Professional Experience Handbook

Bachelor of Education
Early Childhood

EDE322 Professional Studies in Supportive Learning Environments with Three to Five Year Olds

Guidelines for

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

SCHOOL OF EDUCATION

Curtin University

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PROFESSIONAL EXPERIENCE STAFF CONTACT DETAILS

Professional Experience Administration

Phone:	(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 pre-service teachers 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 learning experiences 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 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 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 address 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 (Early Childhood Education) 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 Early Childhood 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 100 hours in an early learning centre and 110 days of 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 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 teachers may teach in Government, Catholic or Independent schools. Pre-service teachers 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 teachers can undertake a Professional Experience placement in an accredited early learning centre or school, there are two processes that must be completed as follows:

1.   Pre-service teachers 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. 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 *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/ Forward a copy of your Certificate to Curtin admin hum-ed-ouaprac@curtin.edu.au *Valid for 2 years*
SA	**SA Child-related employment screening form** a) Email Curtin Admin, hum-ed-ouaprac@curtin.edu.au , to inform them that you need a SA screening application form. b) Complete the form and take it to a Justice of the Peace or Police Officer for verification of your 100 point check. Then submit your application to a SA Post Office. Curtin University will be notified by the Department for Communities and Social Inclusion of your clearance. *Working with Children/Police Check is valid for 3 years.* **South Australian Responding to Abuse and Neglect (RAN) Mandatory Training** **Compulsory before attending a school placement:** 1. Attended a face to face or online lecture that has presented the information and resources described in the presentation **Promoting Safety and Wellbeing: Induction for tertiary students working with children and young people** in education and care sites (DEC 2013) 2. Participated in follow up discussions and completed the prescribed quiz with 100% accuracy 3. Curtin Admin will post a Certificate of Completion to the student Further information is available of Blackboard Community Site, under Professional Experience Information *Valid for 3 years*

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/ 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:** 4. 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) 5. Participated in follow up discussions and completed the prescribed quiz with 100% accuracy 6. 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:
  o 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 PROFESSIONAL EXPERIENCE PLACEMENTS IN THE BACHELOR OF EDUCATION (ECE) 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 professional experience placements. You will see that the professional 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 pre-service teachers.

	Year 1	Year 2	Year 3	Year 4
		Unit: Professional Studies in Teaching and Assessment in Junior Primary *Focus area:* Pedagogy; planning; assessment practices; reflective practice *Length of placement:* 3 weeks	*Unit:* Professional Studies in Supportive Learning Environments with Three to Five Year Olds *Focus area:* Guiding behaviour; supportive environments; observation and documentation; inquiry; reflective practice *Length of placement:* 3 weeks	
			Unit: Professional Studies with Early Learning Quality Frameworks in the First Five Years of Life *Focus area:* Pedagogy; assessment practices; reflective practice; Relationships *Length of placement:* 5 weeks (10x 1 day per week plus 3 week block)	*Unit:* Education Internship *Focus area:* Pedagogy; transition into beginning teacher; reflective practice *Length of placement:* One school term

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. • Examine 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 • Unit Co-ordinator • Professional Experience Office	• 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 Unit Co-ordinator or 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 Administration	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 School-based 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 Office • School-based Supervisors	• Unit Coordinator

PROFESSIONAL EXPERIENCE

The pre-service teacher is a 3rd year Teacher Education student completing their **second** Professional Experience in a School.

During this Professional Experience, pre-service teachers should accept an increasing responsibility for a variety of learning experiences. These should include:

- Guiding behaviour, constructing positive relationships, and creating welcoming learning environments; (ULO 1)
- Designing a supportive learning environment that fosters shared resilience for adults and children; (ULO 2)
- Evaluating the role of pedagogical documentation in sustaining democracy and making learning visible; (ULO 3)
- Observing, interpreting and documenting learning to inform planning of inquiry-based projects (ULO 4).

