



Curtin University

# Professional Experience Handbook

## *Bachelor of Education (Early Childhood Education)*

PE 1: Learning and Teaching in Junior Primary

PE 2: Quality Frameworks in Early Learning Centres

PE 3: Kindergarten to Pre-Primary Learning Environments

PE 4: The Internship

Curtin Perth & Curtin OUA 2023

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# Professional Experience Staff Contact Details

## Curtin Professional Experience Team

Queries and/or support related to the Professional Experience placement site.

Email: [Professional.Experience@curtin.edu.au](mailto:Professional.Experience@curtin.edu.au)

## Unit Coordinator

Queries and/or support related to the Professional Experience placement teaching requirements, including At Risk situations that cannot be resolved by the placement supervisor.

Unit Coordinator details can be found on the Unit Outline of the unit Blackboard site. Where mentor teachers and/or supervisors are seeking this information, please check with the pre-service teacher or contact the Professional Experience Team.

## Course Coordinator

Queries and/or support related to overall course progression.

Email: [CCBEdEarlyChildhood@curtin.edu.au](mailto:CCBEdEarlyChildhood@curtin.edu.au)

## Professional Experience Websites

[Curtin Perth's Professional Experience website can be accessed via this link.](#)

[Curtin's Open Universities Australia \(OUA\) Professional Experience website can be accessed via this link.](#)

## Additional Support for Pre-Service Teachers

Curtin University has numerous support services for students, which can all be accessed via Curtin's student [Personal Support webpage](#), or for some select services, please use the following links:

- [Financial advice and support](#) (including [scholarships](#)) – Your local Department of Education may offer additional financial support. Please reach out to them for further information about currently available bursaries and opportunities.

- [Counselling and wellbeing advice](#)
- [Disability and accessibility support \(AccessAbility\)](#)
- [Indigenous student support](#)
- [International student support](#)
- [LGBTIQ+ student support](#)

# Welcome to Professional Experience at Curtin University

The Professional Experience Program is an integral part of Initial Teacher Education 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.

We would like to thank you for participating in the Professional Experience component of Curtin's initial teacher education programs. We value your time, commitment, and energy and appreciate your efforts to help our pre-service teachers embark on their professional preparation.

Please note that pre-service teachers do not have the legal responsibility to be solely in charge of students. They must be supervised by a staff member with duty of care (e.g., a classroom teacher) at all times when students are present.

Should you experience any issues, have questions, and/or require further information, please do not hesitate to contact the Curtin Professional Experience Team ([professional.experience@curtin.edu.au](mailto:professional.experience@curtin.edu.au)).

## Who Should Read This Handbook

This handbook provides useful information relevant to the following people involved in Professional Experience placements:

- Curtin Perth students enrolled in Master of Teacher (Early childhood Education) courses
- Curtin Open Universities Australia (OUA) students enrolled in Master of Teacher (Early childhood Education) courses
- Mentor teachers
- Supervisors
- School Placement Coordinators
- School Principals

# 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 teaching and learning experiences in school years 1 to 6. The Professional Experience placement is situated within a unit of work, which has an overall theme or focus area.

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. Early childhood settings are typically children's education and care services that base their educational program on a National Quality Framework approved learning framework.

To pass a Professional Experience unit, both the theory and Professional Experience components of the unit must be passed. Success in Professional Experience placements is a fundamental part of the pre-service teacher's professional development and is a condition for course graduation. The Professional Experience 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.



Table 1 provides a summary of the timing, length of placement, and the general location within the course for the four Professional Experience placements.

**Table 1****Summary of Professional Experience Placements for the Bachelor of Education (Early Childhood Education) Course**

Year	Unit	Unit theme	Child Age	Length of placement	Supervision visits
2	Professional Experience 1: Learning and Teaching in Junior Primary	Learning and teaching in junior primary	6-8 years (15 days)	15 days	0
2	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)	5 distributed days + 3 weeks in Australian early childhood settings	1
3	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)	4 weeks in Australian early childhood settings	2
4	Professional Experience 4: The Internship	Demonstration of meeting the Graduate Teacher Standards (in formal school settings)	3-5 years (approx 55 days)	<b>Whole school term + 5 full days prior</b>	3

**Please note:**

- All placements are to be conducted in a full-time block mode according to the School of Education placement calendar.
- None of the four Professional Experience placements can be broken or split into shorter periods.
- Professional Experience units must be undertaken in sequence and successfully passed to graduate from this initial teacher education course.
- Professional Experience placements must generally be undertaken according to the dates in the placement calendars.
- Professional Experience placements are not permitted in schools where pre-service teachers have existing relationships, including schools where they have worked, have family members, or have previously undertaken a placement.

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.

# Professional Experience Responsibilities

## Attendance

Pre-service teachers are required to attend all placement days. When on placement, pre-service teachers are to arrive at the placement site at least 30 minutes before school starts, or at a time negotiated with the mentor teacher. Pre-service teachers on placement are required to attend the site for a full 'school/work' day which can include before- and after-school duties, staff meetings, and professional learning opportunities.

## Absences

Pre-service teachers are expected to make up all placement days lost through absenteeism, **including public holidays or days missed due to illness.**

Where absence is unavoidable, pre-service teachers are required to notify both the placement site and the Curtin Professional Experience Team no later than 8:00 am (local time) on the day/s concerned.

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) generally 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.

### Steps if Absent From Placement:

1. Notify the mentor teacher and Principal/Placement Coordinator prior to 8:00 am on the day of the absence.
2. Organise with your mentor teacher to undertake the make-up days (all absences must be made up immediately following the end of the placement).
3. Complete a Pre-Service Teacher Absentee Form electronically on SONIA and upload your Medical Certificate if required (there is a sample [Absentee Form](#) at the back of this Handbook).
4. An email will automatically be sent to your mentor teacher with a link for them to acknowledge the Absentee Form in SONIA.

## Staff Professional Development Days/Pupil Free Days

Where possible, pre-service teachers are encouraged to attend any/all Professional Development days available at the placement site when they fall within the Professional

Experience. This includes end-of-year Professional Experience days that often occur in the final days of the year and after students have finished the school term.

## DOTT Allocation

Pre-service teachers are required to take on the teaching loads described in the applicable Teaching Load table for each Professional Experience placement in this Handbook. The minimum time allocation for Duties Other Than Teaching (DOTT) should be reflective of the DOTT allocation for a full-time teacher, regardless of the pre-service teacher's face-to-face teaching load.

## Pre-Visits and Distributed Days

The pre-service teacher is expected to visit the school prior to the commencement of the Professional Experience block placements. The purpose of these visits is to discuss Professional Experience requirements with the mentor teacher/educator and to observe the class and routines. If possible, a broad outline of potential lessons (or learning experiences) should be given to the pre-service teacher so that planning can begin. As much as is as possible, lessons taught by a pre-service teacher should be linked to allow for purposeful reflection, as opposed to single lessons in a wide range of learning areas.

## Supervision Visits

A supervisor will formally visit the pre-service teacher during all Professional Experience placements. **It is the pre-service teacher's responsibility to contact the Supervisor to negotiate the day/s and time/s of the visit.** The pre-service teacher should receive verbal and written feedback from the Supervisor. Additional supervision visits can be arranged and if needed, Supervisors should contact the Professional Experience Team ([professional.experience@curtin.edu.au](mailto:professional.experience@curtin.edu.au)) prior to undertaking an additional supervision visit.

## Code of Dress

The dress code for professional experience is a professional dress code. Pre-service teachers are expected to dress conservatively, respectfully, and in alignment with the placement site guidelines.

## Workplace Health and Safety

During fieldwork, pre-service teachers will become familiar with the placement site Workplace Health and Safety Policy and Risk Management Policy during the site induction. Pre-service teachers may be required to attend site health and safety inductions and/or sign off on understanding the site policies. Pre-service teachers are to provide the placement site with their contact details for health and safety purposes.

All Curtin staff and students are covered by the University's insurance policies for approved fieldwork activities. These insurances may include Student Personal Accident, Public Liability, and Professional Indemnity. More information about Curtin's Legal Requirements can be found on the University's Risk, Compliance & Audit web page.

## Accident/Incident Reporting

If Curtin staff or students are involved in an accident at the placement site, or on a site-related activity away from the main placement site, they are required to report the incident as soon as possible, to both the placement site and Curtin University (professional.experience@curtin.edu.au). If Curtin staff or students are involved in an accident of any kind during fieldwork, a report must be filed in the University Health and Safety system CHARM (CHARM requires students to log in to their University OASIS account).

## Duty of Care

The mentor teacher retains legal responsibility for their classroom students' physical and intellectual wellbeing at all times. This duty of care is non-delegable; therefore, the pre-service teacher cannot be employed as a relief teacher, substitute teacher, or supply teacher while undertaking a professional experience placement.

## Conflicts of Interest

Where conflicts of interest arise during the placement, the pre-service teacher is to notify the Professional Experience Team (professional.experience@curtin.edu.au), who will provide support to the student to mitigate any actual and potential conflicts of interest.

## 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 placements. The file should:

- include learning experience plans and/or daily work plans should be indexed and prepared two or three days in advance.
- always be up-to-date and accessible for the mentor teacher, principal, and supervisor.
- not be submitted to Curtin.

The teaching file must contain the following:

- Department of Education National Police History Check and Working with Children Card clearances relevant to the State in which the Professional Experience is being undertaken.

