

Professional Experience Handbook

Bachelor of Education Early Childhood and Primary

Transition to the Teaching Profession (Internship)

Guidelines for

Principals/Co-ordinators
Mentor Teachers
School-based Supervisors
Interns

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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 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 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:

WA	<p>Western Australian Department of Education Screening Police History Check</p> <p>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/</p> <p>When the document is returned to you, you need to email a copy to Curtin Admin, hum-ed-ouaprac@curtin.edu.au</p> <p>Working with Children Check (WWC)</p> <ol style="list-style-type: none">a. WWC an application form can be obtained from any Post Office or from the School of Education, building 501, level 3.b. When cleared, you will receive a Working with Children card, please scan a copy and send to hum-ed-ouaprac@curtin.edu.au <p><i>Valid for 3 years</i></p>
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NSW	<p>Working With Children Check</p> <p>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#</p> <p>Valid for 3 years</p> <p>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.</p> <p>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.</p> <p>Forward a copy of your Certificate to Curtin admin hum-ed-ouaprac@curtin.edu.au</p> <p>Valid for 2 years</p>
SA	<p>SA Child-related employment screening form</p> <p>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".</p> <p>Working with Children/Police Check is valid for 3 years.</p> <p>South Australian Responding to Abuse and Neglect (RAN) Mandatory Training Compulsory before attending a school placement:</p> <ol style="list-style-type: none"> 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 <p>Further information is available of Blackboard Community Site, under Professional Experience Information</p> <p>Valid for 3 years</p>

NT	<p>Working with Children http://www.workingwithchildren.nt.gov.au/</p> <p>a) Email Curtin Admin, hum-ed-ouaprac@curtin.edu.au, to inform them that you need an Ochre Card application form.</p> <p>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.</p> <p>The Commission will then send Curtin University a letter confirming the clearance.</p> <p>Valid for 2 years</p>
QLD	<p>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</p> <p>Please do not send incomplete applications to Curtin as this will delay you receiving your WWC in time for your placement.</p> <p>Please note:</p> <p>A disqualified person must not...</p> <ul style="list-style-type: none"> • 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. <p>The above offences may attract a penalty that could include imprisonment of up to five years and a fine of up to \$55,000.</p> <p>Click on link for further information https://www.bluecard.qld.gov.au/disqualification.html</p> <p>Valid for 3 years</p>
ACT	<p>Working with Vulnerable People</p> <p>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</p> <p>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.</p> <p>Valid for 3 years</p>

VIC	<p>Working With Children Check</p> <p>a) Click on the link below and then click on 'Application Forms Request'. https://online.justice.vic.gov.au/wwccu/onlineapplication.doj</p> <p>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)</p> <p>Valid for 5 years</p>
TAS	<p>Working with Children Check</p> <p>http://www.justice.tas.gov.au/working_with_children/application</p> <p>This can take 6 weeks to obtain.</p> <p>Valid for 3 years</p>

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

- 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.

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.

	Year 1	Year 2	Year 3	Year 4
		<p>Unit: Professional Studies in Teaching and Assessment in Junior Primary</p> <p>Focus areas: Pedagogy, planning, assessment practices, reflective practice</p> <p>Length of placement: 3 weeks</p>	<p>Unit: Professional Studies in Supportive Learning Environments with Three to Five Year Olds</p> <p>Focus areas: Pedagogy, classroom management, inclusive practices, differentiation, reflective practice</p> <p>Length of placement: 3 weeks</p>	<p>Mid-Year Intake</p> <p>Unit: Education Internship</p> <p>Focus areas: Pedagogy, transition to beginning teacher, reflective practice</p> <p>Length of placement: 1 term</p>
			<p>Unit: Professional Studies with Early Learning Quality Frameworks in the First Five Years of Life</p> <p>Focus areas: Pedagogy, assessment practices, reflective practice</p> <p>Length of placement: 5 weeks</p>	<p>Unit: Education Internship</p> <p>Focus areas: Pedagogy, transition into beginning teacher, reflective practice</p> <p>Length of placement: 1 School Term</p>

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.

