

Faculty of Humanities

Professional Experience Handbook

Bachelor of Education Early Childhood

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

Guidelines for

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

SCHOOL OF EDUCATION



Curtin University

CRICOS Provider Code 00301J

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PROFESSIONAL EXPERIENCE STAFF CONTACT DETAILS

Professional Experience Administration

Phone: (08) 9266 7998 (Mon and Tues)

Fax: (08) 9266 2547

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

Course Co-ordinator

Associate Professor Jenny Jay

Email: jenny.jay@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 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 80 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 mentor teacher. The Internship is weighted the equivalent of 4 units towards the final degree.

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

The Professional Experience Team

SIGNIFICANCE OF PROFESSIONAL EXPERIENCE

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

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

ABSENTEEISM

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

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

The release of pre-service teachers to 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 School-based Supervisor.** It does not have to be submitted to Curtin. Lesson Plans should be indexed and prepared two or three days in advance. It should contain the following:

- Working with Children Card and any other State requirements
- Curtin Code of Conduct and Insurance Policy Forms
- Professional Experience Handbook
- 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 and **should be available to a Mentor Teacher and School-based Supervisor on request** and include as much information as possible about resources such as the original source for future referencing.

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

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

ABSENTEE FORM

| | |
|-----------------------------|--|
| Pre-service Teacher: | |
|-----------------------------|--|

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

| | |
|---------------------------------------|--|
| Professional Experience Dates: | |
|---------------------------------------|--|

| | |
|-------------------------|--|
| Date of Absence: | |
|-------------------------|--|

Pre-service teachers must make up absent days immediately following the official placement dates

| | |
|-------------------------------------|--|
| Medical Certificate Provided | <input type="checkbox"/> Yes <input type="checkbox"/> No |
|-------------------------------------|--|

Doctor's certificate/s to be sent with this form if absent 2 days or more

| | |
|---|--|
| Date/s Attended for Make-up Days | |
|---|--|

| | | | |
|------------------------|--|--|--|
| Mentor Teacher: | | | |
|------------------------|--|--|--|

| | | | |
|-------------------|--|--------------|--|
| Signature: | | Date: | |
|-------------------|--|--------------|--|

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 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 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.

| 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 | Transition to the Profession (100 credit points) 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 school-based 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 peruse and sign, and give a copy to the pre-service teacher to take with them. | <ul style="list-style-type: none"> Supervisor | <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 | 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. | <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. |

| Person | Role | Major Responsibilities | Liaison | Notes |
|---|---------------------------|--|--|--|
| allocated and school-based supervisors. | | <ul style="list-style-type: none"> • 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. • 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. | | <ul style="list-style-type: none"> • Pre-service teachers At Risk may require an additional visit. • You may contact the Professional Experience Administration if there are significant issues in regards to a pre-service teacher's placement/experience. |
| Pre-service Teacher | 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. | <ul style="list-style-type: none"> • Mentor Teacher • Supervisor | <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 children's photos in any online forums. • You may seek support from the Unit Coordinator, Curtin |

| Person | Role | Major Responsibilities | Liaison | Notes |
|----------------------------------|------------------------|--|--|--|
| | | <ul style="list-style-type: none"> • 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'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 Experience Administration immediately. | | <p>services and/or Professional Experience Administration.</p> <ul style="list-style-type: none"> • You must pass BOTH the theory and professional experience components of your unit to pass overall. |
| 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 Supervisor 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 SECOND PROFESSIONAL EXPERIENCE

All placements are attached to a course work unit which has other assessable components. The second Professional Experience placement is associated with the unit:

EDE322 Professional Studies with Supporting Learning Environments 3 – 5 yr olds

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.

SUPERVISION AND CONTACT

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

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

ASSESSMENT

Pre-service teachers are assessed by both their Mentor teacher and an additional independent supervisor. During the three week placement, the Mentor teacher is asked to complete the relevant Assessment Forms, see pages 16 – 27 for assessment criteria.

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

The contents of the assessment form should be discussed with and **signed off by the pre-service teachers**. Copies of these reports will be sent to Mentor teachers or can be obtained electronically by contacting: hum-ed-ouaprac@curtin.edu.au

PLANNED TEACHING FOR THE SECOND 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.

| | Pre-service Teacher |
|---------------|--|
| Week 1 | <ul style="list-style-type: none"> • 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 2 | <ul style="list-style-type: none"> • 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) each day. • 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 3 | <ul style="list-style-type: none"> • 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 INFORMATION FOR MENTOR TEACHERS AND SUPERVISORS

Prior to the conclusion of the placement, the Mentor Teacher is asked to complete the Professional Experience Assessment Form and the Supervisor to complete a modified version of this form.

The Professional Experience Assessment Form is based on the **Australian Professional Standards for Teachers** at the **Graduate** career stage and the Professional Experience **Code of Conduct**.