- 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.
- Assessment records.
- Evidence of any professional learning and extra-curricular activities undertaken.
- Self-reflective comments, together with written comments from the mentor and supervisor.

## Pre-Service Resource File

Pre-service teachers must maintain a teaching resource file containing the many ideas and resources accumulated throughout their Professional Experience placements.

- There is no prescribed format for this file; however, it is expected that a system be developed to classify resources so they are readily identifiable and accessible.
- The resource file may be a hard copy file or in an electronic format.
- It must include as much information as possible about resources such as the original source for future referencing.
- The resource file must be available to a mentor teacher and supervisor on request.
- The file does not have to be submitted to Curtin.

A list of resource types that may be included in the file are included at the end of this Handbook under [Examples of Resources for Pre-service Resource File](#).

# Roles and Responsibilities

This section outlines the roles and responsibilities of those involved in the Professional Experience placement. Please become familiar with the role expectations below and what is expected of Curtin pre-service teachers during their placements.

## Professional Experience Coordinator

The Professional Experience coordinator at the placement site may be the School Principal, a Deputy Principal, a Centre Director, or another leader responsible for oversight of placements in the school or centre.

- Welcome the pre-service teacher into the centre/school community.
- Introduce pre-service teacher to staff and induct the 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.
- Provide support, guidance, and mediation where needed for the pre-service teacher and mentor teacher/s.

## Mentor/Classroom Teacher

- Always accompanies the pre-service teacher when students are present; pre-service teachers cannot be left unattended with the students and cannot assume duty of care.
- Complete the AITSL Supervising Pre-service Teacher Program professional learning accessed at <https://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers> (preferred but not compulsory).
- 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 this Handbook.
- Review and provide feedback on lesson plans.
- Provide timely written post-lesson feedback that is constructive. Please use the [Feedback Comments form](#) at the back of this Handbook to provide feedback to the pre-service teacher.
- Provide constructive feedback on the pre-service teacher's practice against the Graduate Teacher Standards. Please see the back of this Handbook for an [evidence](#)

[guide to the Standards](#).

- View the pre-service teacher's Professional Experience teaching and resource files and comment on their quality and/or make suggestions of how they could be improved.
- Discuss the pre-service teacher's progress with the supervisor.
- Alert and discuss with the supervisor if the pre-service teacher is At Risk of failing the Professional Experience placement (see [Students At Risk](#)).
- Complete and sign the assessment form/s on SONIA and discuss with the pre-service teacher (see [Reporting and Assessment](#)).

## Supervisor

- Complete the AITSL Supervising Pre-service teacher Program professional learning accessed at <https://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers> or an equivalent professional learning program.
- Formally visit the pre-service teacher (see



- [Table 1](#) for the required number of supervision visits) and observe them teaching a lesson/s.
- Provide written and verbal feedback on the lesson/s 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 and resource files and comment on their quality and/or make suggestions of how they could be improved.
- Complete and sign the assessment form/s on SONIA and discuss with the pre-service teacher (see [Reporting and Assessment](#)).
- Discuss with the mentor if a student is deemed to be At Risk of the failing the Professional Experience placement (see [Students At Risk](#)).

## Curtin Pre-Service Teacher

- Contact the centre/school prior to your placement commencing.
- Undertake the required number of pre-visit days.
- Undertake the Professional Experience placement as outlined and required in accordance with the Code of Conduct and relevant policies and legislations.
- At all times assume the professional persona of an educator/teacher, accepting the constraints of punctuality, co-operation with staff, and concern for students' welfare.
- Contact your supervisor as soon as possible, and ensure you send them a copy of your teaching timetable and preferred lesson/s for observation. Maintain contact with your supervisor throughout the placement.
- Thoroughly read this Professional Experience Handbook and understand 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 your learning experience/lesson plans at least 24 hours prior to teaching the lesson.**
  - For example, if you are teaching a lesson at 9:00 am on a Monday, the lesson

plans need to be submitted to the mentor teacher before 9:00 am on the previous Friday. Similarly, if you are teaching a lesson at 9:00 am on Tuesday, the lesson plans need to be submitted to the mentor teacher no later than 9:00 am on Monday.

- Please do not email mentor teachers late at night; preferably email mentor teachers no later than 6 pm on any day and try to avoid emailing on the weekends.
  - If lesson plans are not submitted at least 24 hours prior to teaching the planned lesson, the mentor teacher may choose to prevent you from teaching the lesson/s due to being unprepared.
- 
- Attend and participate in as many extra-curricular activities as possible, including staff meetings and professional development opportunities.
  - Seek, listen to, read, and respond to all feedback and advice in an appropriate and professional manner.
  - Ensure you sign the mentor teacher and supervisor assessment reports on SONIA to acknowledge the reports have been read.

# Reporting and Assessment

During each placement, the mentor teacher and the supervisor are asked to complete the relevant assessment form/s.

## Electronic Forms

Curtin uses the software program SONIA for all assessment forms 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/s directly to the Curtin School of Education. Once submitted the student will then have access to the report (read-only) and are required to acknowledge they have read the report by actioning the document in SONIA.

Should a link to the assessment form/s not have been provided, or difficulty is being experienced with the link, please contact the Professional Experience Team via [professional.experience@curtin.edu.au](mailto:professional.experience@curtin.edu.au).

Please complete the assessment form/s prior to the conclusion of the Professional Experience placement to ensure the pre-service teacher's course progression is not delayed.

## General 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
- Curtin University School of Education Professional Experience **Code of Conduct.** (The Professional Experience Code of Conduct outlines the professional behaviour requirements and responsibilities of Curtin pre-service teachers.)

The Professional Experience assessment form focuses on demonstration of the following aspects of professionalism:

- punctuality
- personal presentation
- initiative
- respect for the centre's/school's vision, values, mission, and approaches

- plans submitted to the mentor teacher at least 24 hours prior to the lesson
- reflective practice
- participation in other duties

In addition to the inclusion of a general comment on the pre-service teacher's professionalism, the above aspects will be awarded one of the following ratings:

- Above Satisfactory
- Satisfactory
- Insufficient Opportunity
- Unsatisfactory

Mentor teachers and supervisors need to be cognisant of where the Professional Experience unit fits within the overall course (see

[Table 1](#)), and the expected level of expertise of the pre-service teacher performing at that stage of their teacher education.

## Assessment for Professional Experience 1-3

Pre-service teachers are graded as Pass or Fail for Professional Experience placements 1-3. To pass the Professional Experience placement, a pass must be awarded by both the mentor/classroom teacher and supervisor. The assessment forms include a number of areas in which the pre-service teacher is expected to develop during the placement. Still requiring development in a few areas does not preclude awarding an overall grade of Pass for the placement assessment.

Each pre-service teacher will be assessed against 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 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 the pre-service teacher has demonstrated in the classroom and the aspects that require attention, with ideas about how to improve these.

## Assessment for Professional Experience 4

For the unit *Professional Experience 4: The Internship*, pre-service teachers are assessed on **all** Graduate Teacher Standards and must demonstrate they can meet **all** of these Standards. Additionally, pre-service teachers are awarded a mark out of 10 for the placement. To pass the Professional Experience 4 placement, a pass mark must be awarded by both the mentor teacher and supervisor.

The mentor/classroom teacher and supervisor complete separate and different assessment forms for Professional Experience 4.

### Professional Experience 4 Assessment Information for Mentor/Classroom Teachers

The mentor teacher is required to complete the *Mentor Internship Assessment Form* to assess pre-service teachers throughout their placement. This one form combines a Progress Assessment, Final Assessment, and Grade. Mentor teachers can access this form anytime throughout the placement to update the form, save a draft copy, and make final submissions. Please see below for guidelines on how to use the form.

#### Progress Assessment

The mentor teacher is asked to discuss the Progress Assessment with the pre-service

teacher and indicate (at the bottom of the Form) if the pre-service teacher **Continues** the placement, or is placed **At Risk**, with substantiating comments if appropriate. Please provide this feedback to the pre-service teacher by week 5 of the full school term placement block. The Assessment should be discussed with the supervisor and pre-service teacher and the pre-service teacher should be provided with their own copy of this form.

The Progress Assessment requires the mentor teacher to assess and rate the pre-service teacher against each of the Australian Professional Standards for Teachers at the Graduate career stage. Each standard and its focus area will be rated as **Not Demonstrated**, **Demonstrated**, or **Exceeds Expectations**. Comments on each standard and overall recommendations and commendations are required. Additionally, comments are required against the Professional Experience Code of Conduct (in the *Professionalism* section of the Form). The final rating of '**Intern continues the placement**' or '**At Risk process is applied**', is then awarded.

### Final Assessment

Although the mentor teacher will have been communicating with the supervisor about the pre-service teacher's progress, it is expected that the final assessment is somewhat independent, so two viewpoints are used for the final assessment of the pre-service teacher's placement. The Final Assessment should be discussed with pre-service teacher.

The final assessment requires the mentor teacher to assess and rate the pre-service teacher against each of the Australian Professional Standards for Teachers at the Graduate career stage. Each standard and its focus area will be rated as **Not Demonstrated**, **Demonstrated**, or **Exceeds Expectations**. Comments on each standard and an overall final comment are required.

### Grade

In the *Grade* section of the form, the mentor teacher awards the pre-service teacher a mark out of 10. The final placement grade is calculated as an average of the mentor and supervisor marks and is only confirmed at a special Board of Examiners' meeting at the university. Please note that it is acceptable to award a 10/10 to a pre-service teacher exhibiting outstanding teaching skills as a final year student.

