Faculty of Humanities

Professional Experience Handbook

Bachelor of Education
Primary

EDP226 Professional Studies in Managing Learning Environments

Guidelines for

Principals/Co-ordinators
Mentor Teachers
Pre-service Teachers
School-based Supervisors

SCHOOL OF EDUCATION

CRICOS Provider Code 00301J (WA)

CONTENTS

	Page
General Information	
Professional Experience Staff Contact Details	3
Welcome to Professional Experience at Curtin University	4
Significance of Professional Experience	5
Absenteeism	5
Return of Forms	5
Pre-Service Teaching File	5
Resource File	6
General Requirements, Pre-requisites and Documentation needed to organise your Professional Experience	7
Roles and Responsibilities	
Role of the Principal/Coordinator	11
Role of the Mentor Teacher	11
Role of the School-based Supervisor	11
Role of the Pre-Service Teacher	12
Role of the Professional Placement Officers	13
Roles of the Unit Co-ordinator	13
Overview of the Primary Education Professional Experience Program	
Overview of the Primary Education Professional Experience Program	14
Second Placement	14
Outline of the Professional Experience	
Outline of the Second Professional Experience	15
Supervision and Contact	15
Assessment	15
Planned Teaching for the Second Professional Experience	
Planned Teaching for the Second Professional Experience	16
Week 1	16
Week 2	16
Week 3	16

Page

Assessment Forms for the Mentor Teacher

Assessment Forms 17
Return of Forms 17
Assessment 2: Checklist 18
Final Assessment Report 20
Absentee Form 21

Assessment Forms for the School-based Supervisor

Assessment Forms for the School-based Supervisor 22
Assessment Report 23

Students At Risk

Students At Risk 24
At Risk Record Form 25

Resources

Lesson Plan Template 27
Observation Proforma 28

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 teacher 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 beginning teachers 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 teachers' professional development and for continuation in the course. Pre-service teachers must satisfactorily complete each stage of the Professional Experience program. Some key points to note:

- It is expected that all pre-service teachers will prepare Lesson Plans and keep 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 pre-service teachers are required to notify both the School and Curtin University Professional Experience Office **no later than 8:00am on the day concerned**. Pre-service teachers are 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 emails listed earlier in this handbook.

- Pre-service teachers 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.

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 (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 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 mentor 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

SIGNIFICANCE OF PROFESSIONAL EXPERIENCE

Success in Professional Experience placements is a fundamental part of the pre-service teacher's professional development and is a **condition for graduation**.

Any pre-service teacher who fails to satisfactorily complete **two consecutive** Professional Experience placements is subject to course termination. Supplementary placements may be provided at the discretion of the School of Education Board of Examiners.

ABSENTEEISM

It is expected that pre-service teachers will at all times assume the professional aspects of the role of a teacher, accepting the constraints of punctuality, co-operation with staff, and concern for the welfare of students. **Where absence is unavoidable, pre-service teachers are required to notify both the School and the Curtin University Professional Experience Office no later than 8.00am on the day concerned.**

Pre-service teachers are expected to make up days lost through absenteeism. An Absentee form is provided in this handbook.

The release of pre-service teachers to return to Curtin University to attend classes or to deal with outside work or family issues (except unforeseen illness or emergencies) should *not* be granted as pre-service teachers should have made alternative arrangements. However, there *may* be instances where pre-service teachers may need to take a day of leave from the placement. Pre-service teachers should notify their Mentor teachers as soon as possible should this occur.

RETURN OF FORMS

Please forward all assessment forms, the Professional Experience Payment Request Form and any completed Absentee Forms to the relevant address listed earlier in this handbook.
Please ensure that the pre-service teacher leaves their placement with a signed copy of their final assessment form.

PRE-SERVICE TEACHING FILE

Pre-service teachers must maintain a Teaching File as a comprehensive record of the activities and lessons undertaken during professional experience. **Pre-service teachers should always have their Teaching File up-to-date and accessible for the Mentor Teacher, Principal and Supervisor.** It does not have to be submitted to Curtin. Plans should be indexed and prepared two or three days in advance. It should contain the following:

- Working with Children Card and any other State requirements
- Curtin Code of Conduct and Insurance Policy Forms
- Professional Experience Handbook, including instructions from the Professional Experience Seminar detailing requirements for the placement.
- Plans of lessons undertaken by the pre-service teacher. Plans should indicate the learning area, the group and the date, and be filed in the order in which they were undertaken even when categorised into learning areas.
- Teaching and Learning Resources which have been used.
- Self-reflective comments, together with written comments from the Mentor.