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

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.

ROLES & RESPONSIBILITIES

Person	Role	Major Responsibilities	Liaison	Notes
School Principal or nominated school-based staff member		<p><i>The Principal /Co-ordinator share the following responsibilities:</i></p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Mentor Teacher/s 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 <i>At-Risk Form</i>. • Complete the assessment forms; sign and have the Intern read and sign, and give a copy to the Intern to take with them. 	<ul style="list-style-type: none"> • Professional Experience Unit Coordinator • School-based Supervisor 	<ul style="list-style-type: none"> • Interns do not have the legal responsibility to be solely in charge of the class. They must be supervised at all times.

Person	Role	Major Responsibilities	Liaison	Notes
School-based Supervisor	Confirmation of satisfactory progress OR at-risk	<ul style="list-style-type: none"> 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 Final Assessment Report: provide a copy (on the day if possible) to the Intern. Please don't give a copy of the Final Assessment Grade to the Intern, as this not their final mark, the final mark will be ratified at Boards of Examiners. Fax or email a copy of the Final Assessment Report and Final Assessment Grade 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. 	<ul style="list-style-type: none"> Mentor Teacher Intern Professional Experience Unit Coordinator 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Professional Experience Unit Coordinator Mentor Teacher School-based Supervisor 	<ul style="list-style-type: none"> 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.

Person	Role	Major Responsibilities	Liaison	Notes
		<ul style="list-style-type: none"> • 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 last day and submit it to the Professional Placement office immediately. 		
Professional Placement Officers	Placement & monitoring	<ul style="list-style-type: none"> • Collect all necessary student documentation, including the Mentor and School-based Supervisor information forms. • Email Mentor Teacher and School-based Supervisor with placement documentation. • Monitor the return of School-based Supervisor and Mentor Teacher paperwork. • Inform the Unit Coordinator of any students reaching At Risk status. 	<ul style="list-style-type: none"> • Professional Experience Officers • Interns • Unit Coordinators 	
Unit Coordinator	Unit management	<ul style="list-style-type: none"> • Ensure that all Interns are well-aware of the expectations Curtin University has of them during their placement. • Ensure that all Interns 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. 	<ul style="list-style-type: none"> • Professional Placement Officers • School-based Supervisors 	

INTERNSHIP GUIDELINES

INTERNSHIP

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-INTERNSHIP 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

Three 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 Assessment Report - The Mentor Teacher and the School-based Supervisor each complete a copy of the report. The Intern should be provided with his/her own copy of this report.

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

Part 3: Pre-service Teacher Assessment Slip (Final Grade) - The classroom mentor teacher and the school-based supervisor each award a mark out of 10. The final grade is an average of the two marks and is only confirmed at a special Board of Examiners' meeting at the university. **Note: It is acceptable to award a 10/10 to an Intern exhibiting outstanding teaching skills as a final year student.**

Therefore please do not disclose individual marks to the pre-service teacher.

The School-based Supervisor and Mentor Teacher will complete an electronic form online, 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

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 <i>immediately</i> following the official placement dates)		
Medical Certificate Provided	No <input type="checkbox"/>	Yes <input type="checkbox"/>
(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.

Part 1: Feedback 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.

Part 2: Internship Final Assessment Report - The Mentor Teacher and the School-based Supervisor each complete a copy of the report. The Intern should be provided with his/her own copy of this report.

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

Part 3: Pre-service Teacher Assessment Slip (Final Grade) - The classroom mentor teacher and the school-based supervisor each award a mark out of 10. The final grade is an average of the two marks and is only confirmed at a special Board of Examiners' meeting at the university. **Therefore please do not disclose individual marks to the pre-service teacher.**

Note: It is acceptable to award a 10/10 to an Intern exhibiting outstanding teaching skills as a final year student.

INTERNSHIP FINAL ASSESSMENT REPORT AND MARK - 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)

Intern:	
Date:	Observation time:
Class:	Lesson/activity:
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

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.

