



Curtin University

Professional Experience Handbook

Bachelor of Education (Early Childhood Education)

PE 2: Quality Frameworks in Early Learning Centres

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Professional Experience Staff Contact Details

Professional Experience Administration:

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

Course Coordinator:

Email: CCBEdEarlyChildhood@curtin.edu.au

Unit Coordinator:

Pre-service teachers can refer to their Unit Outline for their Unit Coordinator's contact details. Where mentor teachers and supervisors are seeking this information, please check with the pre-service teacher or contact the Professional Experience team.

Welcome to Professional Experience at Curtin University

The Professional Experience program is an integral part of Initial Teacher Education (ITE) courses 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, observations and reflections and keep a hard copy or digital copy of these in the teaching file. The teaching file must be readily available to stakeholders via shared links or physically at all times. A template is provided to guide these processes; alternatively, the format is to 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.
- Assessment forms will be provided via a link to be completed online.
- 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.

The Professional Experience Team
School of Education
Curtin University

Program Overview

The Bachelor of Education (Early Childhood Education) Professional Experience Program

The Bachelor of Education (Early Childhood Education) Course has four Professional Experience units which are essential components of the course and are planned to integrate the pre-service teachers' studies with practical learning experiences. The placements also provide opportunities for our pre-service teachers to progress in their development of and gather evidence against each of the Australian Professional Standards for Graduate Teachers.

There is a mandated requirement of a minimum 80 days supervised professional experience for undergraduate early childhood teaching qualifications. This must include a minimum of **10 days in Australian early childhood settings** with children under three years old (birth – 35 months), and a **minimum of 30 days in Australian early childhood settings with children aged three until before they start formal schooling**, including days with children under five years of age. The remaining balance may be undertaken with school aged children.

The table below provides a summary of the timing; length of placement and the location within the course for the four Professional Experience placements. The Professional Experience placement is situated within a unit of work, which has an overall theme or focus area. This information is to provide guidance on the expected range of skills, content knowledge and anticipated abilities of pre-service teachers.

| Unit | Unit theme | Age | Length of placement |
|--|---|---|--|
| Early Childhood Professional Experience 1: Learning and Teaching in Junior Primary | Learning and Teaching in Junior Primary | 6-8 years (15 days) | 15 days |
| Early Childhood Professional Experience 2: Quality Frameworks in Early Learning Centres | Quality Frameworks in Early Learning Centres | 3-5 years (5 days) 0-3 years (15 days) | 20 days (5 distributed days plus 3 weeks) |
| Early Childhood Professional Experience 3: Kindergarten to Pre-Primary Learning Environments | Learning and Teaching in Kindergarten to Pre-Primary (settings prior to formal schooling) | 3-5 years (20 days) | 20 days |
| Professional Experience 4: The Internship | Demonstration of meeting the Graduate Teacher Standards | 3-5 years (50 days) | 1 school term (50 days) |

Please note that all placements are to be conducted in a full-time block mode. None of the four Professional Experience placements can be broken or split into shorter periods. These units must be undertaken in sequence and passed in order to graduate from this ITE course.

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.

In order to pass a Professional Experience unit, both the theory and professional experience components of the unit must be passed. Students who fail a Professional Experience unit are advised to monitor their Official Communications Channel and Curtin student email for notifications and information relating to course progression, following official results release. In accordance with the Assessment and Student Progression Manual, determination of academic status is the responsibility of the Board of Examiners.

Roles and Responsibilities

Professional Experience Centre/School-Based Staff and Assessors

We would like to thank you for agreeing to participate in the Professional Experience component of Curtin's ITE programs. We value your time, commitment and energy and appreciate your efforts to help our pre-service teachers embark on their professional preparation. We anticipate that pre-service teachers will find working with children enjoyable and rewarding.

Please note that pre-service teachers do not have the legal responsibility to be solely in charge of children. They must be supervised.

Should you experience any issues relating to the Professional Experience, have questions and/or require further information, please do not hesitate to contact the Curtin Professional Experience Office.

Role of School Principal/Professional Experience Co-ordinator

- Welcome the pre-service teacher into the centre/school community.
- Introduce pre-service teacher to staff and induct pre-service teacher into the centre/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.

Role of Mentor Teacher

- Complete the AITSL Supervising Pre-Service Teacher Program professional learning accessed at <http://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers> or an equivalent professional learning program is acceptable.
- Induct the pre-service teacher into the learning environment and articulate learning environment practices and routines.
- Facilitate the placement as per the guidelines for the relevant placement as detailed in Curtin Professional Experience Handbook.
- Review and provide feedback on lesson experience plans.
- Provide written post-lesson feedback that is constructive.