RESOURCE FILE

Pre-service teachers will accumulate many ideas and resources. In order to organise these, it is requested that each pre-service teacher creates a resource file. There is no prescribed format for this, however, it is expected that a system be developed to classify resources so that they are readily identifiable and accessible. This may be in hard copy or an electronic file, but **it should be available to a Mentor Teacher and School-based Supervisor on request** and include as much information as possible about resources such as the original source for future referencing.

The following list is a guide to the many types of resources which could be included.

- **Book Lists.** Children's books and reading schemes and the level for which they are suited,
- **Songs, dances, singing games and music**. **Poetry and stories**,
- **Curriculum experiences/ideas**. Energisers, self-esteem games. Ideas for all learning areas,
- **Other Resources**. Curriculum resources that may be purchased, such as sporting equipment and computer software. Ideas for charts, rosters, routines, rules, room arrangements and so on, that may be adapted for use in your own work place,
- **Administrative Resources**. Individual Education Plans (IEP). Bullying Policy/Excursion Policies, Sample Letters, Booklets (parent information/staff handbook),
- **Web sites and other electronic resources.**

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 school, there are two processes that must be completed as follows:

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

WA	**Western Australian Department of Education Screening Police History Check** **Criminal Record Check is now to be completed on ONLINE** by clicking on **Apply Now** http://det.wa.edu.au/screening/detcms/navigation/screening-for-criminal-history/national-police-history-check--application-package/ **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/ The Certificate must be signed by the person observing your use of an EPiPen. 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** As the Organisation requiring your WWC, we will complete the first part of the process by registering you with the Department for Communities and Social Inclusion (DCSI). You will then receive an email stating you need to complete the application online, link https://screening.dcsi.sa.gov.au/. As you live in SA, you will have to **verify your identity** directly online, **see page 2, Option 1** on the attached document "How to Verify YOUR Identity" ***Working with Children 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***

NT	**Working with Children** **http://www.workingwithchildren.nt.gov.au/** 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 email the application back to the student to send to Blue Card Services, which will take a minimum of 30 days to receive your clearance. https://www.bluecard.qld.gov.au/volunteers/howdoiapply.html **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** https://www.bluecard.qld.gov.au/disqualification.html ***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 http://www.ors.act.gov.au/community/working_with_vulnerable_people_wwvp/forms_and_fees 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***

VIC	**Working With Children Check** a) Click on the link below and then click on 'Application Forms Request'. https://online.justice.vic.gov.au/wwccu/onlineapplication.doj c) Complete the form and take to a Post Office. Once it is returned to you, send a copy to Curtin Admin, hum-ed-ouaprac@curtin.edu.au . (Note: you will need a passport photo) ***Valid for 5 years***
TAS	**Working with Children Check** http://www.justice.tas.gov.au/working_with_children/application This can take 6 weeks to obtain. ***Valid for 3 years***

***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 agreement and return a copy to Curtin Professional Experience Office, hum-ed-ouaprac@curtin.edu.au.

Guidelines for Selection of Mentor Teachers and Supervisors

- Mentor Teachers and Supervisors must not be related to the pre-service teacher and must not have previously acted in this capacity for the pre-service teacher.

- Mentor Teachers must be a fully qualified classroom teacher and have had at least three years full-time teaching experience. They must be registered with the appropriate state or federal teacher registration body of college of teaching.

- Supervisors must also hold an appropriate teaching qualification recognised by Curtin University and can be one of the following:
  - Principal, Acting Principal, Assistant Principal, Deputy Principal, or Senior Teacher (or equivalent) employed at the school where the Professional Experience is to be completed.

- A recently-retired person of an equivalent status/rank to the above.

Why a Mentor and Supervisor?

- Two different people are responsible for assessing and reporting on every student's placement. This is because the School-based Supervisor essentially takes the role that a University representative would usually take. In our online program we do not provide university representatives to take this role, as our students are so numerous and located across such a wide range of locations, that it would be impossible.