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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.

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RESOURCES

LESSON PLANNING KEY POINTS

Curriculum /Syllabus documents	<ul style="list-style-type: none"> Record key pointers and connection/link to planning documents
Objectives/Learning Goals	<ul style="list-style-type: none"> Specifically in this lesson <ul style="list-style-type: none"> WHAT will the students learn? HOW will the students demonstrate learning? State relevant, realistic, observable and measurable objectives Use descriptions of observable student behaviour or performance that will be used to make judgments about learning Objectives <i>are about the evidence of learning</i>; 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.
Children's Prior Knowledge/Experiences	<ul style="list-style-type: none"> Details of previous lessons, excursions, incursions, assessed knowledge and understandings.
Learning Environment	<ul style="list-style-type: none"> Physical classroom environment - things you need to do to prepare the classroom or learning area.
Resources	<ul style="list-style-type: none"> Equipment, materials, human resources.
Introduction/Motivation	<ul style="list-style-type: none"> What you will do to engage the students in the learning? How you will make links to past experiences? How you will set the tone for the lesson?
Stated Objectives And Purpose	<ul style="list-style-type: none"> Use plain language to state what the lesson will cover and why.
Main Body Of The Lesson	<ul style="list-style-type: none"> A sequential overview of your lesson. The stages involved in the lesson/activity.
Conclusion/Review And Reflection/Transition	<ul style="list-style-type: none"> Conclusion/Review – How will you conclude the lesson? How will you include all students? How will you clarify what the pupils have learnt? (Ask questions/work sample/whole class reflection/ small group then whole class sharing) Transition - state specifically how will you move the students to the next activity/lesson? Who will be moved and to where?
Extension/Follow-Up	<ul style="list-style-type: none"> What do you have planned for more able students? State your plans for a related follow up activity. How do you see the pupils' learning progressing in the future?
Focus Questions/Checks For Understanding	<ul style="list-style-type: none"> 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.
Modelling/Demonstration	<ul style="list-style-type: none"> Visual representations of what is being learned. Demonstrations by the teacher or selected students.
Tactics/Grouping	<ul style="list-style-type: none"> What sort of strategies could you use to enhance learning? How will you group the students?
Multiple Intelligences/ Learning styles	<ul style="list-style-type: none"> Which of the intelligences or learning style does your lesson address?
Learning & Teaching Adjustments	<ul style="list-style-type: none"> Are there some individuals who require learning or teaching adjustments? Who are they? What type of differentiation is required?
Assessment	<ul style="list-style-type: none"> Close links to objectives and indications of competence. How will this be monitored? Reflect on Principles of Assessment from the Curriculum Framework.

WHICH STRATEGIES TO USE IN YOUR LESSONS?

TACTICS/GROUPING	MULTIPLE INTELLIGENCES	LEARNING & TEACHING ADJUSTMENTS	ASSESSMENT
<ul style="list-style-type: none"> ○ Think, pair, share ○ Placement ○ Y-chart ○ Brainstorm ○ Mind Map ○ Modelled read/write ○ Shared read/write ○ Guided read/write ○ Independent ○ Collaborative ○ Small group 	<ul style="list-style-type: none"> ○ Verbal/linguistic ○ Logical-mathematical ○ Musical ○ Bodily – Kinaesthetic ○ Visual/Spatial ○ Interpersonal ○ Intrapersonal ○ Naturalist 	<ul style="list-style-type: none"> ○ Who? Names of the pupils. ○ Kind of Assignment ○ Breadth ○ Depth ○ Pace ○ Grouping ○ Time ○ Place 	<ul style="list-style-type: none"> ○ Self-evaluation ○ Group evaluation ○ Teacher evaluation ○ Observation ○ Anecdotal notes ○ Quiz/test ○ Checklist ○ Rubric ○ Interview ○ Learning Journal

DETAILED LESSON PLAN TEMPLATE

Learning Area	Year	Time/Session	Date

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

Objectives	Learning Experiences & Resources Steps in Lesson	Assessment	Link to Curriculum documents

