

Professional Experience Handbook

Bachelor of Education Early Childhood and Primary

EDC421 Transition to the Teaching Profession (Internship)

Guidelines for

Interns
Principals/Co-ordinators
Mentor Teachers
Supervisors

CONTENTS

	Page
General Information	
Professional Experience Staff Contact Details	3
Welcome to Professional Experience at Curtin University	4
Significance of Professional Experience	5
Absenteeism	5
Pre-Service Teaching File	5
Resource File	6
Teaching Resource Collection	6
Absentee Form	7
Overview of Practical Experience Placements	8
Roles and Responsibilities	
Role of the Principal/School Professional Experience Coordinator	9
Role of the Mentor Teacher	9
Role of the Supervisor	9
Role of the Intern	10
Role of the Professional Placement Officers	11
Roles of the Unit Co-ordinator	11
Outline of the Internship	12
Internship Guidelines	
Lesson Preparation	13
Pre-Internship Visits	13
Teaching Loads for Internship	13
Week 1	13
Week 2	14
Week 3 and 4	14
Week 5 Onwards	14
Assessment Forms for Mentor Teachers	15
Assessment Forms for Supervisors	16

	Page
Professional Experience Assessment Guidelines	17
Graduate Standards Evidence Guide	20
Students ‘At Risk’	29
At Risk Record Form – Part A	30
At Risk Record Form – Part B	31
Resources	
Lesson Planning Key Points	33
Which Strategies to Use in Your Lessons?	34
Detailed Lesson Plan Template	35
Daily Work Pad Format Suggestion	36
Daily Work Pad Example	37
Daily Work Pad Reflection Suggestion	38
Guidelines for Programs	39
Example of Planning Framework	40

PROFESSIONAL EXPERIENCE STAFF CONTACT DETAILS

Professional Experience Administration

Ph: (08) 9266 4790

Fax: (08) 9266 2547

Email: hum-ed-ouaprac@curtin.edu.au

Unit Co-ordinator

Dr Steffan Silcox

Email: steffan.silcox@curtin.edu.au

WELCOME TO PROFESSIONAL EXPERIENCE AT CURTIN UNIVERSITY

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

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

- It is expected that all pre-service teachers will prepare Lesson Plans and keep observations and reflections. A template is provided to guide these processes; alternatively the format may be negotiated with the Mentor Teacher.
- Absenteeism: Where absence is unavoidable pre-service teachers are required to notify both the School and Curtin University Professional Experience Office **no later than 8:00am on the day concerned**. Pre-service teachers are expected to make up days lost through absenteeism. An Absentee form is provided later in this handbook.
- Please forward all completed forms to the relevant emails listed earlier in this handbook.
- Pre-service teachers must maintain a **Teaching File** as a comprehensive record of the activities and lessons undertaken during professional experience. It is also strongly suggested that a resource file be developed to organise the ideas and resources used during placements.

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

Course Structure

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

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

The Professional Experience Team

SIGNIFICANCE OF PROFESSIONAL EXPERIENCE

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

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

ABSENTEEISM

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

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

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

PRE-SERVICE TEACHING FILE

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

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

RESOURCE FILE

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

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

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

ABSENTEE FORM

Pre-service Teacher:	
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School:	
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Professional Experience Dates:	
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Date of Absence:	
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Pre-service teachers must make up absent days immediately following the official placement dates

Medical Certificate Provided	<input style="width: 30px; height: 20px;" type="checkbox"/> Yes <input style="width: 30px; height: 20px;" type="checkbox"/> No
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Doctor's certificate/s to be sent with this form if absent 2 days or more

Date/s Attended for Make-up Days	
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Mentor Teacher:	
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Signature:		Date:	
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Please email or fax the completed form with Doctor's certificate (if applicable) to:

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

OVERVIEW OF THE PRACTICAL EXPERIENCE PLACEMENTS IN THE BACHELOR OF EDUCATION

The tables below provides you with a summary of the timing, length of placement and the location within each program for each 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.