- All universities require students to be assessed by two people – this is a standard expectation that ensures fairness and equity to all students.

ROLES & RESPONSIBILITIES

Person	Role	Major Responsibilities	Liaison	Notes
School Principal or nominated school-based staff member		• Welcome the pre-service teacher into the school community: introduce to staff & induct student into the school context. • Ensure that mentor teachers are informed of the placement and have access to the Curtin Professional Experience Handbook. • Mediate if necessary between the pre-service teacher and the mentor teacher.	• Mentor teacher/s	• Pre-service teachers 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 pre-service teacher into the class & 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 pre-service teacher's progress with the School-based Supervisor during their visit. • Alert the School-based Supervisor if the pre-service teacher is At Risk of failing. • Work with the School-based Supervisor and the pre-service teacher to complete the *At Risk Form*. • Complete the assessment forms; sign and have the pre-service teacher pursue and sign, and **give a copy to the pre-service teacher to take with them**.	• School-based Supervisor	• Pre-service teachers do not have the legal responsibility to be solely in charge of the class. They must be supervised at all times.
School-based Supervisor	Confirmation of satisfactory progress OR At Risk	• Formally visit the pre-service teacher and observe them teaching a lesson. • Provide written and verbal feedback on the lesson to the pre-service teacher. • **Provide a copy of the written feedback to the pre-service teacher**. • Discuss the pre-service teacher's progress with the mentor teacher. • Scan the pre-service teacher's Professional Experience folder and comment on the quality &/or make suggestions of what could be added.	• Mentor teacher • Pre-service Teacher	• Please ensure that the pre-service teacher has indicated their preferred lessons for observation. • Pre-service teachers At Risk may require an additional visit. • You may contact the Unit Coordinator if there are

Person	Role	Major Responsibilities	Liaison	Notes
		• Complete the **Assessment Form: provide a copy (on the day if possible) to the pre-service teacher, and email a copy to the Professional Experience Office at Curtin.** • Contact the Professional Experience Office at Curtin if a pre-service teacher is deemed At Risk. • Work with the mentor teacher and the pre-service teacher to complete the At Risk Form.		significant issues in regards to a pre-service teacher's placement/experience.
Pre-service Teacher	Temporary member of staff	• Contact the school **prior** to your placement. • Undertake the recommended number of **pre-visits**. • **Contact your School-based Supervisor as soon as possible, and ensure you send them a copy of your teaching timetable** and preferred lesson for observation. 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 assessment form.** • Ensure that you **SIGN and receive a copy of your final report from your mentor teacher**. You must take this with you on your last day and submit it to the Professional Placement office immediately.	• Mentor Teacher • School-based Supervisor	• Pre-service teachers 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. • **You must pass BOTH the theory and professional experience components of your unit to pass overall.**

Person	Role	Major Responsibilities	Liaison	Notes
Professional Experience Officers	Placement & monitoring	• Distribute and collect all necessary student documentation, including the Professional Placement information forms. • Email Mentor Teacher and School-based Supervisor with placement documentation. • Monitoring the returning of School-based Supervisor and Mentor Teacher paperwork. • Inform the Unit Coordinator of any students reaching At Risk status.	• Professional Experience Officer • Pre-service Teachers • Unit Coordinators	Professional Experience Administration
Unit Coordinator	Unit management	• Ensure that all pre-service teachers are well-aware of the expectations Curtin University has of them during their placement. • Ensure that all pre-service teachers have access to the relevant Professional Experience Handbook, and understand the requirements of their particular placement. • Work with the School-based Supervisor and Mentor Teacher to monitor At Risk students. • Enter all results into Blackboard.	• Professional Experience Officer • School-based Supervisors	• Unit Coordinator

OVERVIEW OF PRIMARY EDUCATION PROFESSIONAL EXPERIENCE PROGRAM

The Bachelor of Education Primary Course has four Professional Experience units which are essential components of the course and are planned to integrate the pre-service teachers' studies with practical learning experiences. An overview of the whole program for the Bachelor of Education (Primary) is below, followed by more detail of the school placements.