DAILY WORK PAD EXAMPLE

Objectives	Learning Experiences & Resources	Assessment	Review Notes
<p><i>Australian Curriculum: Mathematics</i> <i>Translations, reflections & rotations</i> <i>(ACMMG142)</i></p> <p>Draw a set of identical ‘floor tile’ shapes on pieces of card and use transformations of the cards to make some different tiling patterns.</p>	<p>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 <u>exactly</u> on each of the other cards Investigate different patterns by arranging the nine tiles in different ways.</p>	<ul style="list-style-type: none"> • 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.) 	
<p><i>Australian Curriculum: English</i> <i>Text Structure</i> <i>(ACELA1504)</i> <i>Creating Texts</i> <i>(ACELA1704)</i></p> <p>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.</p>	<p>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. *** <u>Recess Duty in top play area</u></p>	<ul style="list-style-type: none"> • 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:

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

EXAMPLE OF PLANNING FRAMEWORK

Timetable Year 1, 2 & 3 Pre-primary					(T) Teacher (A) Aide
Monday	Tuesday	Wednesday	Thursday	Friday	
← Singing games, action rhymes, songs →					
News, class calendar, weather, modelled writing (News)					
Shared Reading Familiar stories and rhymes Introduce new text e.g. Big Book	Shared Reading (whole group) Re read text, dramatise story	Shared Reading (whole group) Re read text, close sequencing activity etc.	Shared Reading (whole group) Read class made Big Book or new text	Shared Reading (whole group) Familiar stories or rhymes	
Discussion: Morning timetable to ensure that children know what they will be doing during language block					
Activity Time (T) (A)	→	·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 (T) (A)	→	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 (T) (A)					
Silent reading	→	Independent			
Literature	→	Read aloud: Relate to content area, e.g. maths, social studies			
Discussion: Remainder of morning's agenda					
Activity Time - Language experience (T) (A)	→	Reading Shared reading Independent reading Writing Art and Crafts	→	Activities or themes may relate to science, social studies, health etc.	
Closing Session		Clean up Sharing, modelled writing, e.g. display cards			
LUNCH					
Music, Indoor/Outdoor physical activity					
Discussion: Afternoon's timetable					
Shared Reading Maths story, rhymes, jingles, songs					
Activity Time (T) (A)	→	Maths Activities: include small groups, independent activities	→	Include reading, writing, talking.	
Clean Up					
Sharing		May include shared reading, describing, explaining activity		Focus on vocabulary and language necessary to develop the particular maths concept	