- Provide constructive feedback on the pre-service teacher's practice against the graduate teacher standards.
- View the pre-service teacher's Professional Experience teaching file and comment on the quality and/or make suggestions of what could be added.
- Discuss the pre-service teacher's progress with the supervisor.
- 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 *At-Risk Form*.
- Complete the assessment forms; sign and discuss with the pre-service teacher.

Role of Supervisor

- Complete the AITSL Supervising Pre-Service Teacher Program professional learning accessed at <http://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers> or an equivalent professional learning program is acceptable.
- 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 teaching file and comment on the quality and/or make suggestions of what could be added.
- Complete the assessment form.
- Contact the Curtin Professional Experience Office 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.
- An additional visit may be required for a pre-service teacher placed at Risk.

Professional Experience Pre-Service Teacher

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 you have been developing throughout each semester of the degree program. We anticipate that you will find working with children enjoyable and rewarding.

Should you experience any issues relating to the Professional Experience and/or require support you are able to contact Curtin support services, the Professional Experience Unit Coordinator and the Curtin Professional Experience Office.

Role of Pre-Service Teacher

- Contact the centre/school prior to your placement.
- Undertake the recommended number of pre-visits.
- Undertake the Professional Experience as outlined and required in accordance with the Code of Conduct and relevant policies and legislations.

- At all times assume the professional aspects of the role of an educator/teacher, accepting the constraints of punctuality, co-operation with staff, and concern for the welfare of children.
- 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 information 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 learning experience plans at least 24 hours 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 acknowledge and sign the mentor teacher and supervisor assessment forms.

Responsibilities of Pre-Service Teacher

Absenteeism

Where absence is unavoidable, pre-service teachers are required to notify both the centre/school and the Curtin Professional Experience Office **no later than 8.00 am on the day concerned**. The Absentee Form in this handbook must also be emailed to the Professional Experience Office.

Pre-service teachers are expected to make up all days lost through absenteeism.

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 apply to the Professional Experience Office. On approval, pre-service teachers must notify their mentor teachers as soon as possible.

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. The teaching file should always be up-to-date and accessible for the mentor teacher, principal and supervisor. It does not have to be submitted to Curtin unless requested.

Learning experience plans and/or daily work plans should be indexed and prepared two or three days in advance.

The teaching file should contain the following:

- Department of Education National Police History Check and Working with Children Card.
- Curtin Code of Conduct and Insurance Policy Forms.
- Professional Experience Handbook and requirements for the placement for example those provided in the preparation resources.
- Lesson plans and/or daily work plans 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.
- Assessment records.
- Evidence of professional learning and extra-curricular activities undertaken.
- 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. It must include as much information as possible about resources such as the original source for future referencing. The resource file should be available to a mentor teacher and supervisor on request.

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, motivational lesson starters.
- Ideas for all learning areas, learning activities.
- 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 workplace,
- 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. Students are generally required to make up missed placement days, e.g. public holidays or days missed due to illness.

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

Medical 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 medical certificate (if applicable) to:

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

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:

Early Childhood Professional Experience 2: Quality Frameworks in Early Learning Centres

The second Professional Experience for Bachelor of Education (Early Childhood) pre-service teachers involves a three-week full-time block period in an early childcare setting. During the second Professional Experience placement, pre-service teachers are expected to accompany the teacher throughout the day and involve themselves as much as possible in all centre activities and administrative duties. Pre-service teachers are to become aware, through discussion and observation, of the varied nature of the mentor educator's role. Emphasis is on supporting pre-service teachers to relate successfully to children in small groups and on an individual basis and to integrate the pre-service teachers' studies with practical learning experiences. During this period, pre-service educators should accept an increasing responsibility for a variety of learning experiences. These should include

- Creating and implementing meaningful planned learning experiences, to industry standards, for infants, toddler and young children within early learning settings (ULO1)
- Demonstrate a developing leadership style through engagement with an organisational culture and professional learning community (ULO2)
- Synthesise understandings developed in the unit to advance and maintain collaborative relationships with families and colleagues as teacher professional identity, resilience and emotional wellbeing is strengthened (ULO3)
- National and State law and policy and the impact these have on early learning environments, families and children (ULO4)

It is anticipated that, at the completion of the placement, each pre-service teacher will be able to confirm his/her commitment to becoming an early childhood educator.

Supervision

A supervisor will formally visit the pre-service teacher once during the three-week period and will also complete an assessment form and written feedback after each visit. The pre-service teacher should receive verbal and written feedback. Written feedback should be uploaded via Sonia. It is advised that this visit should be in the second week where possible. It is the pre-service teacher's responsibility to contact the supervisor to negotiate the days and times of the visit. Additional supervision visits can be arranged. Should this need to be considered, please contact the Professional Experience Office.