EARLY CHILDHOOD PROGRAM

Time	Unit and activities	Focus Area	Placement
2 nd year	EDE222 Professional Studies in Teaching and Assessment in Junior Primary	Pedagogy; planning; assessment practices; reflective practice	3 weeks
3 rd year	EDE322 Professional Studies in Supportive Learning Environments with Three to Five Year Olds	Pedagogy; classroom management; inclusive practices; differentiation, reflective practice	3 weeks
3 rd year	EDE325 Professional Studies with Early Learning Quality Frameworks in the First Five Years of Life	Pedagogy; assessment practices; reflective practice	5 weeks (10x 1 day per week plus 3 week block)
4 th year	EDC421 Transition to the Profession Includes assessable course work online modules based around standards	Pedagogy; transition into beginning teacher; reflective practice	1 school term

PRIMARY PROGRAM

Time	Unit and activities	Focus Area	Placement
2 nd year	EDP223 Professional Studies and Planning for Teaching	Pedagogy, planning, reflective practice	2 weeks
2 nd year	EDP226 Professional Studies in Managing Learning Environments	Pedagogy, classroom management, reflective practice	3 weeks
3 rd year	EDP323 Professional Studies and Evaluating Learning	Pedagogy, assessment practices, reflective practice	4 weeks
4 th year	EDC421 Transition to the Profession Includes assessable course work online modules based around standards	Pedagogy; transition into beginning teacher; reflective practice	1 school term

ROLES & RESPONSIBILITIES

Person	Role	Major Responsibilities	Liaison	Notes
School Principal or nominated staff member		<ul style="list-style-type: none"> Welcome the pre-service teacher into the school community: introduce to staff and 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. 	<ul style="list-style-type: none"> Mentor Teacher/s 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Complete the AITSL Supervising Pre-Service Teacher Program professional learning accessed at http://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers Induct the pre-service teacher 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 pre-service teacher's progress with the Supervisor during their visit. Alert the Supervisor if the pre-service teacher is At Risk of failing. Work with the Supervisor and the pre-service teacher to complete the <i>At Risk Form</i>. 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. 	<ul style="list-style-type: none"> Supervisors 	<ul style="list-style-type: none"> Pre-service teachers do not have the legal responsibility to be solely in charge of the class. They must be supervised at all times.
Supervisor Note: Refers to all approved Supervisors. This includes University allocated and school-based supervisors	Confirmation of satisfactory progress OR At Risk	<ul style="list-style-type: none"> Complete the AITSL Supervising Pre-Service Teacher Program professional learning accessed at http://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers 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. View the pre-service teacher's Professional Experience folder and comment on the quality and/or make suggestions of what could be added. 	<ul style="list-style-type: none"> Mentor Teacher Pre-service Teacher 	<ul style="list-style-type: none"> 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 Professional Experience Administration if there are significant issues in regards

Person	Role	Major Responsibilities	Liaison	Notes
		<ul style="list-style-type: none"> 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 Administration at Curtin. Contact the Professional Experience Administration 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. 		to a pre-service teacher's placement/experience.
Pre-service Teacher/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. Contact your 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 Supervisor. Thoroughly read through the relevant Professional Experience Handbook: in particular, your observation and teaching requirements AND the assessment forms against which you will be graded. Thoroughly read through all relevant documentation including school occupational health and safety policies and procedures and Curtin fieldwork policies and procedures. 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 Supervisor 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 Experience Administration immediately. 	<ul style="list-style-type: none"> Mentor Teacher Supervisors 	<ul style="list-style-type: none"> 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 student's photos in any online forums. You may seek support from the Unit Coordinator, Curtin services and/or Professional Experience Administration. You must pass BOTH the theory and professional experience components of your unit to pass overall.