Learning experience plans need to be submitted in advance and evaluations submitted the following day. These plans should be professionally presented in the Pre-service Teacher's **Teaching File**, and be available for the Mentor Teacher, School Principal/Coordinator and School-based Supervisor at all times.

PLANNED TEACHING FOR THE PROFESSIONAL EXPERIENCE

Pre-service teachers are required to observe the many roles of the teacher and have opportunities to experience success in their initial teaching efforts. Pre-service teachers are expected to take every opportunity to discuss with their mentor teachers the preparation, organisation, and presentation of learning experiences. A pre-service teacher's development in the observation, interpretation, and documentation is instrumental in becoming a competent teacher. An opportunity for pre-service teachers to observe children in a variety of classroom settings is also very valuable.

Week Prior to Beginning the Professional Experience:

• Establish contacts with the centre/school, teacher and class/group. A school visit is essential.
• Make observations of the centre and have discussions with staff.
• Pre-service teacher to meet with the School-based Supervisor.
• Obtain and discuss experiences for the first week of the block period.
• Set up teaching file with clear sections for school information (policies, timetables, class lists), professional placement documents, observations and experience plans.

Week One:

• Conduct a minimum of 10 separate observations using at least four of the example Observation Protocols in this handbook, or the observation/documentation formats used in the centre/school. These observations need to be in your **Teaching File** and will be appraised by your teacher and school-based supervisor.
• Use observations to plan, teach and evaluate two fully prepared inquiry-based indoor/outdoor learning experiences each day or two small group indoor/outdoor learning sessions each day. This consists of whole class or small group rotations or investigations as per the Mentor Teachers guidance for a block time.
• Carry out the role of a teacher's assistant when not involved in teaching.

Week Two:

• Use observations to plan, teach and evaluate indoor/outdoor learning experiences for the whole class for a block of time in the morning or afternoon (up to 2 hours).
• It is recommended that pre-service teachers be responsible for setting up the indoor environment for the whole class at least for two days minimum.
• Mentor Teacher's DOTT time to be used for planning with pre-service teacher and to evaluate the week's program.
• Continue observation/documentation

Week Three:

• Use observations to plan, teach and evaluate small or whole group inquiry-based indoor/outdoor learning experiences each day for half a day, alternating between morning sessions and afternoon sessions.
• It is recommended that pre-service teachers be responsible for setting up the indoor and outdoor environment for the whole class at least for one day.
• Final Day: Conclude all evaluations, debrief of the Professional Experience.

ASSESSMENT

The pre-service teacher is a 3rd year Teacher Education student completing their **second** Professional Experience in a School.

During the three-week placement, the Mentor Teacher is asked to complete the relevant Assessment Form. University policy on the assessment of Professional Experience is a developmental one.

Pre-service teachers at this level are graded as **Pass** or **Fail.** The assessment form includes a number of areas in which the pre-service teacher is expected to develop during the placement. Still requiring development in a few areas does not preclude an overall "Pass" assessment.

A School-based Supervisor will visit the pre-service teacher to observe their progress in week 2. If a mentor teacher has any concerns about a pre-service teacher, s/he is asked to contact Curtin and begin the At Risk process **as soon as possible** (contact details in this handbook).

The contents of the assessment form should be discussed with and signed by the pre-service teacher to acknowledge the report has been read.

The School-based Supervisor and Mentor Teacher will complete an electronic form online, email or fax the reports to the Professional Experience Office at the end of the professional experience – hum-ed-ouaprac@curtin.edu.au

ASSESSMENT FORMS FOR THE MENTOR TEACHER

We appreciate the time and effort that Mentor Teachers give Curtin pre-service teachers during their second Professional Experience placement. There are **two parts** to the assessment for the professional experience:

1. A *Checklist* (formative evaluation) includes some examples of what you can expect your pre-service teacher to demonstrate during the three-week placement. 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. We have used the Australian Professional Standards for Teachers to frame the assessment.

   The focus in this placement is on Standards 3, 4 and 5 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* (summative evaluation) of **Pass** or **Fail** at this level. It is not necessary that every item in the checklist is demonstrated for a Pass. On balance you should be able to see most of the areas have been achieved or improved, and be confident that these will continue to develop.