**Please do not disclose individual marks to the pre-service teacher.**

Please note that the pre-service teacher must pass both the Professional Experience placement and the AfGT to pass the fourth Professional Experience unit.

## Professional Experience 4 Assessment Information for Supervisors

Two separate forms are used by the supervisor to assess the pre-service teacher.

### Supervisor Comments and Suggestions Form

Please use this form to record your observations about the pre-service teacher's achievements and development during your early visits and provide a copy to the pre-service teacher. The comments and suggestions must include feedback on the pre-service

teacher's progress against the Australian Professional Standards for Teachers at the Graduate career stage and the Professional Experience Code of Conduct.

### Supervisor Internship Grade and Assessment Form

There are two parts to the *Supervisor Internship Grade and Assessment Form* that is used by supervisors to assess pre-service teachers throughout their placement: the Teacher Standards and Grade.

Although the supervisor will have been communicating with the mentor teacher about the pre-service teacher's progress, it is expected that the final assessment is somewhat independent, so two viewpoints are used for the final assessment of the pre-service teacher's placement. The Final Assessment should be discussed with pre-service teacher.

The final assessment requires the supervisor to assess and rate the pre-service teacher against each of the Australian Professional Standards for Teachers at the Graduate career stage. Each standard and its focus area will be rated as **Not Demonstrated**, **Demonstrated**, or **Exceeds Expectations**. Comments on each standard and an overall final comment are required.

Within the *Grade* section of the form, the supervisor awards the pre-service teacher a mark out of 10. The final placement grade is calculated as an average of the mentor and supervisor marks and is only confirmed at a special Board of Examiners' meeting at the university. Please note that it is acceptable to award a 10/10 to a pre-service teacher exhibiting outstanding teaching skills as a final year student.

**Please do not disclose individual marks to the pre-service teacher.**

Please note that the pre-service teacher must pass both the Professional Experience placement and the AfGT to pass the fourth Professional Experience unit.

## Assessment for Graduate Teachers (AfGT)

All pre-service teachers are required to complete a teaching performance assessment. This is a national requirement (Program Standard 1.2, AITSL, 2015). The teaching performance assessment undertaken at Curtin University is the Assessment for Graduate Teaching (AfGT) and **is undertaken as an integrated component of their fourth and final Professional Experience unit.**

The AfGT is a culminating assessment designed to be undertaken in the classroom environment during the final Professional Experience placement. Its purpose is to evaluate each pre-service teacher's teaching, professional decision-making, and impact on student learning in a real-life context. The AfGT is a robust, comprehensive, and authentic series of tasks that provides opportunity for pre-service teachers to reflect on and demonstrate the impact of their teaching on student learning across the elements of planning, teaching, assessing, and making situational judgements. It contributes to pre-service teachers' understanding of how teachers engage in practice, including how they reflect and document their everyday practices.

The AfGT comprises of four elements:

- Element 1: Planning for Learning and Teaching
- Element 2: Analysing Teaching Practice
- Element 3: Assessing for Impact on Student Learning
- Element 4: Expanding Practice

The AfGT and the Professional Experience 4 placement must both be passed to pass the unit *Professional Experience 4: The Internship*. The due date for submission of the AfGT is provided in the unit Blackboard site and further information and resources related to the AfGT are provided by the unit coordinator and/or tutor.

## Students At Risk of Failing the Placement

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

At Risk is the term used to signify 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.

Being placed on an At Risk status does not automatically imply a student will fail the placement. It is a **supportive process** to help the pre-service teacher, mentor, and supervisor identify specific aspects that need improving, and provide the pre-service teacher with an opportunity to improve their practices in order to pass their placement.

Please note, at no time should an At Risk be completed without a placement site representative, pre-service teacher, and supervisory staff member being present (generally this would be the mentor teacher, pre-service teacher, and supervisor – if the supervisor is not available, it is recommended that another University representative attend either in-person where possible or via WebEx/Microsoft Teams).

### Steps for At Risk process:

1. Ideally the At Risk procedures should be commenced as soon as issues are identified during a placement.
2. If possible, please contact the pre-service teacher's Unit Coordinator for guidance prior to initiating the At Risk procedure. Where the Unit Coordinator's details are not available on SONIA, please contact the Professional Experience Team ([professional.experience@curtin.edu.au](mailto:professional.experience@curtin.edu.au)) and they will provide the Unit Coordinator's details.
3. Please discuss the student's progress and possibility of being placed At Risk with the student and the supervisor. In some cases, this discussion is enough for the pre-



service teacher to improve their practice and the At Risk form is not needed.

4. An At Risk discussion is an opportunity for the pre-service teacher, mentor teacher, and supervisor to discuss progress and expectations, address areas identified for improvement and developmental strategies, and to identify if the placement is to be completed successfully. Please use the [At Risk Part A form](#) at the back of this Handbook to guide this process.
5. The completed At Risk Part A 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 ([professional.experience@curtin.edu.au](mailto:professional.experience@curtin.edu.au)).
6. At the end of the 5-day At Risk period, the pre-service teacher, mentor, and supervisor should meet and discuss the aspects set out on the At Risk Part A form. If the pre-service teacher has addressed these successfully, then the placement should continue and the [At Risk Part B form](#) (at the back of this Handbook) completed. If the pre-service teacher has failed to address all elements, then the decision can be made to either
  - extend the At Risk period if the pre-service teacher is showing improvement, has met some of the At Risk requirements, and the mentor teacher considers their students' learning is not being compromised (in these cases, please complete another At Risk Part A form with the new dates and forward to the Professional Experience Team)
  - award a fail grade for the placement and the placement is terminated. Please complete the At Risk Part B and forward to the Professional Experience Team ([professional.experience@curtin.edu.au](mailto:professional.experience@curtin.edu.au)).

## Placement Termination by Placement Site

Under the Curtin Fieldwork Education Policy and Procedures, if a pre-service teacher's placement is terminated by the School, they may be deemed as failing the unit. Results will be managed in accordance with the Assessment and Student Progression Manual.

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. We do, however, encourage mentors and supervisors to enact an At Risk whenever possible to provide the pre-service teacher an opportunity to improve their practices, as long as school students' learning and safety is not compromised.

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.

## Students Withdrawing From Placement (Self-Termination)

If a student decides to withdraw from the Professional Experience placement, this is considered a self-termination. As the Professional Experience placement is an assessment and a pass is required to pass the unit, if a student withdraws from the placement a **fail grade is recorded for the unit**. The student is then required to re-enrol in the unit at a future unit offering.

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.

## Assessment Appeals

If students have evidence the Professional Experience placement assessment they were awarded is inaccurate, they are encouraged to raise their concerns with the Unit Coordinator immediately. Alternatively, students may choose to lodge a formal appeal against their assessment results. Please see [Curtin's Appeal Against Assessment website](#) for more details and how to apply.

# Outline of Professional Experience 1

All placements are attached to a theory unit that has other assessable components in addition to the Professional Experience placement. The first Professional Experience placement is associated with the unit:

## Professional Experience 1: Learning and Teaching in Junior Primary

The first Professional Experience for Bachelor of Education (Early Childhood) pre-service teachers involves a 3 week full-time block period in a junior primary setting. The focus for this Professional Experience is on all aspects of learning and teaching in this environment.

The pre-service teacher is expected to visit the school prior to the commencement of the Professional Experience to become familiar with the school and class context (see [Pre-Visits and Distributed Days](#)).

### Supervision

A supervisor will formally visit the pre-service teacher **once** during the 3 week placement and it is advised that, where possible, this visit should be towards in the second week of the placement. **It is the pre-service teacher's responsibility to contact the supervisor to negotiate the day/s and time/s of the visit.** The pre-service teacher should receive verbal and written feedback from the Supervisor.

### Placement Participation and Teaching Expectations

During the first Professional Experience placement, pre-service teachers are expected to accompany the teacher throughout the day and involve themselves as much as possible in all school activities and administrative duties. Pre-service teachers are to become aware, through discussion and observation, of the varied nature of the teacher's role. Emphasis is on supporting pre-service teachers to relate successfully to students 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 teachers are given the opportunity to plan, prepare, and teach lessons to a group, then progress to teaching the whole class.

At the completion of this placement each pre-service teacher will have begun to develop:

- some effective communication skills and working relationships with students and adults;
- some effective classroom teaching and learning processes through observation, reflection, and interaction, making links between theory and practice;
- some skills in planning, teaching, and evaluation of a variety of learning experiences appropriate for individuals, small groups, and the whole class;
- some skills in observing and reflecting on teaching and learning processes.

Students are encouraged to refer to the Unit Outline and Blackboard page which include the overall Unit Learning Outcomes.

It is requested that mentor teachers take every opportunity to discuss with the pre-service teacher the preparation, organisation, and presentation of learning experiences appropriate to the early learning setting. As much as is as possible, lessons taught by a pre-service teacher should be linked to allow for purposeful reflection, as opposed to single lessons in a wide range of learning areas. Mentor teachers and pre-service teachers should discuss follow-up learning experiences, post-lesson evaluations, and how to implement any feedback the pre-service teacher has been given.

A pre-service teacher's development in the observation, reflection, and interpretation of a variety of teaching and learning processes is instrumental in becoming a competent teacher. Where possible, pre-service teachers should be provided with opportunities to observe children in a variety of learning and classroom settings.