Person	Role	Major Responsibilities	Liaison	Notes
Professional Experience Officers	Placement & monitoring	<ul style="list-style-type: none"> • Distribute and collect all necessary student documentation, including the Professional Placement information forms. • Email Mentor Teacher and Supervisor with placement documentation. • Monitoring the returning of Supervisor and Mentor Teacher paperwork. • Inform the Unit Coordinator and Course Coordinator of any students reaching At Risk status. • Refer Supervisor, Mentor Teacher and/or pre-service teachers to the appropriate Curtin staff. 	<ul style="list-style-type: none"> • Professional Experience Officer • Pre-service Teachers • Unit Coordinators 	<ul style="list-style-type: none"> • Professional Experience Administration
Unit Coordinator	Unit management	<ul style="list-style-type: none"> • Ensure that all pre-service teachers are well-aware of the expectations Curtin University has of them during their placement. • Ensure that all pre-service teachers have access to the relevant Professional Experience Handbook, and understand the requirements of their particular placement. • Work with the School based Supervisors and Mentor Teacher to monitor At Risk students. • Enter all results into Blackboard. 	<ul style="list-style-type: none"> • Professional Experience Officer • Supervisors 	<ul style="list-style-type: none"> • Unit Coordinator

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.

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 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 Supervisor if possible. Further details regards this will be announced in Blackboard closer to the time.

ASSESSMENT INFORMATION FOR MENTOR TEACHER

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 Supervisor. The Intern should be provided with his/her own copy of this report.

The Internship Progress Report will require the mentor teacher to assess and rate each of the Australian Professional Standards for Teachers at the Graduate career stage. Each standard and its focus area, will be rated as **Exceeding Graduate Level (E)**; **Graduate Level (G)**; or **Below Graduate Level (B)**. Comments on each standard, and overall recommendations and commendations are required. The final rating of **Intern continues the placement** or **At Risk** is then awarded.

The Assessment Guidelines in this handbook detail the standards and their focus areas.

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

The Internship Final Assessment Report requires the mentor teacher to assess and rate each of the Australian Professional Standards for Teachers at the Graduate career stage. Each standard will be rated as **Exceeding Graduate Level (E)**; **Graduate Level (G)**; or **Below Graduate Level (B)**. Comments on each standard and an overall final comment are required.

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 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 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 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

ASSESSMENT FORMS FOR SUPERVISOR

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 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 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

PROFESSIONAL EXPERIENCE ASSESSMENT GUIDELINES

The professional experience placement will be assessed against the Australian Professional Standards for Teachers at the Graduate Career Stage. Reflect on the pre-service teacher's level of competency and meeting of these standards.

The following provides an overview of the standards. Further information can be accessed <https://www.aitsl.edu.au/teach/standards>.

An evidence guide to support the professional experience is provided at the end of the handbook.

STANDARD 1 - KNOW STUDENTS AND HOW THEY LEARN	
1.1	Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6	Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT	
2.1	Content and teaching strategies of the teaching area Demonstrate knowledge, and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2	Content selection and organisation Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6	Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

STANDARD 3 - PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	
3.1	Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies Include a range of teaching strategies.
3.4	Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
3.6	Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7	Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.
STANDARD 4 - CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	
4.1	Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.
4.3	Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4	Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
4.5	Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	
5.1	Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3	Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5	Report on student achievement Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING	
6.1	Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.2	Engage in professional learning and improve practice Understand the relevant and appropriate sources of the professional learning for teachers.
6.3	Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	
7.1	Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2	Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3	Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4	Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

Graduate Teacher Standards – Evidence Guide to Support Professional Experience

The attached Evidence Guide is intended as a support document that will help build the capacity of Mentor Teachers and Supervisors to make professional judgements of pre-service teachers' achievements during professional experience placements. The evidence aims to clarify the meaning and significance of each Graduate Teacher Standard focus area and support rigour and consistency of assessment by providing Mentor Teachers and Supervisors with specific examples of what practice at this level should look like.