The pre-service teacher is a 3rd year Teacher Education student completing their **second** Professional Experience in a School.

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 completed documents to:

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

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 THE SCHOOL-BASED SUPERVISOR

Thank you for supporting our Curtin pre-service teachers during their Professional Experience placement. We appreciate your time, effort and expertise. 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 Supervisor takes more of a "snapshot" of progress by observing one or two learning experiences.

Please visit **during the second week of the placement.** The pre-service teacher will contact 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 if there were serious concerns about the pre-service teacher.

You should watch the pre-service teacher take one or two learning experiences and view their **Teaching File and Resources**. Please make 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 **PRE-SERVICE TEACHER STANDARDS CHECKLIST** in this handbook indicates some of the expectations of this second placement although clearly you would not be expected to see all of these demonstrated.

The pre-service teacher is a 3rd year Teacher Education student completing their **second** Professional Experience in a School.

Return of Form

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 completed documents to:

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

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

RESOURCES

ANECDOTAL OBSERVATION

(NOTE: These documents are available on Blackboard)

Date: _____

Child's name/s	Age or DOB
Context	

Observation	Interpretation

Future planning

RUNNING RECORD

Date: _____

Child's name/s		Age or DOB
Context		
Time	**Observation**	**Interpretation**
Future planning		

(see Arthur et al., 2015, pp. 286)

TIME SAMPLE OBSERVATION

Date: _____

Child's name/s		Age or DOB
Context		
Time	**Observation**	**Interpretation**
Future planning		

(see Arthur et al., 2015, p. 286)

EVENT SAMPLE

Date: _____

Child's name/s	Age or DOB

Context	

Antecedent	Interpretation
Behaviour	
Consequence	

Future planning

(see Arthur et al., 2015, p. 287)

JOTTINGS

Child's Name/s: _____

Date	Observation	Interpretation
Future planning		

(see Arthur et al., 2015, p. 282)

NARRATIVE

Child's Name/s: _____

What are the children curious about? What are they trying to figure out?
What knowledge and experiences are the children drawing on? What theories are they working from or testing?
Do we see any inconsistencies in the children's thinking? Are there 'soft spots' or misunderstandings in the children's thinking?
How are the children building on each other's ideas, perspectives, and contributions?
What do we want to learn more about, after watching and listening to the children?
What insights does this observation give us about possible ways that we could deepen our relationships with children's families?

Questions from: Pelo, A. (2006). At the crossroads: Pedagogical documentation and social justice. In A. Fleet, C. Patterson, & J. Robertson (Eds.), *Insights: Behind pedagogical documentation.* (pp. 173-190). Castle Hill, NSW: Pademelon Press.

GENERAL: LEARNING EXPERIENCE PLAN

Pre-service Teacher: _____

Time: _____ _____**Year Level:** _____ **Date:** _____

Topic/Experience Title
Rationale: What is the purpose? What skills/concepts are being targeted? What is the inquiry question?
Curriculum Links: Specific to your local Curriculum Documents
Learning Goals/Objectives: By the end of the experience the children will be able to (knowledge, skills, attitudes):
Assessment: List the data you will collect and how will you collect it
Environment/Preparation/Resources/Clean up:

PROCEDURE

Lesson Beginning: How will you orientate the children to the learning? State links to past experiences, children's interests, and current events in the community/centre/school.
Main Body of the Experience: *Include teaching strategies, focus questions and content specific language, grouping and transitions.*
Closure: *Consider how you will assist the children to review, reflect on and share their learning.*
Lesson Differentiation: Include *grouping; considerations for learning diversity and extension activities*
Evaluation, Review and Reflect in terms of: space, time, people, learning experiences and resources: To what extent were the outcomes/objectives achieved? How effective were my strategies? How effective were the resources? Next time I will/Next time I will not:

GENERAL: LEARNING EXPERIENCE PLAN - Annotated

Pre-service Teacher: _____

Time: _____ Year Level: _____ Date: _____

Topic/Experience Title: **This should be a clear indication of what the topic is – you can choose a snappy name if you are creative ☺**
Rationale: What is the purpose? What concepts are being targeted? What is the inquiry question? **This is where, in your own words, you will record why you are planning this experience (the general purpose). What concepts, and skills you are focussing on throughout the learning experience.**
Curriculum Links: Specific to your local Curriculum Documents **Off you go to the curriculum documents – EYLF for sure – Australian Curriculum OR if your state has its own curriculum statements or documents what links are you able to make?**
Learning Goals/Objectives: By the end of the experience the children will be able to (knowledge, skills, attitudes): **Focus specifically here on the learning the children will do in this lesson and what they will be able to do by the end of the lesson. There should be strong links between the learning goals and the curriculum links.**
Assessment: List the data you will collect and how will you collect it? **Your assessment strategies MUST collect data directly linked to the chosen learning goals/objectives.**
Environment/Preparation/Resources/Clean up: **Detail, step by step, how you will set up the environment, what resources you will use and any preparation which needs to be done. Cleaning up procedures need to be listed.**

Procedure

Lesson Beginning: How will you orientate the children to the learning? State links to past experiences, children's interests, and current events in the community/centre/school. *Ho*w will the lesson begin? What will you provide which will make the children excited and curious about the learning? *W*hat knowledge do you think the children will have/need to engage in this learning? How might your topic be relevant to the context? <u>PLEASE NOTE:</u> YouTube clips are not to be used**
Main Body of the Experience: *Include teaching strategies, focus questions and content specific language, grouping and transitions.* **This is a step by step record of what you are going to do with the children and when. There should be enough detail here so that another teacher could use this learning experience plan to teach the lesson for you.**
Closure: *Consider how you will assist the children to review, reflect on and share their learning.* **What strategies will you use for the children reflect on their learning and share it with their peers? This is a part of the learning for everyone and so is an important step of the lesson and must be carefully planned for.**
Lesson Differentiation: Include *grouping; considerations for learning diversity and extension activities* **These are considerations which need to be thought about as you are planning the lesson – what are you going to do for children who need addition support or finish quickly? How will you extend children who already have knowledge?– this is a differentiation of the curriculum –it is OK for some children to do a different activity connected to the topic.**
Evaluation, Review and Reflect in terms of: space, time, people, learning experiences and resources: To what extent were the outcomes/objectives achieved? How effective were the teaching strategies? How effective were the resources? Next time I will/Next time I will not: **Here is also good place to add other ideas for further lessons to build on the learning of this lesson**

LEARNING EXPERIENCE PLAN 2

Learning Experience Title	[Insert learning experience title here] [Pre-serviceTeacher: Insert your name] [Class: Insert year level] [Date: dd / mm / yyyy] [Time: _____ - _____ am/pm]

Rationale/Goal Briefly describe what the purpose of this learning experience is. What skills/concepts are being targeted?	**Prior Knowledge** Details of children's previous experiences, excursions, incursions, assessed knowledge and understandings.	**Learning Goals** Upon completion of this learning experience, the children will be able to: ▪ ▪ ▪

Curriculum Links (ACARA; EYLF etc.)

▪ [Identify Learning Area / strand / sub-strand / descriptor / hyperlink code].

Materials / Resources / Preparation Briefly describe what the purpose of this learning experience is. What skills/concepts are being targeted?	**Learning Environment / Preparation** Consider the physical environment – the things you will need to prepare within the indoor and/or outdoor environment.

Motivation & Introduction		
Main Body of the Experience		Focus Questions to promote higher order thinking: ▪ ▪ ▪ ▪
		Checks for Understanding:
Closure	Clean Up:	Review / Reflect / Share:
Experience Evaluation	To what extent were the outcomes / objectives achieved?	
	How effective were my strategies? How effective were the resources?	
	Next time I will…	Next time I will not…

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.