The pre-service teacher is required to **submit lesson plans at least 24 hours in advance** ([please follow this link for more information about submitting lesson plans](#)) and evaluations should be submitted the following day to the mentor teacher. Lesson plans should be professionally presented in the teaching file in chronological order and be available for the mentor educator, school principal/coordinator and supervisor at all times. The [Lesson Plan Template](#) at the back of this Handbook should be used or an alternative format may be used at the request of the mentor educator.

The following table outlines the pre-service teacher teaching load requirements for the second Professional Experience placement. **Please note, lessons are based on 60 minutes; adjust teaching load accordingly.**

**Table 2**  
**Pre-Service Teaching Load Checklist for Professional Experience 1**

Week	Days	Pre-service Teacher Teaching Load Requirements
1	All	<input type="checkbox"/> Complete 6 formal lesson observations, and document observations using the <a href="#">Observation Proforma</a> in this Handbook. <input type="checkbox"/> Plan, teach, and evaluate at least 3 fully prepared short lessons with groups of students (see <a href="#">Lesson Plan Template</a> ).
2	All	<input type="checkbox"/> Complete 6 formal lesson observations, and document observations using the Observation Proforma in this Handbook. <input type="checkbox"/> Plan, teach, and evaluate at least 1 whole class fully prepared lesson each day.
3	1 to 3	<input type="checkbox"/> Plan, teach, and evaluate at least 2 whole class fully prepared lessons each day.
	4 to 5	<input type="checkbox"/> Plan, teach, and evaluate at least 3 whole class fully prepared lessons each day.

## Placement Assessment

During the placement, the mentor teacher and supervisor are to complete the relevant assessment forms. Please see [Reporting and Assessment](#) earlier in this Handbook for more information.

# Outline of Professional Experience 2

All placements are attached to a theory unit that has other assessable components in addition to the Professional Experience placement. The second Professional Experience placement is associated with the unit:

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

The second Professional Experience for Bachelor of Education (Early Childhood) pre-service teachers involves undertaking practice in an Australian early childhood centre/service that provides long-day education and care to children birth to 5 years of age. This placement includes 5 distributed days (with children 3 to 5 years of age) and a 3 week full-time block placement (with children aged birth to 3 years).

The placement schedule in [Table 1](#) shows the focus age group for the five distributed days and block placement. As much as is possible, this schedule should be followed as it enables the pre-service teacher to complete tasks related to assessment requirements. Where centres have different room arrangements, the pre-service teacher, in consultation with their mentor educator, 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.

Some pre-service teachers may be required to engage in highly private interactions with children while others may not. These may include but are not limited to hygiene-oriented rituals, such as nappy changes and toileting. The pre-service teacher should follow the direction of their mentor in relation to these rituals, keeping with the service's policies, procedures, and practices.

### Distributed days

**The pre-service teacher is expected to visit the early childhood centre once a week for 5 weeks prior to the commencement of the 3 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 a different day of the week, each week. Over the course of the placement, the pre-service teacher should experience at least two openings of the centre and two closes. For additional information please see [Pre-Visits and Distributed Days](#) earlier in the Handbook.

Pre-service teachers are expected to take no more than 1 hour off the floor for each of the five distributed days (prior to the 3 week block placement) to work on Reflection tasks for the unit. Please note that this 1 hour off the floor each visit should not be the lunch hour/time. This off floor or non-contact time is not required for the 3 week block placement.

The mentor educator's signature is required to confirm attendance each of the 5 weekly distributed days and each day of the 3 week block placement.

## Supervision

A supervisor will formally visit the pre-service teacher **once** during the 3 week placement and it is advised that, where possible, this visit should be in the second week of the placement. **It is the pre-service teacher's responsibility to contact the supervisor to negotiate the day/s and time/s of the visit.** The pre-service teacher should receive verbal and written feedback from the Supervisor.

## Placement Participation and Teaching Expectations

During the second placement, pre-service teachers are expected to accompany the teacher throughout the day and involve themselves as much as possible in all school activities and administrative duties. Pre-service teachers are to become aware, through discussion and observation, of the varied nature of the early childhood 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 teachers should accept an increasing responsibility for a variety of learning experiences. These include:

- Creating and implementing meaningful planned learning experiences, to industry standards, for infants, toddlers, and young children within early learning settings.
- Demonstrate a developing leadership style through engagement with an organisational culture and professional learning community.
- 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.
- National and State laws and policies and the impact these have on early learning environments, families, and children.

Students are encouraged to refer to their Unit Outline and Blackboard page which include the overall Unit Learning Outcomes.

It is requested that mentor educators take every opportunity to discuss with the pre-service teacher the preparation, organisation, and presentation of learning experiences appropriate to the early childhood setting. Mentor teachers and pre-service teachers should discuss follow-up learning experiences, post-lesson evaluations, and how to implement any feedback the pre-service teacher has been given.

A pre-service teacher's development in the observation, reflection, and interpretation of a variety of teaching and learning processes is instrumental in becoming a competent teacher. Where possible, pre-service teachers should be provided with opportunities to observe children in a variety of learning environments and settings.

The pre-service teacher is required to **submit lesson/experience plans at least 24 hours in advance** ([please follow this link for more information about submitting lesson plans](#)) and evaluations should be submitted the following day to the mentor educator.

Lesson/Experience plans should be professionally presented in the teaching file in chronological order and be available for the mentor educator, centre principal/coordinator and supervisor at all times. The [Lesson Plan Template](#) at the back of this Handbook should be used or an alternative format may be used at the request of the mentor teacher.

The following table outlines the pre-service teacher teaching load requirements for the second Professional Experience. **Please note:**

- The lessons refer to learning experiences of up to one hour duration.
- All observations, learning experience plans, and learning stories need to be placed in the Teaching File and may be appraised by the supervisor.

**Table 3**  
**Pre-Service Teaching Load Checklist for Professional Experience 2**

Week	Days	Pre-service Teacher Teaching Load Requirements
1	All	<input type="checkbox"/> Complete a minimum of 5 separate formal lesson observations, and document using the <a href="#">Observation Proformas</a> in this Handbook, or the observation/documentation formats used in the centre. <input type="checkbox"/> Use observations to plan, teach, and evaluate 4 fully prepared indoor/outdoor learning experiences. <input type="checkbox"/> Develop 2 learning stories. <input type="checkbox"/> Carry out the role of assistant when not involved in observing/teaching.
2	All	<input type="checkbox"/> Complete a minimum of 5 separate formal lesson observations, and document using the <a href="#">Observation Proformas</a> in this Handbook, or the observation/documentation formats used in the centre. <input type="checkbox"/> Use observations to plan, teach, and evaluate 5 fully prepared indoor/outdoor learning experiences. <input type="checkbox"/> Develop 3 learning stories. <input type="checkbox"/> It is recommended that the pre-service teacher be responsible for setting up the indoor environment for one room for 3 days (minimum). <input type="checkbox"/> Carry out the role of assistant when not involved in observing/teaching.



**Table 3 continued**

**Pre-Service Teaching Load Checklist for Professional Experience 2**

Week	Days	Pre-service Teacher Teaching Load Requirements
3	1 to 4	<input type="checkbox"/> Complete a minimum of 5 separate formal lesson observations, and document using the <a href="#">Observation Proformas</a> in this Handbook, or the observation/documentation formats used in the Centre. <input type="checkbox"/> Use observations to plan, teach, and evaluate 5 fully prepared indoor/outdoor learning experiences (2 experiences should be sequential and include transitions for children). <input type="checkbox"/> Develop 3 learning stories. <input type="checkbox"/> It is recommended that the pre-service teacher be responsible for setting up the indoor and outdoor environment for one room for 3 days (minimum). <input type="checkbox"/> Carry out the role of assistant when not involved in observing/teaching.
	5	<input type="checkbox"/> Conclude all evaluations and undertake a debrief of the Professional Experience.

**Placement Assessment**

During the placement, the mentor teacher and supervisor are to complete the relevant assessment forms. Please see [Reporting and Assessment](#) earlier in this Handbook for more information.

# Outline of Professional Experience 3

All placements are attached to a theory unit that has other assessable components in addition to the Professional Experience placement. The third Professional Experience placement is associated with the unit:

## Professional Experience 3: Kindergarten to Pre-Primary Learning Environments

The third Professional Experience for Bachelor of Education (Early Childhood) pre-service teachers involves a 4 week full-time block placement in a kindergarten or pre-primary setting (with children aged 3 to 5 years). The focus for this Professional Experience is on all aspects of assessment and the consolidation of planning and teaching skills. The focus for this Professional Experience is on all aspects of learning and teaching in this environment.

The pre-service teacher is expected to visit the school prior to the commencement of the Professional Experience to become familiar with the school and class context (see [Pre-Visits and Distributed Days](#)).

### Supervision

A supervisor will formally visit the pre-service teacher **twice** during the 3 week placement and it is advised that, where possible, the first visit should be in the second week of the placement. The second visit should be in week 3 or 4 at the mentor, supervisor, and pre-service teacher discretion. **It is the pre-service teacher's responsibility to contact the supervisor to negotiate the day/s and time/s of the visit.** The pre-service teacher should receive verbal and written feedback from the Supervisor.

### Placement Participation and Teaching Expectations

During the third placement, pre-service teachers are expected to accompany the teacher throughout the day and involve themselves as much as possible in all school activities and administrative duties. Pre-service teachers continue to develop through discussion and observation, an understanding of the varied nature of the early childhood educator's role. Emphasis continues to be on supporting pre-service teachers to relate successfully to children in whole class settings, small groups, and on an individual basis, and to integrate the pre-service teacher's studies with practical learning experiences. During this period, pre-service teachers are given the opportunity to plan, prepare, and teach lessons to the whole class.