	Graduate Teaching Standard Descriptor	Practices that demonstrate the pre-service teachers' engagement with the Standard during an early professional experience placement, may include:	Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:
1	Know students and how they learn	The pre-service teacher...	
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<ul style="list-style-type: none"> Seeks knowledge of students' specific physical, social, emotional and intellectual learning needs in an appropriate and respectful manner Identifies achievable learning goals for students Demonstrates a developing awareness of differences in students' learning preferences and needs Responds to differences in students' learning preferences and needs through approaches to lesson planning and teaching 	<ul style="list-style-type: none"> Identifies students' specific physical, social, emotional and intellectual learning needs Communicates and interacts in ways appropriate to students' development stages Makes modifications to delivery depending on students' physical, social, emotional and intellectual development Considers and makes modifications to the learning environment depending on physical, social, emotional and intellectual development Uses a variety of resources to account for the learning preferences and needs of students Plans differentiated work for students (modified and extension)
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	<ul style="list-style-type: none"> Identifies current research into how students learn 	<ul style="list-style-type: none"> Applies knowledge of current research to modify teaching strategies Applies knowledge of research on how students' skills, interests and prior achievements affect learning
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<ul style="list-style-type: none"> Shows an awareness of the need to modify teaching strategies based on student diversity Is aware that schools have programs and policies relating to inclusivity Begins to incorporate global issues into lessons and unit planning Displays cultural sensitivity and respect for diversity 	<ul style="list-style-type: none"> Uses effective questioning to engage every student Plans for and respects the diversity of all students within the classroom Uses culturally sensitive resources, language and strategies in teaching practice Presents controversial issues in a sensitive manner Encourages students to express and explore their beliefs, values, feelings and attitudes in a sensitive manner

	Graduate Teaching Standard Descriptor	Practices that demonstrate the pre-service teachers' engagement with the Standard during an early professional experience placement, may include:	Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	<ul style="list-style-type: none"> Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds 	<ul style="list-style-type: none"> Selects strategies to provide for relevant learning experiences appropriate and respectful to students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement, sequencing and significance
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	<ul style="list-style-type: none"> Is aware of the need to differentiate teaching to meet the different learning needs of all students Develops lessons that address the different needs of all students 	<ul style="list-style-type: none"> Develops teaching and learning programs and/or lesson plans with a variety of teaching and learning activities and resources that link to syllabus outcomes/objectives and which meet the specific learning needs of students across the full range of abilities Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students Develop teaching activities resulting from collaborative planning or consultation with specialist staff such as the ESL teacher/Counsellor/Aboriginal Education Assistant/Gifted and Talented coordinator/Learning Support teacher
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<ul style="list-style-type: none"> Is aware of and discusses disability legislative requirements Discusses how the learning needs of students with different disabilities could be met Seeks advice and support from appropriate personnel to develop lessons that support the learning of students with different disabilities Complies with disability legislative requirements Encourages a respectful and collegial classroom environment where all students are valued and provided with the same learning opportunities 	<ul style="list-style-type: none"> Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students' diverse learning needs Develops a sequence of learning experiences that support the learning of all students with a disability Complies with disability legislative requirements Encourages a respectful and collegial classroom environment where all students are valued and provided the same learning opportunities

