reflect on the two-week program before programming for the next block of lessons (week 5 onwards).

The Intern will teach at least 60% of the teaching load.

The children’s records must be regularly updated to monitor progress.

During this time, Interns will also prepare a six-week program overview for weeks 5 onwards.

WEEK 5 ONWARDS

The Intern will assume 100% teaching at this time and take full responsibility for the class program and lessons. It is still expected that the Mentor Teacher will provide assistance and feedback and, as already stated, the Mentor Teacher retains duty of care.

TO CONCLUDE THE INTERNSHIP

It is a requirement that all external students take part in an Exit Interview conducted with Curtin University staff via video conference. This will occur sometime within the last two weeks of the Internship and will also include the Mentor Teacher and School-based Supervisor if possible. Further details regards this will be announced in Blackboard closer to the time.
ASSESSMENT FORMS FOR MENTOR TEACHERS

Two separate forms are combined to comprehensively evaluate the Intern:

**Part 1: Internship Progress Report.** The Mentor Teacher is asked to discuss this report with the Intern in their class and indicate **Continues** or **At Risk**, with substantiating comments if appropriate. Please provide this feedback to the Intern by **Week 5**, before emailing/faxing it to the Curtin Professional Experience office. If possible, the form should be discussed with the School-based Supervisor. The Intern should be provided with his/her own copy of this report.

**Part 2: Internship Final Report and Mark.** The Mentor Teacher and the School-based Supervisor each complete a copy of the report, and award a mark out of 10. **Note: It is acceptable to award a 10/10 to an Intern exhibiting outstanding teaching skills as a final year student.**

The Intern is required to sight and sign both reports. Please provide the Intern with copies of both reports upon completion of the Internship.

The School-based Supervisor and Mentor Teacher will email or fax the reports to the Professional Experience Office, as soon as possible in the final week of the Internship, to avoid any delay with Graduation of the pre-service teacher. The final grade is an average of the marks awarded by the Mentor Teacher and the School-based Supervisor, and is only confirmed at a special Board of Examiners’ meeting at the University.

Please email or fax the completed Forms to:

**Email:** hum-ed-ouaprac@curtin.edu.au  
**Fax:** (08) 9266 2547
This progress report integrates the Curtin University Internship Unit Outcomes and the Australian Professional Standards for Teachers.

<table>
<thead>
<tr>
<th>Unit Outcome 1: Successful students in this unit establish and maintain effective relationships and environments for learning.</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPST - STANDARD 1: Know students and how they learn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses teaching strategies that are effective for students who learn at different rates and in different ways</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes rapport with students. Diverse cultures and backgrounds are respected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages and maintains students’ interest and enthusiasm in planned learning experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall strengths**

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

**Areas for improvement**

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
**Unit Outcome 2.** Successful students in this unit implement and modify appropriate teaching and learning programs.

NPST - STANDARD 2: Know the content and how to teach it
NPST - STANDARD 3: Plan for and implement effective teaching and learning

<table>
<thead>
<tr>
<th>Links planning to curriculum / syllabus documents / outcomes</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Demonstrates appropriate knowledge of central concepts of content / subject area</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Plans and implements specific objectives appropriate to students’ development</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Uses resources effectively, including ICT, to support achievement of lesson objectives</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Provides written evidence of thorough preparation for teaching</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Plans and implements lesson sequence with clear beginning, middle and ending</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Makes aims of learning experiences explicit to students, linking new concepts to prior knowledge</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Uses a range of instructional strategies to meet objectives and engage students</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Gives clear and explicit directions and explanations and checks regularly for understanding</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Provides feedback effectively to students, individually and collectively</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Uses a voice appropriately in and out of the classroom</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Uses a variety of questioning techniques promoting student involvement and thinking</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Makes appropriate adjustments for students with varying needs</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Plans effective transitions</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Maximises opportunities for families to be engaged in learning activities</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Uses effective strategies to teach literacy and numeracy</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

**Overall strengths**

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

**Areas for improvement**

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
### Unit Outcome 3

Successful students in this unit assess and evaluate students’ learning and maintain purposeful records of student progress

NPST - STANDARD 5: Assess, provide feedback and report on student learning

<table>
<thead>
<tr>
<th></th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepar[es explicit lesson objectives and assessments linked to them]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a variety of well-planned assessment strategies to assess student learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies gaps in student knowledge when reviewing student work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses the students’ work to provide relevant feedback that is constructive and purposeful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assesses and records student learning outcomes to provide the basis for ongoing planning and reporting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses suitable techniques to maintain accurate, reliable student records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works appropriately with school colleagues to moderate student work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively uses appropriate strategies and tools to report to parents/carers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates student learning and progress, including reflection on teaching approaches and ways to improve future outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Overall strengths

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

### Areas for improvement

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
**Unit Outcome 4.** Successful students in this unit implement effective classroom management strategies.