At the completion of the Professional Experience placement, pre-service teachers will be able to:

- Articulate, examine, reflect, and revise, if necessary, their early childhood education philosophy.
- Demonstrate the collection of evidence against several of the Graduate Standards for Teachers.

- Plan, implement, and evaluate an integrated teaching plan reflecting good practice in learning, teaching, and assessments using a range of technologies, teaching strategies, and resources.
- Interpret the effect of different teaching styles and management practices on the establishment of a positive, engaging, and empowering classroom environment.
- Demonstrate the ability to take responsibility for a teaching program within a classroom with gradual and increased complexity.

Students are encouraged to refer to their Unit Outline and Blackboard page which include the overall Unit Learning Outcomes.

It is requested that mentor teachers take every opportunity to discuss with the pre-service teacher the preparation, organisation, and presentation of learning experiences appropriate to the junior primary setting. As much as is as possible, lessons taught by a pre-service teacher should be linked to allow for purposeful reflection, as opposed to single lessons in a wide range of learning areas. Mentor teachers and pre-service teachers should discuss follow-up learning experiences, post-lesson evaluations, and how to implement any feedback the pre-service teacher has been given.

A pre-service teacher's development in the observation, reflection, and interpretation of a variety of teaching and learning processes is instrumental in becoming a competent teacher. Where possible, pre-service teachers should be provided with opportunities to observe students in a variety of learning environments and classroom settings.

The pre-service teacher is required to **submit lesson plans at least 24 hours in advance** ([please follow this link for more information about submitting lesson plans](#)) and evaluations should be submitted the following day to the mentor teacher. Lesson plans should be professionally presented in the teaching file in chronological order and be available for the mentor teacher, school principal/coordinator and supervisor at all times. The [Lesson Plan Template](#) at the back of this Handbook should be used or an alternative format may be used at the request of the mentor teacher.

The following table outlines the pre-service teacher teaching load requirements for the third Professional Experience. **Please note, lessons are based on 60 minutes; adjust teaching load accordingly.**

**Table 4****Pre-Service Teaching Load Checklist for Professional Experience 3**

Week	Days	Pre-service Teacher Teaching Load Requirements
1	All	<input type="checkbox"/> Complete 10 formal lesson observation and document the observation using the <a href="#">Observation Proforma</a> in this Handbook. <input type="checkbox"/> Across the week, plan, teach, and evaluate at least 4 whole-class lessons with a minimum of 1 lesson per day. <input type="checkbox"/> Across the week, set up 2 provocations outside per day.
2	All	<input type="checkbox"/> Plan, teach, and evaluate at least 2 whole-class lessons per day. <input type="checkbox"/> Set up the outdoor environment on 2 days this week.
3 & 4	All	<input type="checkbox"/> Plan, teach, and evaluate at least 4 whole-class lessons per day (approximately ½ day teaching each day). <input type="checkbox"/> Set up the outdoor environment on alternate days.

**Placement Assessment**

During the placement, the mentor teacher and supervisor are to complete the relevant assessment forms. Please see [Reporting and Assessment](#) earlier in this Handbook for more information.

# Outline of Professional Experience 4

All placements are attached to a theory unit that has other assessable components in addition to the Professional Experience placement. The fourth Professional Experience placement is associated with the unit:

## Professional Experience 4: The Internship

The fourth Professional Experience unit for Master of Teaching (Early Childhood Education) pre-service teachers involves a **full school term** full-time block placement and the Assessment for Graduate Teachers (AfGT; Curtin's Teaching Performance Assessment). The fourth Professional Experience placement is often referred to as the Internship and the focus is on the pre-service teacher's transition to the teaching profession. Pre-service teachers will be required to demonstrate their meeting of the Graduate Teacher Standards both in the placement and Teaching Performance Assessment (AfGT).

Please note that the timing and length of school terms differ in each Australian State and Territory and therefore, the internship placement timing and length will differ across different States and Territories. For the Professional Experience 4 placement dates specific to each State and Territory, students are advised to consult the Professional Experience Calendars on the [Curtin Perth website](#) and the [Curtin OUA website](#).

## Teaching Performance Assessment

All pre-service teachers studying through Curtin University are required to complete the AfGT as part of their fourth and final Professional Experience unit. Please see the section [Assessment for Graduate Teachers \(AfGT\)](#) earlier in this handbook for more information.

Please note that all both the Professional Experience placement and the AfGT must be passed to pass the fourth Professional Experience unit.

## Pre-Visits

Pre-service teachers are expected to visit their placement school and classroom as much as possible before they commence the Professional Experience placement. Pre-service teachers must undertake a minimum of 5 full-day pre-visits in the classroom with students present prior to the commencement of the Professional Experience full school term block (see [Pre-Visits and Distributed Days](#)). Pre-internship contact time is to be arranged between the pre-service teacher and the mentor teacher.

During the pre-visits **pre-service teachers should specifically discuss requirements for the first two weeks of lessons for the Internship**. Additionally, pre-service teachers can observe and begin to learn about and discuss:

- classroom organisation and procedures, including management plans
- students' names and learning needs

- teaching strategies
- assessment procedures
- AfGT information and planning
- practical aspects such as parking, morning tea provision, location of resources, school opening and closing times, times of staff meetings and so on.

## Supervision

A supervisor will formally visit the pre-service teacher **three times** during the full school term internship placement. It is advised that, where possible, the visits are in weeks 3, 6, and 9 of the school term. **It is the pre-service teacher's responsibility to contact the supervisor to negotiate the day/s and time/s of the visit.** The pre-service teacher should receive verbal and written feedback from the Supervisor.

## Pulse Check

It is a requirement that all pre-service teachers take part in a Pulse Check conducted with their Curtin University Unit Coordinator. The Pulse Check model prioritises checking in with the pre-service teacher and their mentor(s) during weeks 3 to 5 of the school term placement to discuss placement progression. Further details regarding this will be announced on the unit Blackboard site closer to the time.

## Placement Participation and Teaching Expectations

The fourth Professional Experience allows increasing responsibility for the students' learning to be assigned to the pre-service teacher, culminating with major responsibility for a class. Early childhood pre-service teachers are required to teach across all learning areas taught by the mentor teacher and are expected to accompany the teacher throughout the day and involve themselves as much as possible in all school activities and administrative duties.

During the fourth placement, pre-service teachers are expected to continue to observe, reflect, and evaluate a variety of teaching and learning processes. Pre-service teachers are given the opportunity to plan, prepare, and teach lessons to the whole class and continue to develop, through discussion and observation, an understanding of the varied nature of the early childhood educator's role.

It is requested that mentor teachers take every opportunity to discuss with the pre-service teacher the preparation, organisation, and presentation of learning experiences appropriate to the early childhood setting. As much as is as possible, lessons taught by a pre-service teacher should be linked to allow for purposeful reflection, as opposed to single lessons in a wide range of learning areas. Mentor teachers and pre-service teachers should discuss follow-up learning experiences, post-lesson evaluations, and how to implement any feedback the pre-service teacher has been given.

A pre-service teacher's development in the observation, reflection, and interpretation of a variety of teaching and learning processes is instrumental in becoming a competent teacher.

Where possible, pre-service teachers should be provided with opportunities to observe students in a variety of learning and classroom settings.

In this Professional Experience, pre-service teachers may move to planning using a Daily Work Pad. Full lesson plans should be prepared for Week 1, with a possible move to the Daily Work Pad, if and when the mentor teacher and pre-service teacher agree they are confident and capable with lesson planning (see [Daily Work Pad Sample](#)).

The pre-service teacher is required to **submit lesson plans at least 24 hours in advance** ([please follow this link for more information about submitting lesson plans](#)) and evaluations should be submitted the following day to the mentor teacher. Lesson plans should be professionally presented in the teaching file in chronological order and be available for the mentor teacher, school principal/coordinator and supervisor at all times. The [Lesson Plan Template](#) at the back of this Handbook should be used or an alternative format may be used at the request of the mentor teacher.

## Teaching Loads for the Internship

The internship unit is designed with expectations relating to teaching ratios/loads across the span of the placement. Pre-service teachers will increase their teaching load each week of the internship. In addition to teaching lessons, it is the intention that the pre-service teacher participates in all aspects of the mentor teacher's normal routines.

The following table outlines the pre-service teacher teaching load requirements for the fourth Professional Experience. **Please note, lessons are based on 60 minutes; adjust teaching load accordingly.**

**Table 5**  
**Pre-Service Teaching Load Checklist for Professional Experience 4**

Week	Days	Pre-service Teacher Teaching Load Requirements
1	All	<input type="checkbox"/> Become familiar with all aspects of the classroom routine. <input type="checkbox"/> Complete 3 formal lesson observations, and document using the <a href="#">Observation Proforma</a> in this Handbook. <input type="checkbox"/> Plan, teach, and evaluate a minimum of 40% of a full teaching load. The lesson planning documents must be full lesson plans not the Daily Work Pad (see <a href="#">Lesson Plan Template</a> and <a href="#">Daily Work Pad Sample</a> ). <input type="checkbox"/> Plan with the mentor teacher and have an approved teaching program for week 2. <input type="checkbox"/> Undertake the AfGT. <input type="checkbox"/> Assist the mentor teacher when not engaged in other duties.