	Graduate Teaching Standard Descriptor	Practices that demonstrate the pre-service teachers' engagement with the Standard during an early professional experience placement, may include:	Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:
2	Know the content and how to teach it	The pre-service teacher...	
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<ul style="list-style-type: none"> Clearly articulates and explains the content of the lesson Accurately answers content related questions from students 	<ul style="list-style-type: none"> Prepares teaching and learning programs and/or lesson plans with a variety of teaching and learning strategies (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus documents
2.2	Organise content into an effective learning and teaching sequence.	<ul style="list-style-type: none"> Plans individual lessons clearly and logically Demonstrates a developing ability to present content in a coherent, well-sequenced learning and teaching program 	<ul style="list-style-type: none"> Develops and delivers logical lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<ul style="list-style-type: none"> Uses the school program as a basis for designing effective lesson plans and assessment of learning Accesses information about curriculum documents and other resources and designs assessment accordingly 	<ul style="list-style-type: none"> Designs assessments which show clear links to the teaching and learning program and reporting cycle Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<ul style="list-style-type: none"> Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions 	<ul style="list-style-type: none"> Chooses teaching and learning activities that broaden the understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages Selects student work samples and displays of student work which show student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures or languages
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<ul style="list-style-type: none"> Uses professional discussion about lesson content and structure which show the teacher education student's knowledge, understanding, and/or teaching strategies to support students' literacy achievement Uses professional discussion about lesson content and structure which show the teacher education student's knowledge, understanding, and/or teaching strategies to support students' numeracy achievement 	<ul style="list-style-type: none"> Develops lesson plans, observation notes and discussion about lesson content and structure which show the teacher education student's knowledge, understanding, and/or teaching strategies to support students' literacy and /or numeracy achievement Works collaboratively, when given the opportunity, with support teachers, such as ESL, to meet students' literacy and/or numeracy needs
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<ul style="list-style-type: none"> Develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful Can incorporate ICT resources into lessons to enhance students' learning 	<ul style="list-style-type: none"> Develops teaching and learning lesson plans/programs that link to syllabus outcomes/objectives taking into account available resources, with a broader variety of ICT teaching and learning activities (for example, project based learning, Web-based research, Web 2.0 tools, subject/ KLA/ stage appropriate software)

	Graduate Teaching Standard Descriptor	Practices that demonstrate the pre-service teachers' engagement with the Standard during an early professional experience placement, may include:	Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:
3	Plan for and implement effective teaching and learning	The pre-service teacher...	
3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<ul style="list-style-type: none"> Identifies clear and appropriate learning goals with respect to syllabus documentation and specific learning needs 	<ul style="list-style-type: none"> Prepares/plans appropriate learning goals with respect to syllabus documentation and specific learning needs/varying abilities Differentiates curriculum in lesson plans Knows when students have or have not attained a learning goal
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	<ul style="list-style-type: none"> Writes lesson plans detailing such goals through the use of objectives/outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with Mentor Teacher Seeks to match learning outcomes, content, and teaching strategies to class level in consultation with Mentor Teacher Reflects with P Mentor Teacher on lesson planning and student learning Begins to assign appropriate time/weighting to achieve learning outcomes and lesson plans Takes into account Mentor Teacher and Supervisor feedback in relation to content and student management to plan future learning 	<ul style="list-style-type: none"> Implements lesson plans that detail such goals through the use of objectives and outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with Mentor Teacher Utilises the host school's scope and sequences and content overviews to plan appropriate lessons Reflects with Mentor Teacher on lesson/unit delivery to enhance student learning Draws upon previous lesson delivery to plan and implement relevant, engaging and significant learning experiences Takes into account Mentor Teacher and Supervisor feedback in relation to content and student management to plan future learning
3.3	Include a range of teaching strategies in teaching.	<ul style="list-style-type: none"> Develops and incorporates a range of appropriate and engaging materials and resources into teaching practice and class management 	<ul style="list-style-type: none"> Draws upon learnt pedagogical knowledge to adapt, improvise and inform the teaching of content and outcomes, as well as class management Demonstrates the ability to plan and incorporate a range of teaching strategies
3.4	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<ul style="list-style-type: none"> Shows knowledge of a range of appropriate and engaging materials and resources and a capacity to incorporate these into teaching practice to enhance students' learning Uses current and relevant resources in consultation with their supervising teacher to ensure accurate content is presented in lessons Selects current and relevant teaching resources to improve lesson/unit planning in consultation with the Mentor Teacher 	<ul style="list-style-type: none"> Uses a range of appropriate and engaging materials and resources and demonstrates the capacity to incorporate these into teaching practice. Engages with a variety of technologies to enhance lesson/learning outcomes Uses resources appropriate to student developmental levels and manages resources professionally Accesses and uses curriculum support materials effectively