**NPST - STANDARD 4: Create and maintain supportive and safe learning environments**

<table>
<thead>
<tr>
<th></th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates an environment to optimise learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses positive techniques to create and maintain a productive learning environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes and maintains class routines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes clear expectations for standards of behaviour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates awareness of individual behaviours and progress while maintaining overall supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers encouragement to all students to enhance learning experiences and build self-confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refocuses and redirects inappropriate behaviours in a respectful, consistent and fair manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anticipates and prepares for challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remains calm and confident while dealing with difficult situations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows school policies and practices to manage challenging behaviour</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall strengths**

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

**Areas for improvement**

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
### Unit Outcome 5

Successful students in this unit engage professionally and collaboratively with students, colleagues, parents and the wider community.

NPST - STANDARD 6: Engage in professional learning
NPST - STANDARD 7: Engage professionally with colleagues, parents/carers and the community

<table>
<thead>
<tr>
<th></th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates enthusiasm for teaching and takes responsibility for own professional learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflects daily on lessons and teaching challenges and seeks support for new approaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks and responds positively to advice and support from Mentor Teacher/School-based Supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches all aspects of the Internship in a professional manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains a high standard of documentation e.g. planning, resource files</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows initiative in engaging with new ideas and directions within the limits of responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adheres to relevant ethical, legislative, administrative and organisational policies and processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works effectively, sensitively and confidentially with parents/carers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides opportunities for families to be engaged in learning activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates confidently in the school community and works cooperatively with school staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Overall strengths

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

#### Areas for improvement

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
At this stage of the placement it is recommended that the:

☐ Intern continues the placement

☐ At Risk process is applied

Mentor Teacher: ________________________         _________________________       ____________
Print name                 Signature          Date

Intern:  _________________________________         _________________________       ____________
Print name                 Signature        Date

Please email or fax the completed document to:

Email: hum-ed-ouaprac@curtin.edu.au
Fax: (08) 9266 2547

Please provide a copy to the Intern and retain a copy for your own records
INTERNSHIP FINAL ASSESSMENT REPORT COMPLETED BY THE MENTOR
TEACHER

Intern: __________________________   ________________________
(Print Last Name)                     (Print Given Name/s)

Student ID: ______________

Please tick appropriate degree

☐ Bachelor of Education - Early Childhood  ☐ Bachelor of Education - Primary

School: ____________________________  Class: ____________________________

Please comment on the extent to which the Intern has achieved the outcomes below. You may wish to refer to the mid-internship progress report for examples of how these outcomes and standards may be demonstrated.

Curtin University Internship Unit Outcome 1. Successful students in this unit establish and maintain effective relationships and environments for learning.
STANDARD 1: Know Students and How They Learn

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Curtin University Internship Unit Outcome 2. Successful students in this unit implement and modify appropriate teaching and learning programs.
STANDARD 2: Know the Content and How to Teach It
STANDARD 3: Plan For and Implement Effective Teaching and Learning

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Curtin University Internship Outcome 3. Successful students in this unit assess and evaluate students’ learning and maintain purposeful records of student progress.
STANDARD 5: Assess, Provide Feedback and Report on Student Learning

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Curtin University Internship Outcome 4. Successful students in this unit implement effective classroom management strategies.
STANDARD 4: Create and Maintain Supportive and Safe Learning Environments

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Curtin University Internship Outcome 5. Successful students in this unit engage professionally and collaboratively with students, colleagues, parents and the wider community.
STANDARD 6: Engage in Professional Learning
STANDARD 7: Engage professionally with colleagues, parents/carers and the community