Assessment

During the three-week placement, the mentor educator and supervisor are asked to complete the relevant Assessment Form. Further assessment information, assessment guidelines, support and At Risk processes are provided in this handbook.

Pre-service teachers at this level are graded as **Pass** or **Fail**. In order to pass the professional experience placement, a pass must be awarded by both the mentor teacher and supervisor. The assessment form includes a number of areas that the pre-service teacher is expected to develop in during the placement. Still requiring development in a few areas does not preclude an overall grade of Pass assessment.

Mentor teachers, supervisors and/or Principals are asked to alert the Curtin Professional Experience Office 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 placement.

Electronic Forms

Curtin assessment forms are electronic with the aim of making the assessment process easier and more convenient. Mentor teachers and supervisors will have received an email with an Edit Link to 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.

Should a link not have been provided or difficulty is being experienced with the link, please contact the Professional Experience Office 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 educator in an Early Learning Centre 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 educators the completion of set tasks, 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 centre settings is also very valuable.

The pre-service teacher is expected to visit the centre once a week for 5 weeks prior to the commencement of the three-week block placement and be at the centre for an 8-hour day each visit, working with centre arrangements. Ideally, the 5 weekly visits will be on the same day of the week. Over the course of the placement the Pre-Service teacher should experience at least two openings of the centre and two closes.

The Placement Schedule shows the focus age group or staff. As far as possible, this schedule should be followed as it enables the pre-service teacher to complete tasks related to assignment requirements. Where centres have different room arrangements the pre-service teacher, in consultation with their mentor, should aim to spend time with children as close to the focus age group as possible. The time spent with the mentor educator will be in the room/on the floor where the mentor educator is rostered.

Pre-service teachers are expected to take no more than one hour off the floor for each of the 5 days they visit prior to the three-week block placement to work on Reflection tasks for EDEC 3016. Please note that this one hour off the floor each visit should not be the lunch hour/time. There is not time off the floor allocated in the three-week block. The mentor teacher's signature is required to confirm attendance each of the 5 weekly visits and each day of the three-week block placement.

The following table outlines the pre-service teacher teaching load requirements for the second Professional Experience three-week block.

| Week | Pre-Service Teacher Teaching Load Requirements |
|---------------|--|
| Week 1 | <ul style="list-style-type: none"> • Conduct a minimum of 5 separate observations using the example Observation Protocols in this handbook, or the observation/documentation formats used in the centre. These observations need to be in the Teaching File and will be appraised by the University Supervisor. • Use observations to plan, teach and evaluate four fully prepared indoor/outdoor learning experiences. Develop two learning stories. These Experience Plans and your learning stories need to be in the Teaching File and will be appraised by the University Supervisor. • Carry out the role of assistant when not involved in observing/teaching. |
| Week 2 | <ul style="list-style-type: none"> • Conduct a minimum of 5 separate observations using the example Observation Protocols in this handbook, or the observation/documentation formats used in the centre. These observations need to be in the Teaching File and will be appraised by your University Supervisor. • Use observations to plan, teach and evaluate five fully prepared indoor/outdoor learning experiences. Develop three learning stories. These Experience Plans and your learning stories need to be in the Teaching File and will be appraised by the University Supervisor. • It is recommended that the pre-service teacher be responsible for setting up the indoor environment for one room for three days (minimum). • Carry out the role of assistant when not involved in observing/teaching. |
| Week 3 | <ul style="list-style-type: none"> • Conduct a minimum of 5 separate observations using the example Observation Protocols in this handbook, or the observation/documentation formats used in the centre. These observations need to be in the Teaching File and will be appraised by the Mentor Educator. • Use observations to plan, teach and evaluate five fully prepared indoor/outdoor learning experiences (two experiences should be sequential and include transitions for children). Develop three learning stories. These Experience Plans and learning stories need to be in your Teaching File and will be appraised by the Mentor Educator. • It is recommended that the pre-service teacher be responsible for setting up the indoor and outdoor environment for one room for three days (minimum). • Carry out the role of assistant when not involved in observing/teaching. • Final Day: Conclude all evaluations, debrief of the professional experience. |

Additional Assessment Information

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 Forms are 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 regard 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 professional experience.