Time	Unit and activities	Focus Graduate Standards	Placement
1st year	Low stakes and non-assessable activities within common first year coursework units; Profession-related experiences in educational settings	**STD 1**: Know students and how they learn **STD 7**: Engage professionally with colleagues, parents/carers and the community	No formal placement
2nd year	*Professional Studies in Managing Learning Environments* (includes 12 coursework topics) Same class and teacher to encourage extended connection to the school	**STD 4**: Create and maintain supportive and safe learning environments	**3 weeks**
3rd year	*Professional Studies and Evaluating Learning* Includes course work online modules based around standards	Focus on **STD 5:** Assess, provide feedback and report on student learning; plus **STANDARDS 1-7**	**4 weeks**
4th year	*Transition to the Profession* (100 credit points) Includes assessable course work online modules based around standards	**STANDARDS 1-7**	**1 full term**

SECOND YEAR PLACEMENT

Pre-service teachers will complete a three week block Professional Experience placement as their **first** school placement in the course. The focus for this professional experience is creating and managing a positive learning environment.

OUTLINE OF THE SECOND PROFESSIONAL EXPERIENCE

In the Second Year Professional Experience, pre-service teachers will have a **three week block placement**. The Professional Experience placement is associated with the unit:

EDP226 Professional Studies in Managing Learning Environments

Pre-service teachers are expected to **formally visit their allocated schools before** the placement and are encouraged to return on a voluntary basis if possible after the three weeks.

Pre-service teachers are expected to accompany the Mentor Teacher throughout the day and involve themselves as much as possible in all school activities and administrative duties so they become increasingly aware, through discussion and observation, of the varied nature of the teacher's role. During the placement, pre-service teachers are given the opportunity to plan, prepare, and teach lessons to a group, then progress to the whole class when suitable and as negotiated with the Mentor Teacher.

The pre-service teachers are expected to continue to maintain their Teaching Files.

SUPERVISION AND CONTACT

A School-based Supervisor will formally visit the pre-service teacher **once** during the three week period and will also provide a report. **It is the pre-service teacher's responsibility to meet the School-based Supervisor to negotiate the day and time of the visit.**

Mentor Teachers, School-based Supervisors and/or Principals are asked to alert Curtin Professional Experience staff as soon as possible during the placement if they have any concerns that might indicate that a pre-service teacher is **At Risk** of not passing the Professional Experience.

ASSESSMENT

Pre-service teachers are assessed by both their Mentor Teacher and an additional independent supervisor. During the three week placement, the Mentor Teacher is asked to complete the relevant Assessment Forms.

Pre-service teachers at this level are graded as **Pass** for this level or **Fail**. The contents of this form should be discussed with and signed off by the pre-service teacher. Copies of the reports will be sent to mentor teachers or can be obtained electronically by contacting the Office of Professional Experience – see earlier in this handbook. It is not necessary for every descriptor in the assessment form to be fully achieved for an overall grade of Pass assessment.

Mentor teachers are asked to send ***completed assessment forms and payment request forms*** as soon as possible to the Office of Professional Experience via email or fax.

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

PLANNED TEACHING FOR THE PROFESSIONAL EXPERIENCE

It is intended that pre-service teachers will observe the many roles of the Mentor Teacher and continue to have opportunities to experience success in their teaching efforts.

The requirements for this placement are shown in the table:

	Pre-service Teacher
Week 1	• *Days 1 and 2*: **Observation**: where the pre-service teachers assists the Mentor Teacher wherever possible, has discussions with the Mentor teacher regarding classroom organisation, routines, assessment procedures, management of student behaviour, school discipline policy, students' names, and special needs. Pre-service teachers should also obtain and discuss details of lessons as far as is possible. **Pre-service teachers complete at least 4 Observations using the proforma.** • *Days 3*-5: Plan, teach, and evaluate at least **one fully-prepared lesson each day** (including full lesson plans) for the whole class. Submit the lesson plans to the Mentor Teacher at least 24 hours prior to the scheduled teaching. Use the Lesson Plan Template provided in the coursework **OR** an alternative format at the request of the Mentor Teacher.
Week 2	• Plan, teach, and evaluate at least **two fully-prepared lessons each day**. Submit the lesson plan to the Mentor Teacher at least 24 hours prior to the scheduled teaching. Use the Lesson Plan Template provided in the coursework **OR** an alternative format at the request of the Mentor Teacher.
Week 3	• Plan, teach, and evaluate at least **3 - 4 fully-prepared lessons each day**. • Two **sequential** lessons should be an aim if possible, with a **maximum half day loading**. • Submit the lesson plans to the Mentor Teacher at least 24 hours prior to the scheduled teaching. Use the Lesson Plan Template provided in the coursework **OR** an alternative format at the request of the Mentor Teacher. • Implement **one assessment task, and mark students' work**.