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Final Comments:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Mentor Teacher: ______________________       ______________________       ____________
Print name                    Signature          Date

Intern: _____________________________       ______________________       ____________
Print name                    Signature          Date

Please email or fax the completed document to:
Email: hum-ed-ouaprac@curtin.edu.au
Fax: (08) 9266 2547

Please provide the original to the Intern and retain a copy for your records
INTERNSHIP FINAL ASSESSMENT GRADE SLIP - MENTOR

Pre-service teacher: ____________________________________________________________ (Print Surname) (Print Given names)

PROGRAM □ Bachelor of Education – Early Childhood □ Bachelor of Education – Primary □

Please check one box only

<table>
<thead>
<tr>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>Highly Competent</td>
<td>Competent</td>
<td>Failing Grades</td>
<td>Unsuitable for Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** This is NOT the final mark. The final mark will be ratified and released at the School of Education Board of Examiners

Mentor Teacher: __________________________       _________________________       ____________
Print name                    Signature          Date

Please email or fax the completed document to:

Email: hum-ed-ouaprac@curtin.edu.au
Fax: (08) 9266 2547

**NB:** No copies are to be issued to the pre-service teacher
# ABSENTEE FORM

**Intern:** ____________________________ ____________________________  
(Print Last Name) (Print Given Name/s)

**School:** _____________________________________________________________________

**Dates of Placement:** From _____________________________ To _____________________________

**Dates of Absence:** ___________________________  
(Interns must make up absent days *immediately* following the official placement dates)

**Medical Certificate Provided**  
No ☐  Yes ☐  
(Doctor’s certificate/s to be sent with this form if absent 3 days or more)

**Date/s Attended for Make-up Days:** _____________________________________________

**Mentor Teacher:** _____________________________ ____________________________  
(Print name) (Signature) (Date)

---

Please email or fax the completed form with Doctor’s certificate (if applicable) to:

**Email:** hum-ed-ouaprac@curtin.edu.au  
Fax: (08) 9266 2547
ASSESSMENT FORMS FOR SCHOOL-BASED SUPERVISORS

Thank you for supporting our interns during their final Professional Experience practicum placement. Your role includes assisting with formative and summative assessments of the Interns as they progress through and complete their internship. This can be a rewarding yet challenging task. Your assessment is combined with the Mentor Teachers to form a picture of the development and achievements of each student. We appreciate the time you take to undertake this assessment and we would be pleased to discuss any queries or concerns you may have with the process.

All forms for the assessment are combined in this handbook.

1. **COMMENTS AND SUGGESTIONS FORM** is designed to record your observations about the intern’s achievement and development during your early visits. Please photocopy and use according to your preferences and needs. Please email or fax a copy of your comments and suggestions upon completion.

2. The second document is the **required INTERNSHIP FINAL ASSESSMENT REPORT AND MARK** that the graduating teacher will take to their prospective employer. Please email or fax a copy of this to Curtin and give one to the Intern. We appreciate that you may not have had the opportunity to observe all components equally during your three visits, but these items may also be used to guide your observations of teaching and documentation as well as your conversations with the Intern. The final assessment mark reflects what you consider is appropriate for the Internship.

Although you will have been communicating with the Mentor Teacher about the Intern’s progress, it is expected that your final assessment is somewhat independent so another viewpoint is used for the final assessment of the internship.

Please email or fax the completed Forms to:

Email: hum-ed-ouaprac@curtin.edu.au
Fax: (08) 9266 2547
# FEEDBACK COMMENTS & SUGGESTIONS FORM

COMPLETED BY THE SCHOOL-BASED SUPERVISOR

(to be used during lesson observations to assist in writing reports and giving feedback to the Intern)

<table>
<thead>
<tr>
<th>Intern:</th>
<th>Date:</th>
<th>Observation time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class:</th>
<th>Lesson/activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| School: | |
|---------| |
|         | |

Commendations – areas of strength

Recommendations – areas still needing development

Conclusions

Supervisor: ____________________________    ________________________   ____________
Print name                    Signature          Date

Intern:                        ____________________________    ________________________   _____________
Print name                    Signature          Date

Please email or fax the completed document to:

Email: hum-ed-ouaprac@curtin.edu.au
Fax: (08) 9266 2547

Please provide a copy to the Intern and retain a copy for your records
INTERNSHIP FINAL ASSESSMENT REPORT COMPLETED BY THE SCHOOL-BASED SUPERVISOR

Intern: ______________________________ Student ID: ______________
(Print Last Name) (Print Given Name/s)

Please tick appropriate degree

☐ Bachelor of Education - Early Childhood ☐ Bachelor of Education - Primary

School: ______________________________ Class: ______________

Please comment on the extent to which the Intern has achieved the outcomes below. You may wish to refer to the mid-internship progress report for examples of how these outcomes and standards may be demonstrated.