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 Curtin 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) |

| | 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: |
|-----|--|--|---|
| 1.2 | 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: |
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| 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 |

| | 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: |
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| 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 |
| 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 |

| | 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: |
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| 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 |

| | 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: |
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| 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) |
| 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 |

| | 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: |
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| 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 Curtin 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 |

| | 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: |
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| 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: |
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| 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 |

| | 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: |
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| 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: |
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| 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 |

| | 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: |
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| 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: |
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| 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 |

| | 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: |
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| 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: |
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| 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 |

| | 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: |
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| 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 |
| 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 |

| | 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: |
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| 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).

NATIONAL QUALITY STANDARD



| Concept | Descriptor |
|------------|---|
| QA1 | Educational program and practice |
| 1.1 | Program |
| 1.1.1 | Approved learning framework |
| 1.1.2 | Child-centred |
| 1.1.3 | Program learning opportunities |
| 1.2 | Practice |
| 1.2.1 | Intentional teaching |
| 1.2.2 | Responsive teaching and scaffolding |
| 1.2.3 | Child directed learning |
| 1.3 | Assessment and planning |
| 1.3.1 | Assessment and planning cycle |
| 1.3.2 | Critical reflection |
| 1.3.3 | Information for families |
| QA2 | Children's health and safety |
| 2.1 | Health |
| 2.1.1 | Wellbeing and comfort |
| 2.1.2 | Health practices and procedures |
| 2.1.3 | Healthy lifestyle |
| 2.2 | Safety |
| 2.2.1 | Supervision |
| 2.2.2 | Incident and emergency management |
| 2.2.3 | Child protection |
| QA3 | Physical environment |
| 3.1 | Design |
| 3.1.1 | Fit for purpose |
| 3.1.2 | Upkeep |
| 3.2 | Use |
| 3.2.1 | Inclusive environment |
| 3.2.2 | Resources support play-based learning |
| 3.2.3 | Environmentally responsible |

| Concept | | Descriptor |
|---------|--|---|
| QA4 | | Staffing arrangements |
| 4.1 | Staffing arrangements | Staffing arrangements enhance children's learning and development. |
| 4.1.1 | Organisation of educators | The organisation of educators across the service supports children's learning and development. |
| 4.1.2 | Continuity of staff | Every effort is made for children to experience continuity of educators at the service. |
| 4.2 | Professionalism | Management, educators and staff are collaborative, respectful and ethical. |
| 4.2.1 | Professional collaboration | Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills. |
| 4.2.2 | Professional standards | Professional standards guide practice, interactions and relationships. |
| QA5 | | Relationships with children |
| 5.1 | Relationships between educators and children | Respectful and equitable relationships are maintained with each child. |
| 5.1.1 | Positive educator to child interactions | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. |
| 5.1.2 | Dignity and rights of the child | The dignity and rights of every child are maintained. |
| 5.2 | Relationships between children | Each child is supported to build and maintain sensitive and responsive relationships. |
| 5.2.1 | Collaborative learning | Children are supported to collaborate, learn from and help each other. |
| 5.2.2 | Self-regulation | Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. |
| QA6 | | Collaborative partnerships with families and communities |
| 6.1 | Supportive relationships with families | Respectful relationships with families are developed and maintained and families are supported in their parenting role. |
| 6.1.1 | Engagement with the service | Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| 6.1.2 | Parent views are respected | The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing. |
| 6.1.3 | Families are supported | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. |
| 6.2 | Collaborative partnerships | Collaborative partnerships enhance children's inclusion, learning and wellbeing. |
| 6.2.1 | Transitions | Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities. |
| 6.2.2 | Access and participation | Effective partnerships support children's access, inclusion and participation in the program. |
| 6.2.3 | Community engagement | The service builds relationships and engages with its community. |
| QA7 | | Governance and Leadership |
| 7.1 | Governance | Governance supports the operation of a quality service. |
| 7.1.1 | Service philosophy and purpose | A statement of philosophy guides all aspects of the service's operations. |
| 7.1.2 | Management systems | Systems are in place to manage risk and enable the effective management and operation of a quality service. |
| 7.1.3 | Roles and responsibilities | Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. |
| 7.2 | Leadership | Effective leadership builds and promotes a positive organisational culture and professional learning community. |
| 7.2.1 | Continuous improvement | There is an effective self-assessment and quality improvement process in place. |
| 7.2.2 | Educational leadership | The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. |
| 7.2.3 | Development of professionals | Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development. |

Students 'At Risk'

Most pre-service teachers continue to develop and progress satisfactorily during the course of their placement. Occasionally a mentor teacher may have concerns about a student's progression.

At Risk is the term used to signify that the pre-service teacher is failing to make satisfactory progress towards meeting the competencies and/or the required professional behaviour and skills consistent with their stage of professional learning.