**Table 5 continued**

**Pre-Service Teaching Load Checklist for Professional Experience 4**

Week	Days	Pre-service Teacher Teaching Load Requirements
2 and 3	All	<p>Plan, teach, and evaluate a minimum of 60% of a full teaching load. The lesson planning documents must be full lesson plans <b>or</b> the Daily Work Pad if negotiated with and agreed to by the mentor teacher.</p> <p><input type="checkbox"/> Update student records and monitor students' learning progress.</p> <p><input type="checkbox"/> Plan with the mentor teacher and have an approved teaching program for weeks 3 and 4.</p> <p><input type="checkbox"/> Undertake the AfGT.</p> <p><input type="checkbox"/> Assist the mentor teacher when not engaged in other duties.</p>
4	All	<p><input type="checkbox"/> Plan, teach, and evaluate a minimum of 80% of a full teaching load. The lesson planning documents must be full lesson plans <b>or</b> the Daily Work Pad if negotiated with and agreed to by the mentor teacher.</p> <p><input type="checkbox"/> Update student records and monitor students' learning progress.</p> <p><input type="checkbox"/> Plan with the mentor teacher to prepare a 6 week program overview for week 5 onwards.</p> <p><input type="checkbox"/> Undertake the AfGT.</p> <p><input type="checkbox"/> Assist the mentor teacher when not engaged in other duties.</p>
5 to end	All	<p><input type="checkbox"/> Assume 100% teaching load and take full responsibility for the class program and lessons.</p> <p><input type="checkbox"/> The mentor teacher retains duty of care.</p> <p><input type="checkbox"/> It is still expected that the mentor teacher will provide assistance and feedback during these weeks.</p> <p><input type="checkbox"/> Complete the AfGT and submit according to the due dates.</p>


## Placement Assessment

During the placement, the mentor teacher and supervisor are to complete the relevant assessment forms. Please see [Reporting and Assessment](#) earlier in this Handbook for more information.

# Absentee Form Sample


This form is a sample only; the Absentee Form must be completed electronically in SONIA.

Days must be made up for all absences including due to public holidays, illness, or other reasons. Make-up days for absences must be undertaken immediately following the scheduled placement dates.



**Curtin University**  
 SCHOOL OF EDUCATION

**Curtin University Professional Experience**  
**Pre-service Teacher Absentee Form**  
 SCHOOL OF EDUCATION



**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 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.

- Medical Certificate/s to be sent with this form if absent for 2 days or more.
- Make-up dates need to immediately follow the end of the placement.
- Please complete this absentee form and upload your Medical Certificate if required.

<b>Pre-service Teacher Name</b>	
<b>Pre-service Teacher ID</b>	
<b>Placement Site</b>	
<b>Professional Experience Unit</b>	
<b>Professional Experience Dates</b>	
<b>Date/s of Absence</b>	
<b>Medical Certificate or/and COVID-19 Positive result provided</b>	
<b>Upload Evidence</b>	
<b>Absent Due to COVID-19 Positive mandatory isolation</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Intended Date/s for Make-up Days</b>	

Has not been actioned

Has not been actioned

# Examples of Resources for Pre-Service Resource File

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

- Book lists, including students' books, 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 and different learning experiences.
- Curriculum resources that may be purchased, such as sporting equipment and computer software.
- Ideas for or examples of charts, rosters, routines, rules, room arrangements and so on, that may be adapted for use in your own setting.
- Administrative resources, including (for example), Individual Education Plans (IEP), various policies (bullying, incursion/excursion, social media), sample letters, or booklets (parent/carer information; staff handbook).
- Web sites and other electronic resources

# Feedback Comments & Suggestions Form

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

Pre-service Teacher:	
Placement site:	Class:
Date:	Observation time:
Lesson/activity:	

Commendations – areas of strength:

Recommendations – areas still needing development:

Conclusions:

Mentor/Supervisor: \_\_\_\_\_  
Print name Signature Date

Pre-service Teacher: \_\_\_\_\_  
Print name Signature Date

***Please provide a copy to the pre-service teacher and retain a copy for your records.***

## Professional Experience At Risk Form – Part A

Pre-service Teacher: \_\_\_\_\_ ID: \_\_\_\_\_

PE Unit &amp; Code: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_ Supervisor: \_\_\_\_\_

**Mentor teacher details key reasons for At Risk status:** The following elements are considered developmental goals and thus please provide clear, detailed, and specific developmental goals.

Goal	Developmental Goal Details
1	
2	
3	
4	
5	

**Developmental Strategy:** List strategies to be used to support the pre-service teacher in achieving the above developmental goals. Please ensure there is sufficient detail for the pre-service teacher, mentor, and supervisor to clearly understand the expectations of the developmental strategies. Strategies should be clear, specific, and measurable.

Goals	Developmental Strategy Details	Key Support Person
1		
2		
3		
4		
5		

A review of the above goals will occur on or after 5 days from the issue of the Part A, that is on or after: \_\_\_\_\_

Mentor Teacher Signature: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_

Pre-service Teacher Signature: \_\_\_\_\_

***Please send a copy of this form to the Professional Experience Team ([professional.experience@curtin.edu.au](mailto:professional.experience@curtin.edu.au)) and provide a copy to the Pre-service Teacher.***



## Professional Experience At Risk Form – Part B

Pre-service Teacher: \_\_\_\_\_ ID: \_\_\_\_\_

PE Unit & Code: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Supervisor (PE2-4): \_\_\_\_\_

Goals	Developmental Strategy	Sufficient Improvement	
		Yes	No
1			
2			
3			
4			
5			

### Outcome of At Risk process:

☐ Pre-service Teacher is permitted to continue in this placement with the following conditions (if applicable):

\_\_\_\_\_  
\_\_\_\_\_

☐ Pre-service Teacher is required to discontinue and will receive a fail grade for this assessment and the Professional Experience unit overall.

Mentor Teacher Signature: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Pre-service Teacher Signature: \_\_\_\_\_

***Please send a copy of this form to the Professional Experience Team  
([professional.experience@curtin.edu.au](mailto:professional.experience@curtin.edu.au)) and provide a copy to the Pre-service Teacher.***

# Lesson Plan Template

<b>Learning area</b>			
<b>Lesson topic</b>			
<b>Date and Time</b>			
<b>Overall duration (time)</b>			
<b>Curriculum links</b>	E.g. Content descriptions from the AC + specific content EYLF references		
<b>Objectives</b>	By the end of this lesson, students will be able to:		
<b>Student prior knowledge</b>	Assumed or expected		
<b>Lesson preparation</b>			
<b>Materials</b>	•	Resources	•
<b>Key terminology</b>	•	Key features	• E.g., cultural references
<b>Learning strategies &amp; activities: introductory Time</b>			
<b>Learning strategies &amp; activities: developmental Time</b>			
<b>Learning strategies &amp; activities: concluding Time</b>			
<b>Differentiation</b>	Behaviour management / learning needs		
<b>Key questions</b>			



<b>Assessment of student learning</b>	Related to the stated objectives Diagnostic/formative/summative Assessment tools/strategies
<b>Relationships</b>	What approaches can you utilise to build and maintain safe, supportive, reciprocal, and respectful relationships?
<b>Reflection</b>	Pose your own questions. Consider What worked well, what did not work well, possible changes & follow up
<b>Next lesson</b>	

# Observation Proforma

Lesson: \_\_\_\_\_ Date: \_\_\_\_\_

1. The Physical Environment (e.g., use of spaces, arrangement of furniture and resources)  
What do you notice? Why do you think these choices were made?
  
2. The Social Environment (e.g., the relationships in the classroom; student interaction; teacher communication with students; catering for inclusivity and difference) What do you notice? Why do you think these choices were made?
  
3. Teaching Strategies/Skills (e.g., questioning; introductions & closures; group work) What do you notice? Why do you think these choices were made?
  
4. Resources (e.g., what; how used; student access) What do you notice? Why do you think these choices were made?
  
5. Assessment (e.g., formative; summative; techniques) What do you notice? Why do you think these choices were made?
  
6. Management of Student Behaviour (e.g., strategies; routines; expectations) What do you notice? Why do you think these choices were made?

# Anecdotal Observation

(Note: All documents are available on the unit Blackboard site.)

Child's Name:	Age:	Date:
Context:		
Observation:	Interpretation:	
Future Planning:		

# Running Record

Child's Name:		Age:	Date:
Context:			
Time:	Observation:	Interpretation:	
Future Planning:			

(See Aurthur, et al., 20155, pp. 286)

# Time Sample Observation

Child's Name:		Age:	Date:
Context:			
Time:	Observation:	Interpretation:	
Future Planning:			

(See Aurthur, et al., 20155, pp. 286)

## Event Sample

Child's Name:	Age:	Date:
Context:		
Antecedent:	Interpretation:	
Behaviour:		
Consequence:		
Future Planning:		

(See Aurthur, et al., 20155, pp. 287)

# Jottings

Child's Name: \_\_\_\_\_

Date	Observation	Interpretation
Future Planning:		

(See Aurthur, et al., 20155, pp. 282)



# Narrative

Child's Name: \_\_\_\_\_

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.