Curtin University Internship Unit Outcome 1. Successful students in this unit establish and maintain effective relationships and environments for learning.
NPST - STANDARD 1: Know Students and How They Learn
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Curtin University Internship Unit Outcome 2. Successful students in this unit implement and modify appropriate teaching and learning programs.
NPST - STANDARD 2: Know the Content and How to Teach It
NPST - STANDARD 3: Plan For and Implement Effective Teaching and Learning
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Curtin University Internship Unit Outcome 3. Successful students in this unit assess and evaluate students’ learning and maintain purposeful records of student progress.
NPST - STANDARD 5: Assess, Provide Feedback and Report on Student Learning
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

____________________________________________________________________________________
____________________________________________________________________________________

Curtin University Internship Handbook 2017  Page 32
Curtin University Internship Outcome 4. Successful students in this unit implement effective classroom management strategies.
NPST - STANDARD 4: Create and Maintain Supportive and Safe Learning Environments

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Curtin University Internship Outcome 5. Successful students in this unit engage professionally and collaboratively with students, colleagues, parents and the wider community.
NPST - STANDARD 6: Engage in Professional Learning
NPST - STANDARD 7: Engage professionally with colleagues, parents/carers and the community

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Final Comments:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

School-based Supervisor: ____________________________    _________________________       ___________  
Print name                    Signature          Date

Intern: ____________________________    _________________________       ___________  
Print name                    Signature          Date

Please email or fax the completed document to:

Email: hum-ed-ouaprac@curtin.edu.au
Fax: (08) 9266 2547

Please provide the original to the Intern and retain a copy for your records
INTERNERSHIP FINAL ASSESSMENT GRADE SLIP – SCHOOL-BASED SUPERVISOR

Pre-service teacher: ________________________________________________________________
      (Print Surname)                    (Print Given names)

PROGRAM    Bachelor of Education – Early Childhood    Bachelor    of Education – Primary

Check One Box Only

10  9  8  7  6  5  4  3  2  1
Outstanding  Highly Competent  Competent  Failing Grades  Unsuitable for Teaching

NOTE: This is NOT the final mark. The final mark will be ratified and released at the School of Education Board of Examiners

School-based Supervisor:
      __________________________________________________________
      Print name                    Signature                    Date

Please email or fax the completed document to:

Email: hum-ed-ouaprac@curtin.edu.au
Fax: (08) 9266 2547

NB: No copies are to be issued to the pre-service teacher
STUDENTS ‘AT RISK’

Most Interns continue to develop and progress satisfactorily during the course of their internship. Occasionally a Mentor Teacher will have serious concerns.

At Risk is the term used to signify that the student is failing to make progress towards meeting the competencies and the required professional behaviour and skills at a level normally expected of an Intern at their stage of professional learning.

The At Risk process is not an automatic fail, it is a process to help the student, mentor and supervisor identify aspects that need improving and provide the student with an opportunity to improve their practices in order to pass their placement.

Please note that the At Risk process can be commenced at any time during the placement. Ideally, this should begin immediately following the Progress Report.

If you have a student whom you consider is at risk of failing then please be guided by the following steps:

- Contact the Professional Experience Office for guidance upon initiating an At Risk procedure. The contact details are at the front of this handbook.

- The At Risk process is an opportunity for the student, Mentor Teacher and Supervisor to discuss progress, identify areas for improvement and to set out aspects that need to be improved if the placement is to be completed successfully. Please use the At Risk form to guide this process.

- The completed At Risk form should be signed by the Intern, Mentor Teacher and Supervisor. Everyone should keep a copy of this form, and a completed copy should be forwarded to the Professional Experience Team.