	Graduate Teaching Standard Descriptor	Practices that demonstrate the pre-service teachers' engagement with the Standard during an early professional experience placement, may include:	Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:
3.5	Demonstrate a range of verbal and nonverbal communication strategies to support student engagement.	<ul style="list-style-type: none"> • Uses effective and respectful oral and written communication skills, including the promotion of grammatically acceptable and correct English • Enacts reciprocal communication • Implements the use of vocabulary and metalanguage to develop conceptual understanding • Employs a range of questioning techniques such as open/closed questioning • Begins to acknowledge and develop student responses in an inclusive manner • Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage • Demonstrates and models non-verbal forms of communication, in consultation with the Mentor Teacher 	<ul style="list-style-type: none"> • Uses effective and respectful oral and written communication skills, including the promotion of grammatically acceptable and correct English • Enacts reciprocal communication • Effectively uses vocabulary and metalanguage to develop conceptual understanding • Employs a range of questioning techniques such as open/closed questioning to elicit prior understanding • Acknowledges and logically develops student responses in an inclusive manner. • Uses voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage • Demonstrates effective use of non-verbal forms of communication, such as teacher presence, pausing, circulating throughout the environment, eye contact, and varying gestures for student engagement and management
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<ul style="list-style-type: none"> • Shows understanding and achievement of outcomes as demonstrated through appropriately linked assessment or data (e.g. observational data) • Develops a range of strategies to cater for the diverse range of learners within the class • Accesses assessment criteria in consultation with Mentor Teacher • Reflects on lessons to inform future planning and to improve pedagogy 	<ul style="list-style-type: none"> • Ensures assessment is an integral part of the teaching and learning cycle and that lesson planning indicates appropriate links between outcomes and assessment • Employs a range of strategies to assess student achievement and participation, catering for the diverse range of learners within the class • Inform students by accessing and deconstructing explicit quality criteria for assessment • Reflects on lesson to inform future planning and improve pedagogy
3.7	Describe a broad range of strategies for involving parents/carers in the educative process.	<ul style="list-style-type: none"> • Communicates effectively and respectfully with parents and carers in the classroom • Consults with the mentor teacher in order to understand school-home connections, for example, the school homework policy • In consultation with the Mentor Teacher, draws on established school partnerships and local resources to enhance learning significance • Explores established structures in the school to encourage parents and caregivers to be involved in school or classroom activities • Acts professionally, and with the appropriate confidentiality, when respectfully communicating with parents and caregivers 	<ul style="list-style-type: none"> • Encourages parents/carers to visit the classroom and school • Interacts professionally and respectfully with parents and carers • Connects school learning to the home context • Draws on resources within the community to enhance lesson/unit content • Promotes established structures in the school to encourage parents and caregivers to be involved in school or classroom activities • Acts professionally and respectfully, with the appropriate confidentiality, when communicating with parents and caregivers