# Learning Experience Plan 1

Educator: \_\_\_\_\_

Year Level: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

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

Educator: \_\_\_\_\_

Group/Age Level: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_ am/pm

<b>Learning Experience Title</b>		
<b>Rationale/Goal</b> Briefly describe what the purpose of this learning experience is. What skills/concepts are being targeted?	<b>Prior Knowledge</b> Details of children's previous experiences, excursions, incursions, assessed knowledge and understandings.	<b>Learning Goals</b> Upon completion of this learning experience, the children will be able to: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Curriculum Links (Curriculum in your state, EYLF etc.)</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		
<b>Materials / Resources / Preparation</b> Briefly describe what the purpose of this learning experience is. What skills/concepts are being targeted?	<b>Learning Environment / Preparation</b> Consider the physical environment – the things you will need to prepare within the indoor and/or outdoor environment.	

Motivation and Introduction		
Main Body of the Experience		Focus Questions to promote higher order thinking: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
		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.

## Daily Work Pad Sample

Period	Lesson outline & activities	Notes
1		
2		
Mid-morning		
3		
4		
Afternoon		
5		
6		
Daily notes		After school

## 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.

	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the pre-service teachers' engagement with the Standard during an early Professional Experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final Professional Experience placement, may include:</b>
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"> <li>• Seeks knowledge of students' specific physical, social, emotional and intellectual learning needs in an appropriate and respectful manner</li> <li>• Identifies achievable learning goals for students</li> <li>• Demonstrates a developing awareness of differences in students' learning preferences and needs</li> <li>• Responds to differences in students' learning preferences and needs through approaches to lesson planning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies students' specific physical, social, emotional and intellectual learning needs</li> <li>• Communicates and interacts in ways appropriate to students' development stages</li> <li>• Makes modifications to delivery depending on students' physical, social, emotional and intellectual development</li> <li>• Considers and makes modifications to the learning environment depending on physical, social, emotional and intellectual development</li> <li>• Uses a variety of resources to account for the learning preferences and needs of students</li> <li>• Plans differentiated work for students (modified and extension)</li> </ul>



	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the pre-service teachers' engagement with the Standard during an early Professional Experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final Professional Experience placement, may include:</b>
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	<ul style="list-style-type: none"> <li>Identifies current research into how students learn</li> </ul>	<ul style="list-style-type: none"> <li>Applies knowledge of current research to modify teaching strategies</li> <li>Applies knowledge of research on how students' skills, interests and prior achievements affect learning</li> </ul>
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"> <li>Shows an awareness of the need to modify teaching strategies based on student diversity</li> <li>Is aware that schools have programs and policies relating to inclusivity</li> <li>Begins to incorporate global issues into lessons and unit planning</li> <li>Displays cultural sensitivity and respect for diversity</li> </ul>	<ul style="list-style-type: none"> <li>Uses effective questioning to engage every student</li> <li>Plans for and respects the diversity of all students within the classroom</li> <li>Uses culturally sensitive resources, language and strategies in teaching practice</li> <li>Presents controversial issues in a sensitive manner</li> <li>Encourages students to express and explore their beliefs, values, feelings and attitudes in a sensitive manner</li> </ul>
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"> <li>Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>

	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the pre-service teachers' engagement with the Standard during an early Professional Experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final Professional Experience placement, may include:</b>
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"> <li>• Is aware of the need to differentiate teaching to meet the different learning needs of all students</li> <li>• Develops lessons that address the different needs of all students</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students</li> <li>• 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</li> </ul>

	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the pre-service teachers' engagement with the Standard during an early Professional Experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final Professional Experience placement, may include:</b>
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"> <li>• Is aware of and discusses disability legislative requirements</li> <li>• Discusses how the learning needs of students with different disabilities could be met</li> <li>• Seeks advice and support from appropriate personnel to develop lessons that support the learning of students with different disabilities</li> <li>• Complies with disability legislative requirements</li> <li>• Encourages a respectful and collegial classroom environment where all students are valued and provided with the same learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students' diverse learning needs</li> <li>• Develops a sequence of learning experiences that support the learning of all students with a disability</li> <li>• Complies with disability legislative requirements</li> <li>• Encourages a respectful and collegial classroom environment where all students are valued and provided the same learning opportunities</li> </ul>
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"> <li>• Clearly articulates and explains the content of the lesson</li> <li>• Accurately answers content related questions from students</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus documents</li> </ul>

	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the pre-service teachers' engagement with the Standard during an early Professional Experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final Professional Experience placement, may include:</b>
2.2	Organise content into an effective learning and teaching sequence.	<ul style="list-style-type: none"> <li>Plans individual lessons clearly and logically</li> <li>Demonstrates a developing ability to present content in a coherent, well-sequenced learning and teaching program</li> </ul>	<ul style="list-style-type: none"> <li>Develops and delivers logical lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content</li> <li>Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students</li> </ul>
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<ul style="list-style-type: none"> <li>Uses the school program as a basis for designing effective lesson plans and assessment of learning</li> <li>Accesses information about curriculum documents and other resources and designs assessment accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Designs assessments which show clear links to the teaching and learning program and reporting cycle</li> <li>Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes</li> </ul>
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"> <li>Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions</li> </ul>	<ul style="list-style-type: none"> <li>Chooses teaching and learning activities that broaden the understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</li> <li>Selects student work samples and displays of student work which show student understanding of and respect for Aboriginal and Torres Strait</li> <li>Islander histories, cultures or languages</li> </ul>
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Works collaboratively, when given the opportunity,</li> </ul>

	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the pre-service teachers' engagement with the Standard during an early Professional Experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final Professional Experience placement, may include:</b>
		<ul style="list-style-type: none"> <li>• Uses professional discussion about lesson content and structure which show the teacher education student's knowledge, understanding, and/or teaching strategies to</li> <li>• support students' numeracy achievement</li> </ul>	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"> <li>• Develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful</li> <li>• Can incorporate ICT resources into lessons to enhance students' learning</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> </ul>
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"> <li>• Identifies clear and appropriate learning goals with respect to syllabus documentation and specific learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares/plans appropriate learning goals with respect to syllabus documentation and specific learning needs/varying abilities</li> <li>• Differentiates curriculum in lesson plans</li> <li>• Knows when students have or have not attained a learning goal</li> </ul>

	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the pre-service teachers' engagement with the Standard during an early Professional Experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final Professional Experience placement, may include:</b>
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	<ul style="list-style-type: none"> <li>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</li> <li>Seeks to match learning outcomes, content, and teaching strategies to class level in consultation with Mentor Teacher</li> <li>Reflects with P Mentor Teacher on lesson planning and student learning</li> <li>Begins to assign appropriate time/weighting to achieve learning outcomes and lesson plans</li> <li>Takes into account Mentor Teacher and Curtin Supervisor feedback in relation to content and student management to plan future learning</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Utilises the host school's scope and sequences and content overviews to plan appropriate lessons</li> <li>Reflects with Mentor Teacher on lesson/unit delivery to enhance student learning</li> <li>Draws upon previous lesson delivery to plan and implement relevant, engaging and significant learning experiences</li> <li>Takes into account Mentor Teacher and Supervisor feedback in relation to content and</li> <li>student management to plan future learning</li> </ul>
3.3	Include a range of teaching strategies in teaching.	<ul style="list-style-type: none"> <li>Develops and incorporates a range of appropriate and engaging materials and resources into teaching practice and class management</li> </ul>	<ul style="list-style-type: none"> <li>Draws upon learnt pedagogical knowledge to adapt, improvise and inform the teaching of content and outcomes, as well as class management</li> <li>Demonstrates the ability to plan and incorporate a range of teaching strategies</li> </ul>

	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the pre-service teachers' engagement with the Standard during an early Professional Experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final Professional Experience placement, may include:</b>
3.4	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<ul style="list-style-type: none"> <li>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</li> <li>Uses current and relevant resources in consultation with their supervising teacher to ensure accurate content is presented in lessons</li> <li>Selects current and relevant teaching resources to improve lesson/unit planning in consultation with the Mentor Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of appropriate and engaging materials and resources and demonstrates the capacity to incorporate these into teaching practice.</li> <li>Engages with a variety of technologies to enhance lesson/learning outcomes</li> <li>Uses resources appropriate to student developmental levels and manages resources professionally</li> <li>Accesses and uses curriculum support materials effectively</li> </ul>
3.5	Demonstrate a range of verbal and nonverbal communication strategies to support student engagement.	<ul style="list-style-type: none"> <li>Uses effective and respectful oral and written communication skills, including the promotion of grammatically acceptable and correct English</li> <li>Enacts reciprocal communication</li> <li>Implements the use of vocabulary and metalanguage to develop conceptual understanding</li> <li>Employs a range of questioning techniques such as open/closed questioning</li> <li>Begins to acknowledge and develop student responses in an inclusive manner</li> </ul>	<ul style="list-style-type: none"> <li>Uses effective and respectful oral and written communication skills, including the promotion of grammatically acceptable and correct English</li> <li>Enacts reciprocal communication</li> <li>Effectively uses vocabulary and metalanguage to develop conceptual understanding</li> <li>Employs a range of questioning techniques such as open/closed questioning to elicit prior understanding</li> <li>Acknowledges and logically develops student responses in an inclusive manner.</li> <li>Uses voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level</li> </ul>