- By weeks 8-9, a meeting should be scheduled between the Mentor Teacher, School-based Supervisor and Intern, to evaluate the At Risk status.

Or

Under Section 7.7 (7.7.2) of the Curtin Fieldwork Education Policy, if a student is terminated by the School or terminates themselves from their placement, they will be deemed as failing the unit.
‘AT RISK’ RECORD FORM

Name of Intern: ___________________________ Student ID: __________________

School: _______________________________________________________________________

Date ________/_______/________

Mentor Teacher: _______________________________________________________________

School-based Supervisor: _____________________________   Date:  ____________

Mentor Teacher: _____________________________   Date:  ____________

Intern: _________________________________________                     Date:  ____________

Key reasons for At Risk status: (these elements are considered developmental goals):

1.

2.

3.

4.

5.

Developmental strategy: (List strategies to be used to support the student in achieving the above developmental goals.

<table>
<thead>
<tr>
<th>Developmental goals</th>
<th>Developmental strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

School-based Supervisor: _____________________________   Date:  ____________

Mentor Teacher: _____________________________   Date:  ____________

Intern: _________________________________________                     Date:  ____________

Please email or fax the completed document to:

Email: hum-ed-ouaprac@curtin.edu.au
Fax: (08) 9266 2547
LESSON PLANNING KEY POINTS

<table>
<thead>
<tr>
<th>Curriculum /Syllabus documents</th>
<th>• Record key pointers and connection/link to planning documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives/Learning Goals</td>
<td>• Specifically in this lesson</td>
</tr>
<tr>
<td></td>
<td>o WHAT will the students learn?</td>
</tr>
<tr>
<td></td>
<td>o HOW will the students demonstrate learning?</td>
</tr>
<tr>
<td></td>
<td>• State relevant, realistic, observable and measurable objectives</td>
</tr>
<tr>
<td></td>
<td>• Use descriptions of observable student behaviour or performance that will be used to make judgments about learning</td>
</tr>
<tr>
<td></td>
<td>• Objectives are about the evidence of learning; they specify what behaviour a student must demonstrate or perform in order for a teacher to infer that learning took place. You must have a behavioural verb and the criteria (a statement that specifies how well the student must perform the behaviour) in each objective.</td>
</tr>
<tr>
<td>Children’s Prior Knowledge/Experiences</td>
<td>• Details of previous lessons, excursions, incursions, assessed knowledge and understandings.</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>• Physical classroom environment - things you need to do to prepare the classroom or learning area.</td>
</tr>
<tr>
<td>Resources</td>
<td>• Equipment, materials, human resources.</td>
</tr>
<tr>
<td>Introduction/Motivation</td>
<td>• What you will do to engage the students in the learning?</td>
</tr>
<tr>
<td></td>
<td>• How you will make links to past experiences?</td>
</tr>
<tr>
<td></td>
<td>• How you will set the tone for the lesson?</td>
</tr>
<tr>
<td>Stated Objectives And Purpose</td>
<td>• Use plain language to state what the lesson will cover and why.</td>
</tr>
<tr>
<td>Main Body Of The Lesson</td>
<td>• A sequential overview of your lesson. The stages involved in the lesson/activity.</td>
</tr>
<tr>
<td>Conclusion/Review And Reflection/Transition</td>
<td>• Conclusion/Review – How will you conclude the lesson? How will you include all students?</td>
</tr>
<tr>
<td></td>
<td>• How will you clarify what the pupils have learnt? (Ask questions/work sample/whole class reflection/ small group then whole class sharing)</td>
</tr>
<tr>
<td></td>
<td>• Transition - state specifically how will you move the students to the next activity/lesson? Who will be moved and to where?</td>
</tr>
<tr>
<td>Extension/Follow-Up</td>
<td>• What do you have planned for more able students?</td>
</tr>
<tr>
<td></td>
<td>• State your plans for a related follow up activity.</td>
</tr>
<tr>
<td></td>
<td>• How do you see the pupils’ learning progressing in the future?</td>
</tr>
<tr>
<td>Focus Questions/Checks For Understanding</td>
<td>• Specific planned questions directly related to your lesson objectives. These questions help you to evaluate learning throughout the lesson and assist in knowing how/where to proceed or plan future lessons.</td>
</tr>
<tr>
<td>Modelling/Demonstration</td>
<td>• Visual representations of what is being learned.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrations by the teacher or selected students.</td>
</tr>
<tr>
<td>Tactics/Grouping</td>
<td>• What sort of strategies could you use to enhance learning?</td>
</tr>
<tr>
<td></td>
<td>• How will you group the students?</td>
</tr>
<tr>
<td>Multiple Intelligences/ Learning styles</td>
<td>• Which of the intelligences or learning style does your lesson address?</td>
</tr>
<tr>
<td>Learning &amp; Teaching Adjustments</td>
<td>• Are there some individuals who require learning or teaching adjustments? Who are they? What type of differentiation is required?</td>
</tr>
<tr>
<td>Assessment</td>
<td>• Close links to objectives and indications of competence. How will this be monitored?</td>
</tr>
<tr>
<td></td>
<td>• Reflect on Principles of Assessment from the Curriculum Framework.</td>
</tr>
</tbody>
</table>
### WHICH STRATEGIES TO USE IN YOUR LESSONS?