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

- Please contact the Professional Experience Office 9266 2166 for guidance upon initiating the At-Risk procedure. The contact details are at the front of this handbook.
- Ideally the At Risk procedures should be commenced as soon as issues are identified during a placement.
- At Risk is an opportunity for the pre-service teacher, mentor teacher and supervisor to discuss progress, address areas identified for improvement and to identify if the placement is to be completed successfully. Please use the At Risk form to guide this process.
- The completed At Risk form 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 Team.
- At the end of the 5 days, the pre-service teacher, mentor and supervisor should meet and discuss the aspects set out on this form. If the pre-service teacher has managed to address these successfully, then they should be awarded a pass. If they have failed to address them, then a fail should be awarded.
- Being placed on an At Risk status does not automatically imply a student will fail the subject. 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 the Curtin Fieldwork Education Policy and Procedures, if a student's placement is terminated by the School or terminates themselves from their placement, they may be deemed as failing the unit. Results will be managed in accordance with the ASPM.

Please note in some circumstances, a student may receive a fail result for the Professional Experience placement without an At Risk process being evoked and/or undertaken.

'At Risk' Record - Part A

Pre-service Teacher: _____ Student ID: _____

School: _____

Mentor Teacher: _____

Supervisor: _____ Professional Studies Unit Code: _____

Mentor Teacher Details Key Reasons for At Risk Status

(These elements are considered developmental goals):

1. _____
2. _____
3. _____
4. _____
5. _____

Development 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. | | |

A review of the above will occur on or after

Mentor Teacher Signature: _____ Supervisor Signature: _____

Pre-Service Teacher Signature: _____ Date: _____

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

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

'At Risk' Record - Part B

Pre-service Teacher: _____ Student ID: _____

School: _____

Mentor Teacher: _____

Supervisor: _____ Professional Studies Unit Code: _____

| Goals | Developmental Strategy | Significant Improvement | |
|-------|------------------------|------------------------------|-----------------------------|
| 1. | | Yes | No |
| 2. | | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. | | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. | | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. | | <input type="checkbox"/> Yes | <input type="checkbox"/> 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):

Mentor Teacher Signature: _____ Supervisor Signature: _____

Pre-Service Teacher Signature: _____ Date: _____

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

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

Anecdotal Observation

(Note: All documents are available on Blackboard)

Date: _____

| | |
|------------------------|-----------------------|
| Child's name/s | Age |
| Context | |
| Observation | Interpretation |
| Future planning | |

Running Record

Date: _____

| | | |
|-----------------|-------------|----------------|
| Child's name/s | | Age |
| Context | | |
| Time | Observation | Interpretation |
| | | |
| Future planning | | |

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

Time Sample Observation

Date: _____

| | | |
|------------------------|--------------------|-----------------------|
| Child's name/s | | Age |
| Context | | |
| Time | Observation | Interpretation |
| | | |
| | | |
| | | |
| Future planning | | |
| | | |

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

Event Sample

Date: _____

| | |
|------------------------|-----------------------|
| Child's name/s | Age |
| 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). Pademelon Press.

General: Learning Experience Plan 1

Educator: _____

Time: _____ Year Level: _____ Date: _____

| |
|---|
| Topic/Experience Title |
| Rationale/Goal: 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 Strategies: |
| Environment/Preparation/Resources |

Procedure

Motivation/Provocations: What provocations will you design to engage children in learning? State links to past experiences, children's interests, and current events in the community/centre/school.

Main Body of the Experience:

PART A: *Your intentional teaching experience:* Including essential questions; holistic approaches; strategies; responsiveness to children; scaffolding; modelling

PART B: *The children's experience.* Including *Grouping; relationships; considerations for diversity*

Closure: Consider how you will clean up, review, reflect and share.

Evaluations, Reviews 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:

Learning Experience Plan 2

| | | |
|---|--|---|
| Learning Experience Title | | Educator name: Group/age level: Date: 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 (Curriculum in your state; EYLF etc.) <ul style="list-style-type: none"> ■ ■ ■ ■ ■ | | |
| 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.

Feedback Comments & Suggestions Form

Completed by the Curtin Mentor/ Supervisor

(For use during lesson observations to assist in writing reports and giving feedback to the pre-service teacher)

| | |
|------------------------------|--------------------------|
| Pre- service Teacher: | |
| Date: | Observation time: |
| Class: | Lesson/activity: |
| School: | |

Commendations – areas of strength:

Recommendations – areas still needing development:

Conclusions:

Mentor/ Supervisor: _____
Print Name Signature Date

Pre-Service Teacher: _____
Print Name Signature Date