	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the pre-service teachers' engagement with the Standard during an early Professional Experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final Professional Experience placement, may include:</b>
		<ul style="list-style-type: none"> <li>• Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage</li> <li>• Demonstrates and models non-verbal forms of communication, in consultation with the Mentor Teacher</li> </ul>	<p>or stage</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
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"> <li>• Shows understanding and achievement of outcomes as demonstrated through appropriately linked assessment or data (e.g., observational data)</li> <li>• Develops a range of strategies to cater for the diverse range of learners within the class</li> <li>• Accesses assessment criteria in consultation with Mentor Teacher</li> <li>• Reflects on lessons to inform future planning and to improve pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures assessment is an integral part of the teaching and learning cycle and that lesson planning indicates appropriate links between outcomes and assessment</li> <li>• Employs a range of strategies to assess student achievement and participation, catering for the diverse range of learners within the class</li> <li>• Inform students by accessing and deconstructing explicit quality criteria for assessment</li> <li>• Reflects on lesson to inform future planning and improve pedagogy</li> </ul>
3.7	Describe a broad range of strategies for involving parents/carers in the educative process.	<ul style="list-style-type: none"> <li>• Communicates effectively and respectfully with parents and carers in the classroom</li> <li>• Consults with the mentor teacher in order to understand school-home connections, for example, the school homework policy</li> <li>• In consultation with the Mentor Teacher,</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages parents/carers to visit the classroom and school</li> <li>• Interacts professionally and respectfully with parents and carers</li> <li>• Connects school learning to the home context</li> <li>• Draws on resources within the community to enhance</li> </ul>



	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:
		<p>draws on established school partnerships and local resources to enhance learning significance</p> <ul style="list-style-type: none"> <li>• Explores established structures in the school to encourage parents and caregivers to be involved in school or classroom activities</li> <li>• Acts professionally, and with the appropriate confidentiality, when respectfully communicating with parents and caregivers</li> </ul>	<p>lesson/unit content</p> <ul style="list-style-type: none"> <li>• Promotes established structures in the school to encourage parents and caregivers to be involved in school or classroom activities</li> <li>• Acts professionally and respectfully, with the appropriate confidentiality, when communicating with parents and caregivers</li> </ul>
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"> <li>• Discusses strategies with the Mentor teacher</li> <li>• Communicates value and respect for students as individuals and learners</li> <li>• Builds secure, safe respectful, supportive and reciprocal relationships with students</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to an inclusive classroom where all students are acknowledged as individuals</li> <li>• Models an enthusiastic and positive attitude towards teaching and learning</li> <li>• Builds and maintains secure, safe respectful, supportive and reciprocal relationships with students</li> </ul>

	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the pre-service teachers' engagement with the Standard during an early Professional Experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final Professional Experience placement, may include:</b>
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	<ul style="list-style-type: none"> <li>• Has learnt and uses students' names</li> <li>• Records observations and discusses classroom routines</li> <li>• Records observations and discusses techniques that teachers use to support student time spent on learning tasks</li> <li>• Observes implementation of classroom management strategies and identifies those that focus on student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Employs classroom routines consistently to maximize student learning</li> <li>• Plans and delivers lessons that are timed and sequenced to meet the needs of the students</li> <li>• Delivers lessons that articulate clear directions, that have been well prepared and resourced, and are responsive to student learning needs goals/outcomes</li> </ul>
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour.	<ul style="list-style-type: none"> <li>• Identifies student needs</li> <li>• Remains calm, respectful, empathic and fair</li> <li>• Discusses student management techniques that are appropriate and responsive to student needs</li> <li>• Discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches</li> <li>• Understands the need to establish and work within an identifiable welfare/classroom management system</li> </ul>	<ul style="list-style-type: none"> <li>• Plans engaging learning activities that motivate and engage students</li> <li>• Avoids situations that trigger challenging behaviours</li> <li>• Applies student management techniques that are fair, respectful, appropriate and responsive to student needs</li> <li>• Manages challenging behaviours quickly, fairly, respectfully, and with empathy, applying judgement based on the context</li> <li>• Demonstrates a range of strategies to refocus students and meet their needs</li> </ul>

	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the pre-service teachers' engagement with the Standard during an early Professional Experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final Professional Experience placement, may include:</b>
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"> <li>Discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WH&amp;S, duty of care, child protection</li> </ul>	<ul style="list-style-type: none"> <li>Discusses and follows specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WH&amp;S, duty of care, child protection</li> <li>Produces lesson plans that show implementation of school discipline and welfare policies, and positive welfare and classroom practices which reflect school policies</li> <li>Describes the management of student behaviour and safety in accordance with mandatory policies</li> </ul>
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"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in learning and teaching</li> <li>Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and academic honesty</li> <li>Produces samples of email and online communications (such as blogs) between teacher and students that model responsible and ethical use of ICT</li> </ul>
5	Assess, provide feedback and report on student learning	The pre-service teacher...	

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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"> <li>• Considers appropriate assessment strategies when developing lessons</li> <li>• Records and uses assessment information informally (e.g. observations of student learning and/or work samples) to monitor student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Designs and delivers a wide variety of formative and summative assessment activities to formally monitor student learning</li> <li>• Analyses student work samples to recognise diagnostic information to be used and how it informs differentiation and future assessment strategies and tasks</li> </ul>
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"> <li>• Gives constructive, purposeful and respectful feedback to students about their learning progress</li> <li>• Provides appropriate encouragement</li> <li>• Recognises that feedback can be sought from students about their learning preferences and needs</li> </ul>	<ul style="list-style-type: none"> <li>• Builds appropriate reinforcement and feedback into lesson plans</li> <li>• Gives timely effective feedback to enhance student performance and provides direction for future learning (goal setting)</li> <li>• Seeks feedback from students about their learning preferences and needs</li> </ul>
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"> <li>• Collaborates in producing assessment plans, tasks, marking criteria, marking rubrics</li> <li>• Provides student work samples showing assessment feedback that demonstrates the school or system policy regarding the moderation of assessment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the process of moderation and the principle of ensuring consistent teacher judgement</li> <li>• Produces assessment plans, tasks, marking criteria, marking rubrics that demonstrate the school or system policy regarding the moderation of assessment activities</li> <li>• Collects student work samples showing assessment feedback that demonstrates the school or system policy regarding the moderation of assessment activities</li> </ul>

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5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<ul style="list-style-type: none"> <li>• Considers the types of evidence required to effectively evaluate student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Bases lesson reflections on the evidence gathered through assessment tasks</li> <li>• Explains how assessment data applies to planning and teaching practice</li> </ul>
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"> <li>• Discusses student achievement with the Mentor Teacher</li> <li>• Is familiar with the school's reporting procedures and policy</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an effective approach to collecting, organizing and storing assessment data consistent with school policies and procedures</li> <li>• Employs a variety of methods to record evidence gathered through assessment activities</li> </ul>
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"> <li>• Engages in self-reflection in aspects of Professional Knowledge, Practice and Engagement</li> <li>• Is familiar with the Australian Professional Standards for Teachers and how they frame teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies specific learning goals in relation to the Standards</li> <li>• Begins to develop evidence supporting claims against each of the Australian Professional Standards for Teachers at Graduate level.</li> </ul>
6.2	Understand the relevant and appropriate sources of professional learning for teachers	<ul style="list-style-type: none"> <li>• Seeks opportunity within the school for professional learning through discussions with staff</li> <li>• Attends professional meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to staff and curriculum meetings where appropriate</li> <li>• Participates in professional teams</li> </ul>

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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"> <li>• Sets short term teaching goals in discussion with their Mentor Teacher</li> <li>• Receives constructive feedback in a positive and professional manner</li> </ul>	<ul style="list-style-type: none"> <li>• Receives constructive feedback in a positive and professional manner</li> <li>• Sets realistic short and long-term goals with their Mentor Teacher</li> <li>• Realistically analyses their achievement towards teaching goals</li> </ul>
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"> <li>• Actively listens to discussions with school community members regarding benefits to ongoing professional learning and collegial sharing of knowledge and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Engages innovatively within the limits of their responsibilities and capabilities</li> <li>• Demonstrates a commitment to teaching and to continuous improvement of their practice</li> <li>• Recognises that teachers are agents of their own professional learning</li> <li>• Reflects on own teaching and seeks advice on ways to develop professionally and improve performance</li> </ul>
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"> <li>• Behaves ethically and respects the confidentiality of student and school information</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the relevant codes of ethics that underpin their educational context</li> <li>• Reflects critically on personal and professional practice</li> </ul>

	<b>Graduate Teaching Standard Descriptor</b>	<b>Practices that demonstrate the pre-service teachers' engagement with the Standard during an early Professional Experience placement, may include:</b>	<b>Practices that demonstrate achievement of the Standard by the final Professional Experience placement, may include:</b>
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"> <li>Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies</li> </ul>	<ul style="list-style-type: none"> <li>Complies with relevant legislative, administrative, organisational and professional requirements such as child protection, duty of care etc.</li> <li>Demonstrates an understanding of evacuation procedures and WHS and the school and system discipline and welfare policies</li> </ul>
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	<ul style="list-style-type: none"> <li>Employs appropriate and respectful professional communication with school staff, visitors, parents and carers</li> </ul>	<ul style="list-style-type: none"> <li>Establishes respectful collaborative relationships through the use of appropriate language, tone and body language</li> <li>Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of</li> <li>students, families and carers</li> </ul>
7.4	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice	<ul style="list-style-type: none"> <li>Shows willingness to participate with school staff in a range of activities</li> </ul>	<ul style="list-style-type: none"> <li>Shows willingness to participate with school staff, external professionals and community representatives, in a range of activities and programs</li> <li>Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development</li> </ul>

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