<table>
<thead>
<tr>
<th>TACTICS/GROUPING</th>
<th>MULTIPLE INTELLIGENCES</th>
<th>LEARNING &amp; TEACHING ADJUSTMENTS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think, pair, share</td>
<td>Verbal/linguistic</td>
<td>Who? Names of the pupils.</td>
<td>Self-evaluation</td>
</tr>
<tr>
<td>Placement</td>
<td>Logical-mathematical</td>
<td>Kind of Assignment</td>
<td>Group evaluation</td>
</tr>
<tr>
<td>Y-chart</td>
<td>Musical</td>
<td>Breadth</td>
<td>Teacher evaluation</td>
</tr>
<tr>
<td>Brainstorm</td>
<td>Bodily – Kinaesthetic</td>
<td>Depth</td>
<td>Observation</td>
</tr>
<tr>
<td>Mind Map</td>
<td>Visual/Spatial</td>
<td>Pace</td>
<td>Anecdotal notes</td>
</tr>
<tr>
<td>Modelled</td>
<td>Interpersonal</td>
<td>Grouping</td>
<td>Quiz/test</td>
</tr>
<tr>
<td>o read/write</td>
<td>Intrapersonal</td>
<td>Time</td>
<td>Checklist</td>
</tr>
<tr>
<td>o Shared</td>
<td>o Naturalist</td>
<td>o Place</td>
<td>Rubric</td>
</tr>
<tr>
<td>o read/write</td>
<td></td>
<td></td>
<td>o Interview</td>
</tr>
<tr>
<td>o Guided</td>
<td></td>
<td></td>
<td>o Learning Journal</td>
</tr>
<tr>
<td>o Independent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Collaborative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Small group</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### DETAILED LESSON PLAN TEMPLATE

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year</th>
<th>Time/Session</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Topic/Lesson Title:**

### PREPARATION

**Rationale:**

Children’s prior knowledge/experience

**Objectives:**

**Preparation/Resources:**

### PROCEDURE

**Introduction/Motivation:**

**Minutes**

Main body of lesson:

Assessment:

Conclusion:

Transition:

**Extension/Follow-Up**

Review and Reflect in terms of: space, time, people, learning experiences and resources.
## DAILY WORK PAD FORMAT SUGGESTION

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning Experiences &amp; Resources Steps in Lesson</th>
<th>Assessment</th>
<th>Link to Curriculum documents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## DAILY WORK PAD EXAMPLE

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning Experiences &amp; Resources</th>
<th>Assessment</th>
<th>Review Notes</th>
</tr>
</thead>
</table>
| **Australian Curriculum: Mathematics**  
Translations, reflections & rotations  
(ACMMG142)  

Draw a set of identical ‘floor tile’ shapes on pieces of card and use transformations of the cards to make some different tiling patterns. | **9:00 - 9:45**  
Explain how to make a ‘floor tile’ shape using a 9cm card square.  
Students measure the three equi-spaced points on each side of the square.  
Students join the points in various ways (show them sample).  
Repeat the drawing exactly on each of the other cards.  
Investigate different patterns by arranging the nine tiles in different ways. | • Anecdotal notes during activity session – engagement.  
• Collect student samples - note accuracy of drawings and accuracy of repetition of drawing on each tile.  
• Note the degree of fine motor skills displayed. (Check work from David B, Jason, Mickey, Kelly and Tim K.) |  |
| **Australian Curriculum: English**  
Text Structure  
(ACELA1504)  
Creating Texts  
(ACELA1704)  