Evaluation Guide

	OUTSTANDING	HIGHLY COMPETENT	COMPETENT	FAILING GRADES	UNSUITABLE FOR TEACHING
PREPARATION AND PLANNING	1) Very wide ranging knowledge of lesson content.	1) A sound knowledge of lesson content and concepts.	1) A reasonable knowledge of lesson content and concepts.	1) Limited knowledge of lesson content and concepts.	1) Very poor knowledge of lesson content and concepts.
	2) Objectives clear, precise and comprehensive.	2) Objectives clear, precise and structure sound.	2) Objectives limited, precise. Satisfactory structure.	2) Objectives not clear and precise, limited structure.	2) Objectives poorly stated, lacking structure.
	3) Excellent depth in research.	3) Very good depth in research.	3) Evidence of research in planning.	3) More depth in research in some respects required.	3) Lack of depth in research.
	4) Daily and long range planning are effectively linked.	4) Daily and long range planning are linked carefully.	4) Attempts to link daily and long range planning in the context of a sequence.	4) Needs more direction in linking daily and long range planning in the context of a sequence.	4) Daily and long range planning fails to link carefully the context of a sequence.
	5) Learning sequence planned into clear logical stages.	5) Learning sequence planned into clear logical stages.	5) Learning sequence shows evidence of logical stages.	5) Learning sequence suffers from not planning clear, logical stages.	5) Lack of clear logical stages in planned learning sequence.
	6) Learning experiences and concepts are integrated.	6) Learning experiences and concepts are closely related.	6) Learning experiences are generally related to concepts.	6) Learning experiences and concepts are not closely related.	6) Learning experiences planned are not related to concepts.
	7) Measurement techniques well devised and used.	7) Measurement techniques appropriate.	7) Use of measurement techniques evident.	7) Measurement techniques not always applicable.	7) Measurement techniques poorly devised.
LEARNING AND TEACHING	1) Learning experiences maintain a very high standard of student: a) input b) participation c) attention & interest	1) Learning experiences maintain a very sound standard of student: a) input b) participation c) attention & interest	1) Learning experiences maintain satisfactory standard of student: a) input b) participation c) attention & interest	1) Learning experiences don't always maintain satisfactory standards of student: a) input b) participation c) attention & interest	1) Learning experiences produce a poor standard of student: a) input b) participation c) attention & interest
	2) Clarity and precision with explanations, directions, a feature of learning activities.	2) All explanations, directions clearly and precisely made.	2) Explanations, directions generally clearly and precisely made.	2) Explanations, directions are not always made clearly and precisely.	2) Explanations, directions are unclear and imprecisely made
	3) Constantly varies strategies in order to foster interaction.	3) Sound variation in strategies to foster interaction.	3) Variations used at times to foster interaction.	3) Learning experiences often suffered due to a lack of variation in strategies.	3) Lack of variation in strategies in order to foster interaction
	4) Questions clear, logically sequenced, well distributed and highly effective.	4) Questions clear, logically - sequenced, well distributed and effective.	4) Questioning techniques satisfactory and usually clear, sequenced and well distributed. Attempts to use both factual and thought provoking levels.	4) Questioning techniques have a tendency to be unclear, unsequenced and poorly distributed.	4) Questions unclear, poorly sequenced and distributed and mostly only at a factual level.

	OUTSTANDING	HIGHLY COMPETENT	COMPETENT	FAILING GRADES	UNSUITABLE FOR TEACHING
COMMUNICATION SKILLS	1) Excellent standards in letter formation, clarity of presentation and arrangement with all written work and charts etc. viewed by students. 2) Speech is clearly audible to all students in the classroom. 3) All concepts and ideas explicit. 4) Excellent modulation of voice. 5) Voice qualities effective when working with whole class, groups or individual children.	1) High standards set in letter formation, clarity of presentation and arrangement with all written work and charts etc. viewed by students. 2) Speech audible to all students in the classroom. 3) Explanations of concepts, ideas clear. 4) Voice modulation is effective. 5) Very good voice qualities when working with whole class, group or individual children.	1) Satisfactory standard in letter formation clarity of presentation and arrangement with all written work and charts etc. viewed by students. 2) Speech generally audible to all students in the classroom. 3) Explanations of concepts and ideas usually clear. 4) Voice modulation is appropriate. 5) Voice qualities satisfactory when working with whole class, group or individual children.	1) Guidance required in letter formation, clarity of presentation and arrangement with all written work and charts etc. viewed by students. 2) Speech generally audible to all students in the classroom. 3) Some concerns in explaining concepts and ideas. 4) Care needed in modulating voice. 5) Voice qualities often poor when working with whole class, groups or individual children.	1) Poor standards in letter formation, clarity of presentation and arrangement with all written work and charts etc. viewed by students. 2) Speech not clearly audible to students in the classroom. 3) Concepts and ideas are poorly explained. 4) Poor modulation of voice. 5) Voice qualities poor when working with whole class, groups or individual children.
RELATIONSHIP WITH STUDENTS	Rapport with students is at an excellent level and demonstrates: 1) A class tone which enables students to freely raise concerns. 2) The use of praise and encouragement which is appropriate and aids motivation. 3) A well-developed mutual respect. 4) A high degree of enthusiasm by the class to participate in lessons.	Rapport with students is at a very sound level and demonstrates: 1) A class tone which enables students to raise concerns. 2) The use of praise and encouragement which is appropriate and aids in motivation. 3) A sound mutual respect developing. 4) Enthusiasm by the class, to participate in lessons.	Rapport with students is at a satisfactory level and demonstrates: 1) A class tone in which students' concerns need consideration. 2) The use of praise and encouragement in order to motivate. 3) A satisfactory mutual respect. 4) Class participates with interest in lessons.	Rapport with students is at a dampened level and demonstrates: 1) A class tone in which students' concerns need more consideration. 2) The use of praise and encouragement not always appropriate and adding little motivation. 3) A need to develop more mutual respect. 4) More enthusiasm needed by the class to participate in lessons.	Rapport with students is at a poor standard and demonstrates: 1) Restrictions which prevent pupils freely raising concerns. 2) Praise and encouragement inappropriately used and no aid in motivation. 3) A lack of mutual respect. 4) A lack of eagerness by the class to participate.