	Graduate Teaching Standard Descriptor	Practices that demonstrate the pre-service teachers' engagement with the Standard during an early professional experience placement, may include:	Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:
4	Create and maintain supporting and safe learning environments	The pre-service teacher...	
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	<ul style="list-style-type: none"> • Discusses strategies with the Mentor teacher • Communicates value and respect for students as individuals and learners • Builds secure, safe respectful, supportive and reciprocal relationships with students 	<ul style="list-style-type: none"> • Contributes to an inclusive classroom where all students are acknowledged as individuals • Models an enthusiastic and positive attitude towards teaching and learning • Builds and maintains secure, safe respectful, supportive and reciprocal relationships with students
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	<ul style="list-style-type: none"> • Has learnt and uses students' names • Records observations and discusses classroom routines • Records observations and discusses techniques that teachers use to support student time spent on learning tasks • Observes implementation of classroom management strategies and identifies those that focus on student needs 	<ul style="list-style-type: none"> • Employs classroom routines consistently to maximize student learning • Plans and delivers lessons that are timed and sequenced to meet the needs of the students • Delivers lessons that articulate clear directions, that have been well prepared and resourced, and are responsive to student learning needs goals/outcomes
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour.	<ul style="list-style-type: none"> • Identifies student needs • Remains calm, respectful, empathic and fair • Discusses student management techniques that are appropriate and responsive to student needs • Discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches • Understands the need to establish and work within an identifiable welfare/classroom management system 	<ul style="list-style-type: none"> • Plans engaging learning activities that motivate and engage students • Avoids situations that trigger challenging behaviours • Applies student management techniques that are fair, respectful, appropriate and responsive to student needs • Manages challenging behaviours quickly, fairly, respectfully, and with empathy, applying judgement based on the context • Demonstrates a range of strategies to refocus students and meet their needs
4.4	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	<ul style="list-style-type: none"> • Discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WH&S, duty of care, child protection 	<ul style="list-style-type: none"> • Discusses and follows specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WH&S, duty of care, child protection • Produces lesson plans that show implementation of school discipline and welfare policies, and positive welfare and classroom practices which reflect school policies • Describes the management of student behaviour and safety in accordance with mandatory policies

	Graduate Teaching Standard Descriptor	Practices that demonstrate the pre-service teachers' engagement with the Standard during an early professional experience placement, may include:	Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:
4.5	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	<ul style="list-style-type: none"> Discusses strategies which promote safe, responsible and ethical use of ICT in learning and teaching (for example, awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and academic honesty) 	<ul style="list-style-type: none"> Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in learning and teaching Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and academic honesty Produces samples of email and online communications (such as blogs) between teacher and students that model responsible and ethical use of ICT
5	Assess, provide feedback and report on student learning	The pre-service teacher...	
5.1	Demonstrate understanding of assessment strategies including, informal and formal, diagnostic, formative and summative approaches to assess student learning.	<ul style="list-style-type: none"> Considers appropriate assessment strategies when developing lessons Records and uses assessment information informally (e.g. observations of student learning and/or work samples) to monitor student learning 	<ul style="list-style-type: none"> Designs and delivers a wide variety of formative and summative assessment activities to formally monitor student learning Analyses student work samples to recognise diagnostic information to be used and how it informs differentiation and future assessment strategies and tasks
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	<ul style="list-style-type: none"> Gives constructive, purposeful and respectful feedback to students about their learning progress Provides appropriate encouragement Recognises that feedback can be sought from students about their learning preferences and needs 	<ul style="list-style-type: none"> Builds appropriate reinforcement and feedback into lesson plans Gives timely effective feedback to enhance student performance and provides direction for future learning (goal setting) Seeks feedback from students about their learning preferences and needs
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	<ul style="list-style-type: none"> Collaborates in producing assessment plans, tasks, marking criteria, marking rubrics Provides student work samples showing assessment feedback that demonstrates the school or system policy regarding the moderation of assessment activities 	<ul style="list-style-type: none"> Understands the process of moderation and the principle of ensuring consistent teacher judgement Produces assessment plans, tasks, marking criteria, marking rubrics that demonstrate the school or system policy regarding the moderation of assessment activities Collects student work samples showing assessment feedback that demonstrates the school or system policy regarding the moderation of assessment activities
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<ul style="list-style-type: none"> Considers the types of evidence required to effectively evaluate student learning 	<ul style="list-style-type: none"> Bases lesson reflections on the evidence gathered through assessment tasks Explains how assessment data applies to planning and teaching practice