ASSESSMENT FORMS

There are **two parts** to the assessment of this second Professional Experience:

1. A ***Checklist*** including some examples of what you can expect your pre-service teacher to demonstrate during the two-week placement, based on the **Australian Graduate Teacher Standards**. Please talk through this assessment process together with your pre-service teacher and identify the strengths that he/she has demonstrated in the classroom and the aspects that require attention, giving some ideas about how to improve these.

   The focus in this placement is on Standard 4 but it is expected that pre-service teachers will be able to show some progress in each of the standards. If the pre-service teacher does not get an opportunity to demonstrate the capabilities identified under that standard please indicate that this by writing "not observed" in the comments column.

   Please keep in mind that the pre-service teachers are in **their second experience in the role of a teacher**. If you notice additional achievements, please note these in your final report.

2. A ***Final Assessment*** of **Pass** or **Fail** at this level. It is not necessary that every item in the checklist is demonstrated in order for an overall Pass assessment. On balance you should be able to see most of the areas have been achieved or improved.

RETURN OF FORMS

Please complete the assessments PRIOR to the conclusion of the 15 days, sign the forms, and also have the pre-service teacher sight and sign the forms.

It would be very much appreciated if a copy of the assessment could be given to the pre-service teachers when they leave the school.

Please email or fax the Teaching Assessment Form to:

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

ASSESSMENT 2: CHECKLIST
PROFESSIONAL STUDIES AND MANAGING LEARNING ENVIRONMENTS
COMPLETED BY THE MENTOR TEACHER

The pre-service teacher is a 2nd year Teacher Education student completing their **first** Professional Experience in a School.

Pre-service Teacher: _____ _____ **Student ID:** _____
(Print Last Name) (Print Given Name/s)

School: _____ **Class:** _____

Professional Experience Dates: _____

(Please tick the appropriate box and write a comment if necessary)

Standard 1. Know Students and How They Learn	**Competent**	**Not Yet Competent**	**Comment**
Uses some specific activities/ strategies that take account of background factors that may influence learning.			
With assistance, identifies individual learning needs and plans to support these.			
Recognises diversity and difference in the classroom.			
Standard 2. Know Content and How to Teach It	**Competent**	**Not Yet Competent**	**Comment**
Demonstrates knowledge of the structure and content of specific learning areas (as defined in curriculum documents).			
Content of lessons and activities is appropriate to learners' developmental stages and experiences			
Is confident to use ICT in classroom activities to motivate and engage learners and extend learning.			
Standard 3. Plan For and Implement Effective Teaching and Learning	**Competent**	**Not Yet Competent**	**Comment**
With guidance, able to plan learning goals appropriate for learners that build on prior knowledge.			
Plans each lesson / learning experience with clear objectives and defined learning sequence, paying attention to timing and transitions.			
Seeks advice about suitable resources and develops a bank of appropriate ideas and materials.			
Reflects on and evaluates student / children's learning and identifies effective and non-effective teaching strategies.			