The Professional Experience Code of Conduct outlines the professional behaviour requirements and responsibilities of pre-service teachers. The Professional Experience Assessment Form focuses on demonstration of the following aspects of professionalism: punctuality; personal presentation; initiative; respect for the school's vision, values, mission and approaches; plans submitted to the mentor teacher at least 24 hours prior to the lesson; reflective practice; and participation in other duties. These aspects will be awarded one of the following ratings: **Above Satisfactory** or **Satisfactory** or **Insufficient Opportunity** or **Unsatisfactory**, a general comment on the pre-service teacher's professionalism will be included.

Each of the Australian Professional Standards for Teachers at the Graduate career stage and their focus areas will be awarded a **Competent** or **Not Yet Competent** rating along with a general comment for each standard. 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 have an opportunity to demonstrate a standard focus area, an explanation should be provided in the appropriate Comment section.

The ratings for professionalism and the standards should take into consideration the pre-service teacher's level of the professional experience unit, that is, where this unit is positioned in the course. The Professional Experience Handbook provides information in regards to where each unit is situated in the course. Please note that the Professional Experience Assessment Form should be completed in relation to the level of this professional experience unit. Ratings awarded in this professional experience may be different from previous and subsequent professional experience units depending where they are situated within the course structure.

The Professional Experience Assessment Form then requires final overall recommendation and commendation comments and a final result. The final result is a **Pass** or **Fail** awarded for the overall assessment of the pre-service teacher in this professional experience placement.

The Mentor Teacher and Supervisor are requested to discuss the Professional Experience Assessment Form and process with the pre-service teacher. It is recommended that this discussion identifies strengths that the pre-service teacher has demonstrated in the classroom and the aspects that require attention, with ideas about how to improve these.

RETURN OF FORMS

Please complete the assessment form PRIOR to the conclusion of the 15 days.

Electronic Forms

Curtin assessment forms are now electronic with the aim of making the assessment process easier and more convenient. Mentor Teachers will have received or can receive an email with an Edit Link for you to automatically complete and submit the assessment form directly to the Curtin School of Education. Once submitted the student will then have access to the report (read-only) and will submit the same document back to the Curtin School of Education.

If you would prefer an editable pdf document, please email hum-ed-ouaprac@curtin.edu.au

If you use an editable pdf document, it would be much appreciated if a copy of the completed assessment form be given to the pre-service teachers when they leave the school and a copy forwarded to Curtin School of Education, hum-ed-ouaprac@curtin.edu.au or fax 9266 2547.

ASSESSMENT INFORMATION FOR 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 FORMS

Please complete the assessment form PRIOR to the conclusion of the 15 days.

Electronic Forms

Curtin assessment forms are now electronic with the aim of making the assessment process easier and more convenient. Supervisors will have received or can receive an email with an Edit Link for you to automatically complete and submit the assessment form directly to the Curtin School of Education. Once submitted the student will then have access to the report (read-only) and will submit the same document back to the Curtin School of Education.

If you would prefer an editable pdf document, please email hum-ed-ouaprac@curtin.edu.au If you use an editable pdf document, it would be much appreciated if a copy of the completed assessment form be given to the pre-service teachers when they leave the school and a copy forwarded to hum-ed-ouaprac@curtin.edu.au or fax 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 and the Professional Experience Code of Conduct.

The following provides an overview of the Australian Professional Standards for Teachers at the Graduate Career Stage. Further information can be accessed <https://www.aitsl.edu.au/teach/standards> and an evidence guide to support the professional experience is provided after these guidelines.

| 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: |
|-----|--|--|--|
| .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 7998 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

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
 Fax: 9266 2547

**AT RISK RECORD
Part B**

Name of Pre-Service Teacher: _____ ID: _____

School: _____

Mentor Teacher: _____

Supervisor: _____ Professional Studies Unit Code: _____

| Goals | Developmental strategy | Significant Improvement | |
|-------|------------------------|-------------------------|----|
| | | Yes | No |
| 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
Fax: 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 | |

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. How will the lesson begin? What will you provide which will make the children excited and curious about the learning? What knowledge do you think the children will have/need to engage in this learning? How might your topic be relevant to the context? PLEASE NOTE: YouTube clips are not to be used |
| Main Body of the Experience: <i>Include teaching strategies, focus questions and content specific language, grouping and transitions.</i> 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: <i>Consider how you will assist the children to review, reflect on and share their learning.</i> 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: <i>Include grouping; considerations for learning diversity and extension activities</i> 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: <ul style="list-style-type: none"> ▪ ▪ ▪ |
| Curriculum Links (ACARA; EYLF etc.) <ul style="list-style-type: none"> ▪ [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: <ul style="list-style-type: none"> ▪ ▪ ▪ ▪ |
| | | 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.