	Graduate Teaching Standard Descriptor	Practices that demonstrate the pre-service teachers' engagement with the Standard during an early professional experience placement, may include:	Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:
5.5	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement	<ul style="list-style-type: none"> Discusses student achievement with the Mentor Teacher Is familiar with the school's reporting procedures and policy 	<ul style="list-style-type: none"> Demonstrates an effective approach to collecting, organizing and storing assessment data consistent with school policies and procedures Employs a variety of methods to record evidence gathered through assessment activities
6	Engage in professional learning	The pre-service teacher...	
6.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs	<ul style="list-style-type: none"> Engages in self-reflection in aspects of Professional Knowledge, Practice and Engagement Is familiar with the Australian Professional Standards for Teachers and how they frame teaching practice 	<ul style="list-style-type: none"> Identifies specific learning goals in relation to the Standards Begins to develop evidence supporting claims against each of the Australian Professional Standards for Teachers at Graduate level.
6.2	Understand the relevant and appropriate sources of professional learning for teachers	<ul style="list-style-type: none"> Seeks opportunity within the school for professional learning through discussions with staff Attends professional meetings 	<ul style="list-style-type: none"> Contribute to staff and curriculum meetings where appropriate Participates in professional teams
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	<ul style="list-style-type: none"> Sets short term teaching goals in discussion with their Mentor Teacher Receives constructive feedback in a positive and professional manner 	<ul style="list-style-type: none"> Receives constructive feedback in a positive and professional manner Sets realistic short and long-term goals with their Mentor Teacher Realistically analyses their achievement towards teaching goals
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	<ul style="list-style-type: none"> Actively listens to discussions with school community members regarding benefits to ongoing professional learning and collegial sharing of knowledge and resources 	<ul style="list-style-type: none"> Engages innovatively within the limits of their responsibilities and capabilities Demonstrates a commitment to teaching and to continuous improvement of their practice Recognises that teachers are agents of their own professional learning Reflects on own teaching and seeks advice on ways to develop professionally and improve performance

	Graduate Teaching Standard Descriptor	Practices that demonstrate the pre-service teachers' engagement with the Standard during an early professional experience placement, may include:	Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:
7	Engage professionally with colleagues, parents/carers and the community	The pre-service teacher...	
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	<ul style="list-style-type: none"> Behaves ethically and respects the confidentiality of student and school information 	<ul style="list-style-type: none"> Demonstrates knowledge of the relevant codes of ethics that underpin their educational context Reflects critically on personal and professional practice
7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage	<ul style="list-style-type: none"> Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies 	<ul style="list-style-type: none"> Complies with relevant legislative, administrative, organisational and professional requirements such as child protection, duty of care etc. Demonstrates an understanding of evacuation procedures and WHS and the school and system discipline and welfare policies
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	<ul style="list-style-type: none"> Employs appropriate and respectful professional communication with school staff, visitors, parents and carers 	<ul style="list-style-type: none"> Establishes respectful collaborative relationships through the use of appropriate language, tone and body language Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families and carers
7.4	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice	<ul style="list-style-type: none"> Shows willingness to participate with school staff in a range of activities 	<ul style="list-style-type: none"> Shows willingness to participate with school staff, external professionals and community representatives, in a range of activities and programs Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development

Adapted from NSW Education Standards Authority. A framework for high-quality professional experience in NSW Schools (pp. 27-37).

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 4790 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, 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

Name of Pre-Service Teacher: _____ ID: _____

School: _____

Mentor Teacher: _____

Supervisor: _____ Professional Studies Unit Code: _____

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 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

AT RISK RECORD Part B

Name of Pre-Service Teacher: _____ ID: _____

School: _____

Mentor Teacher: _____

Supervisor: _____ Professional Studies Unit Code: _____

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 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

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.
Relationships	<ul style="list-style-type: none"> What approaches can you utilise to build and maintain safe, supportive, reciprocal and respectful relationships?

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

Relationships

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> <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. *** Recess Duty in top play area</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.) <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					(T) Teacher (A) Aide
Year 1, 2 & 3 Pre-primary					
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	