Standard 4 – Create and maintain supportive and safe learning environments	Competent	Not Yet Competent	Comment
Builds positive, appropriate relationships with students.			
Provides clear directions and instructions to engage students with learning experiences.			
Uses some appropriate preventative and responsive positive management strategies.			
Shows awareness of different challenging behaviours and suggests some management techniques.			
Plans for effective indoor and outdoor learning environments that support students' well-being and safety.			
Standard 5. Assess, provide feedback and report on student learning	**Competent**	**Not Yet Competent**	**Comment**
Begins to choose a range of assessment methods to evaluate learning.			
Provides clear feedback to learners in a timely manner.			
With assistance, analyses student work and uses this to inform teaching.			
With assistance, observes patterns of achievement in summative assessment data.			
Standard 6. Engage in professional learning	**Competent**	**Not Yet Competent**	**Comment**
Begins to articulate own approach to teaching and learning, and seeks support for new ways of thinking and working.			
Develops positive relationships with teaching and non-teaching staff.			
Reflects on and incorporates constructive feedback given by the Mentor and Supervisor to improve teaching practices and enhance learning.			
Standard 7. Engage professionally with colleagues, parents/carers and the community	**Competent**	**Not Yet Competent**	**Comment**
Maintains a professional approach and shows respect for the ethos of the school and its values.			
Deals with learners and colleagues fairly and respectfully.			
Complies with the policies and processes of the school.			
Works in a respectful and cooperative manner with parents/carers.			
Able to recognise when decisions related to a student's learning should be shared with other professionals.			

FINAL ASSESSMENT REPORT
PROFESSIONAL STUDIES AND MANAGING LEARING ENVIRONMENTS
COMPLETED BY THE MENTOR TEACHER

(Please tick the appropriate box and supply comments)

Strengths:

Areas Needing Improvement:

Conclusion:

☐ **PASS** ☐ **FAIL**

Mentor Teacher: _____ _____
(Print Name) (Signature)

Pre-Service Teacher: _____ _____
(Print Name) (Signature)

Date of Completion by Mentor Teacher: _____

Please email or fax the Teaching Assessment Form to:

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

Please provide a copy to the Pre-service Teacher

ABSENTEE FORM

Pre-service Teacher: _____ _____
(Print Last Name) (Print Given Name/s)

School: _____

Dates of Placement: From _____ To _____

Dates of Absence: _____
(Pre-service Teachers 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 Curtin pre-service teachers during their Professional Experience placement. We appreciate the time and effort that you give to them. Your expertise and feedback is valuable to us all. In particular a School-based Supervisor or another assessor **apart** from the Mentor Teacher provides an additional viewpoint on the pre-service teacher's progress. Rather than working closely with the pre-service teacher over time, as the Mentor Teacher does, the School-based Supervisor takes more of a "snapshot" of their progress by observing one or two lessons.

We would hope that you would visit **during the second week of the placement** and, as you will see in the handbook, the pre-service teacher is expected to meet with you to establish a mutually acceptable time for this visit. This visit gives the pre-service teacher time to work with the class but also time should you feel the need to undertake a second visit. This would only occur if there were serious concerns about the pre-service teacher.

The handbook has details of what is required by all parties, including the pre-service teacher, and the supervisor. It is recommended that you follow the observation and feedback approach outlined in the handbook. You should also be able to view the Teaching File and Resources of the pre-service teacher.

It would be helpful if you take detailed notes during your visit and then summarise these into the following assessment form. **Please give a copy of this form to the pre-service teacher, retain a copy for your records and send one to the Professional Experience Office.**

The School-based Supervisor Assessment Form in this handbook indicates some of the expectations of this placement although clearly you would not be expected to see all of these in one teaching session.

Please keep in mind that the pre-service teachers are in their **second classroom experience** in the role of a teacher.

RETURN OF FORMS

Please complete the assessments PRIOR to the conclusion of the 15 days, sign the forms, and also have the pre-service teacher sight and sign the forms.

It would be very much appreciated if a copy of the assessment could be given to the pre-service teachers when they leave the school.

Please email or fax the Assessment Report Form to:

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

ASSESSMENT REPORT
PROFESSIONAL STUDIES AND MANAGING LEARNING ENVIRONMENTS
COMPLETED BY THE SCHOOL-BASED SUPERVISOR

The pre-service teacher is a 2nd year Teacher Education student completing their **second** Professional Experience in a School.

Pre-service Teacher Name:		**Student ID:**
Date of Observation:	**Observation Time:**	
Year:	**Lesson(s):**	
School:		

Commendations – areas of strength

Recommendations – areas still needing development

Conclusions

☐ **PASS** ☐ **FAIL**

School-based Supervisor: _____ _____
(Print Name) (Signature)

Pre-service Teacher: _____ _____
(Print Name) (Signature)

Date of Completion: _____

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 Pre-service Teacher

STUDENTS 'AT RISK'

Most pre-service teachers continue to develop and progress satisfactorily during the course of their placement. Occasionally a mentor teacher will have serious concerns.