	OUTSTANDING	HIGHLY COMPETENT	COMPETENT	FAILING GRADES	UNSUITABLE FOR TEACHING
CLASSROOM MANAGEMENT	1) Initiates routines which enable the efficient organisation of daily tasks. 2) Establishes a disciplinary tone which enables the teacher and students to work in a cooperative environment. 3) Effective and appropriate strategies. 4) High degree of flexibility in impromptu situations. 5) Considers all factors that affect student concentration and adjusts accordingly. 6) Time schedules always met.	1) Routines enable the efficient organisation of daily tasks. 2) Maintains disciplinary tone which enables the teacher and students to work in a cooperative environment. 3) Appropriate Strategies. 4) Flexibility in impromptu situations. 5) Considers factors which affect student concentration and adjusts accordingly. 6) Time schedules met.	1) Routines contribute to the organisation of daily tasks. 2) Contributes to a disciplinary tone which enables the teacher and students to work in a cooperative environment. 3) Uses suitable strategies. 4) Adjusts to impromptu situations. 5) Considers factors affecting student concentration. 6) Time schedules considered.	1) Routines do not always maintain the organisation of daily tasks. 2) Some direction in order to establish a disciplinary tone. 3) Strategies are not always appropriate. 4) Difficulty in adjusting to impromptu situations. 5) More consideration needed for factors affecting student concentration. 6) Time schedules not always met.	1) A lack of routines affects the efficient organisation of daily tasks. 2) Poor disciplinary tone. 3) Lacks suitable strategies. 4) Unable to adjust to impromptu situations. 5) Fails to consider factors which affect student concentration and does not adjust accordingly. 6) Time schedules poor.
PROFESSIONALISM	1) A high degree of resourcefulness in all aspects of school life. 2) Opportunities used to undertake extra responsibilities. 3) Uses discretion in decision making situations. 4) Innovative in handling unforeseen problems. 5) Profits from suggestions made. 6) Has a very good understanding of the various duties of a staff member and own position as a staff member.	1) Resourcefulness shows in all aspects of school life. 2) Acceptance of extra responsibilities allocated. 3) Little dependence on directions needed in decision making situations. 4) Capable of handling unforeseen problems. 5) Applies any suggestions made. 6) Understands the various duties of a staff member and own position within that staff.	1) A satisfactory degree of resourcefulness in all aspects of school life. 2) Carries out any responsibilities allocated. 3) Some need to be directed in decision making situations. 4) Attempts to handle unforeseen problems. 5) Some application of suggestions made. 6) Some understanding of the roles of staff. Seeks to understand own position as a staff member.	1) More resourcefulness in aspects of school life needed. 2) Barely carries out any responsibilities allocated. 3) Lacks initiative in decision making situations. 4) Has difficulty in handling unforeseen situations. 5) Considers and attempts to apply suggestions made. 6) Understanding of the roles of staff lacking. Requires directions as to own position as a staff member.	1) A lack of resourcefulness in all aspects of school life. 2) Fails to carry out assigned requirements. 3) A dependence on directions. 4) Unable to handle unforeseen situations. 5) Fails to consider and act upon suggestions. 6) Little interest in the role of a staff member. Shows little consideration for others.