Analyse a video about local sporting heroes in the light of developed stereotypical criteria for sport stars and write a position statement about whether two local sport stars reflect those criteria. | **9:45 - 10:30**  
View video of the interview with football stars, Daniel Kerr and Matthew Pavlich.  
Make notes about the interview, concentrating on stereotypical features of sports stars.  
Discuss with whole class group.  
Write a draft summary of the interview to answer the question: “Are Daniel Kerr and Matthew Pavlich typical sport stars?” Justify your answer with references to the interview.  
*** Recess Duty in top play area | • Anecdotal notes – level of engagement in class discussion.  
• Anecdotal notes following ‘over the shoulder’ perusal of drafting attempt – structure of writing.  
• Analysis of draft samples – succinct use of criteria for answer. |  |
DAILY WORK PAD REFLECTION SUGGESTION

Date/Day: ________________________________

Children’s’ Learning:

Learning Experiences - To what extent were the outcomes/objectives achieved?

Reflect on Children’s Progress (focus students)

Proposed follow up

Teaching:

How effective were my teaching strategies?

How effective were the teaching resources?
GUIDELINES FOR PROGRAMS

Whilst no format for programming is specified, it is anticipated that the programs developed will include the following components:

<table>
<thead>
<tr>
<th>General Information</th>
<th>Information About the School and Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Current Documents</td>
<td>Overview of current and appropriate departmental documents e.g. Australian Curriculum, Early Years Learning Framework.</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>A broad description of student competencies reflecting long-term learning across integrated learning areas.</td>
</tr>
<tr>
<td>Learning Objectives/earning Goals</td>
<td>A description of the reasons for planning a particular topic (including students’ prior knowledge and developmental levels)</td>
</tr>
<tr>
<td>Organisation</td>
<td>The program objectives/goals cover an extended period of time.</td>
</tr>
<tr>
<td>Content</td>
<td>A description of planning details which may include timetabling, seating arrangements, sequencing, group organisation, resources, program overview or background information about the children.</td>
</tr>
<tr>
<td>Evaluation / Record Keeping</td>
<td>A description of the content to be covered. Content is usually organised in weekly blocks and includes details or activities planned for each subject.</td>
</tr>
<tr>
<td></td>
<td>A description of the purposes, focus and techniques for evaluation and record keeping. Evaluation should be on-going.</td>
</tr>
</tbody>
</table>
### Year 1, 2 & 3

#### Pre-primary

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singing games, action rhymes,</td>
<td>News, class calendar, weather,</td>
<td>Shared Reading</td>
<td>Shared Reading</td>
<td>Shared Reading</td>
</tr>
<tr>
<td>songs</td>
<td>modelled writing (News)</td>
<td>(whole group)</td>
<td>(whole group)</td>
<td>(whole group)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Re read text,</td>
<td>Re read text, close</td>
<td>Read class made Big</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dramatise story</td>
<td>sequencing activity etc.</td>
<td>Book or new text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Discussion:**
Morning timetable to ensure that children know what they will be doing during language block

**Activity Time**
- Guided reading groups
- Independent reading
- Responding (various activities including writing, reading and craft)
- Activities may be rotated over a number of days and adapted to suit the ability levels of the children

**Closing Session**
- Clean up
- Sharing (in pairs, small group, whole class)
- Focus on children’s oral language development.
  - If necessary, model how to describe or explain activity

### RECESS

**Indoor/Outdoor**

**Physical activity**

**Silent reading**

**Literature**

**Reading**

**Activity Time - Language experience**

**Reading**

**Activity Time - Language experience**

**Maths Activities:**
- include small groups, independent activities
- Include reading, writing, talking.

**Clean Up**

**Sharing**

**LUNCH**

**Music, Indoor/Outdoor physical activity**

**Discussion:**
Afternoon’s timetable

**Shared Reading**

**Maths story, rhymes, jingles, songs**

**Activity Time**

**Clean Up**

**Sharing**

**Focus on vocabulary and language necessary to develop the particular maths concept**