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

If you have a pre-service teacher who you consider is At Risk of failing then please be guided by the following steps:

- Please contact the Professional Experience Office [(08) 9266 7590] for guidance upon initiating an At Risk procedure. The contact details are at the front of this handbook.

- The At Risk procedures can be commenced at any point during a placement, with sufficient time for the pre-service teacher to demonstrate improvement in the specified areas.

- At Risk is an opportunity for the pre-service teacher, 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 forms to guide this process.

- The completed At Risk forms should be signed by the pre-service teacher, mentor and supervisor. Everyone should keep a copy of this form, and a completed copy should be forwarded to the Professional Experience Office.

- After 5 working days, the Mentor Teacher, School-based Supervisor and the Pre-service Teacher meet to complete the second form and at this meeting a decision is made to continue the placement as the Pre-service Teacher has demonstrated sufficient improvement in the identified areas OR the placement is terminated and the student fails the placement. This form is also submitted to the Professional Experience Office.

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

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
Part A

Pre-Service Teacher: _____ID: _____

School/Centre: _____Professional Studies Unit Code: _____

Mentor Teacher: _____

School-based Supervisor: _____

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 pre-service teacher in achieving the above developmental goals.

Goals	Developmental strategy	Key support person
1.		
2.		
3.		
4.		
5.		

The Pre-service Teacher has **5 days** in which to demonstrate **significant improvement** in the areas noted above. After 5 days, the mentor teacher and supervisor complete Part B of the At Risk Record.

Signed Mentor Teacher: _____

Signed Pre-Service Teacher: _____

Signed School-based Supervisor: _____ Date: _____

Please send a copy of this form to the Professional Experience office, and provide a hard copy to the Pre-Service Teacher.

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

AT RISK RECORD
Part B

Pre-Service Teacher: _____ID: _____

School/Centre: _____Professional Studies Unit Code: _____

Mentor Teacher: _____

School-based Supervisor: _____

Goals	Developmental strategy	Significant Improvement
1.		Yes No
2.		Yes No
3.		Yes No
4.		Yes No
5.		Yes No

Outcome of At Risk Process:

☐ Pre-Service teacher is required to **discontinue** and will receive a **failing** grade for this unit.

OR

☐ Pre-Service teacher is permitted to **continue** in this placement under the following conditions (if appropriate):

Signed Mentor Teacher: _____

Signed Pre-Service Teacher: _____

Signed School-based Supervisor: _____ Date: _____

Please send a copy of this form to the Professional Experience office, and provide a hard copy to the Pre-Service Teacher.

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

LESSON PLAN TEMPLATE

(Note: These documents are available on Blackboard and the Canvas sites for these units)

Day & Date: _____ Session: _____

Curriculum area & Content	Content descriptions from the AC + specific content		
Objectives	*By the end of this lesson, students will be able to:*		
Overall duration (time)			
Student prior knowledge	Assumed or expected		
Materials	•	Resources	•
Learning strategies & activities: ***introductory***	•		
Learning strategies & activities: ***developmental***	•		
Learning strategies & activities: ***concluding***			
Modifications	Behaviour management / learning needs		
Assessment of student learning	Related to the stated objectives		
Evaluation	What worked well, what did not work well, possible changes & follow up		

This is the same template used in the course work unit. Should your mentor teacher require you to use an alternative format; please do so.

OBSERVATION PROFORMA

Lesson: _____ Date: _____

1. **The Physical Environment (e.g. use of spaces, arrangement of furniture and resources)**

   What do you notice? Why do you think these choices were made?

2. **The Social Environment (e.g. the relationships in the classroom; student interaction; teacher communication with students; catering for inclusivity and difference)**

   What do you notice? Why do you think these choices were made?

3. **Teaching Strategies/Skills (e.g. questioning; introductions & closures; group work)**

   What do you notice? Why do you think these choices were made?

4. **Resources (e.g. what; how used; student access)**

   What do you notice? Why do you think these choices were made?

5. **Assessment (e.g. formative; summative; techniques)**

   What do you notice? Why do you think these choices were made?

6. **Management of Student Behaviour (e.g. strategies; routines; expectations)**

   What do you notice? Why do you think these choices were made?