

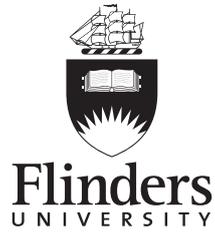


Flinders  
UNIVERSITY

school of education  
**an assessment  
guide** for  
**professional experience**



inspiring achievement



school of education  
an assessment  
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professional experience

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School of Education

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<http://www.flinders.edu.au/education/teaching-practicum>

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# CHALLENGES OF ASSESSING PROFESSIONAL TEACHING EXPERIENCE

The process of observing, guiding and appraising the capabilities of pre-service student teachers is an important and complex process. Cooperating teacher and schools are crucial contributors in this assessment process, which imposes educational, ethical and moral responsibilities on them. Not only do cooperating teachers and schools contribute to the education and development of the next generation of teachers assess student teachers' capabilities, they also have to be mindful of their responsibilities for their own students' education and safety. For their part, pre-service student teachers find the assessment of their beginning professional practice to be a "high stakes" aspect of their education.

Assessment in Professional Experience is an evaluative process that is a basis for providing feedback to students and for forming judgments about the quality of students' teaching capabilities. Making such judgements in

professional experience occurs in contexts that are highly transient, variable and difficult to replicate because no two classrooms are the same and no two situations in a single classroom are ever the same. Thus, it is difficult to recapture all the important factors in a review process or to replicate the precise contexts so that a particular process can be re-lived, re-learned and re-assessed.

Robust judgements about students developing professional practice need to be based on clarity regarding two dimensions, namely:

- **What should be assessed?** Assessors need to be **consistent**, using the same criteria for making judgements in each case, and
- **How well has the student performed?** Assessors need to be **accurate**, using the same standards for making judgements such that any two assessors would focus on the same behaviour and arrive at a similar judgement.

### What should be assessed?

For its pre-service of Education degrees, the School of Education at Flinders University has adopted as its assessment framework the South Australian Teacher Registration Board's (TRB) **Professional Teaching Standards for Registration in South Australia for Entry to the Register**. These attributes and capabilities are to be developed over the course of the Professional Experience Program.. The TRB Standards are:

- **The orientation of the assessor.** *Teachers who regard themselves either as enablers of learning tend to function differently in the assessment process from those who regard themselves as guardians of the standards of the profession. This difference in attitude has been found to significantly influence judgements of student performance.*

<b>Professional Relationships</b> <ul style="list-style-type: none"> <li>• Professional &amp; Collegial Learning</li> <li>• Student Respect</li> <li>• Parent/Caregiver &amp; Community Partnerships</li> </ul>	<i>Teachers actively engage in personal and collegial learning</i> <i>Teachers foster trusting and respectful relationships with all learners</i> <i>Teachers work effectively with parents/caregivers and the wider community.</i>
<b>Professional Knowledge</b> <ul style="list-style-type: none"> <li>• Learning Processes</li> <li>• Learning Content</li> <li>• Learning Context</li> </ul>	<i>Teachers know about learning processes and how to teach accordingly</i> <i>Teachers know the content they teach</i> <i>Teachers know about learner contexts and diversity</i>
<b>Professional Practice</b> <ul style="list-style-type: none"> <li>• Planning &amp; Teaching</li> <li>• Feedback &amp; Reporting</li> <li>• Learning Environment</li> </ul>	<i>Teachers plan and implement teaching strategies for successful learning experiences</i> <i>Teachers assess and report learning outcomes</i> <i>Teachers create a safe, challenging and supportive learning environment</i>

A significant concern in the assessment of complex professional behaviours in teaching practice is that assessors' judgements are subject to unintended and tacit assumptions. These assumptions influence what is expected in a good performance and are shaped by environmental distractions and personal factors, many of which have little bearing on a student's capacity to perform. Significant influences on judgements of student performances include:

- **The performances of other students.** *If prior students have performed poorly, then a following satisfactory student performance tends to be rated relatively highly. Conversely, if prior students have performed very well, then a subsequent satisfactory student performance tends to be rated relatively lower.*
- **A student's initial behaviour.** *The nature and quality of the relationship between the student and the assessor can be influenced by students' initial naive or mature actions and the impressions they create.*
- **The past experiences of the assessor.** *Events, both positive and negative in guiding and assessing other students' achievements in professional experience can be very influential. Prior negative experiences can cause a measure of defensiveness while prior positive experiences tends to create encouraging supportive environments.*

- **The quality and features of the context in which the teaching occurs.** *The learning and teaching environment itself and the attitudes of those within that environment has been found to have a profound influence on student teachers performances.*

These factors have little to do with the actual capabilities of an individual student teacher. Training assessors to ignore these somewhat extraneous factors, however, largely fails to reduce their influence on the assessment outcome. However, these subjective influences on educational judgements, does not mean that we should not assess the development and attainment of professional practice standards. Assessment is inevitable and necessary in education and an essential aspect of learning and improvement. Rather, it suggests the need for shared, clearly described expectations about student teacher performance. These are often effectively communicated in the form of rubrics, which can be used to guide more consistent observation of developing professional practice and the making of more accurate judgements about the standard attained. The following two-dimensional rubric provides such a guide.

## DEVELOPMENT OF THE PROFESSIONAL EXPERIENCE ASSESSMENT RUBRIC

Knowing how the rubric has been developed helps to understand how it might be used.

- **Dimension 1** is in the left hand column and identifies the precise capabilities or attributes based on the TRB standards. These capabilities are elaborated with observable indicators. This dimension assists in ensuring a **consistent** focus on **what must be learnt and assessed**.
- **Dimension 2** is in the four remaining columns and describes four possible standards of performance

achievement. This dimension assists assessors **Accuracy** in the interpretation of the performance (judgements of *how well?*). The descriptions of teaching performance in the four levels are grounded in several validated learning taxonomies.

- Cognitive learning attainment described in Biggs (1992) Solo Taxonomy and Grant and Givens Fisher's, (1982) Florida Taxonomy of Learning attainment, and
- Ethical and dispositional capabilities described in Perry's (1999) Taxonomy of Ethical Moral Reasoning.

In summary the four levels are based on the following conceptual frameworks.

Level	Biggs	Florida	Perry	Summary of Qualities
<b>Developing</b> Unsatisfactory	<b>Uni-structural</b> Knows a few facts	Knows few facts and procedures	<b>Dualistic</b> Black & white thinking and opinion is determined by authority	Imitation of experts Partial knowledge
<b>Functional</b> Acceptable	<b>Multi-structural</b> Understands and accurately reproduces facts, routines & protocols	Encyclopedic knowledge & reliance on Rules and protocols	<b>Multiplistic</b> Viewpoints are accepted, but a singular "truth" is sought and deemed so by an authority	Has little organizational structure to guide retrieval of knowledge
<b>Proficient</b> Expected for majority of students	<b>Relational</b> Elaborated knowledge and understanding where ideas cohere Transfers learning to new situations	<b>Interpretation Translation Application</b>	<b>Relativistic</b> Independent reasoning <b>Commitment</b> Forms opinions and makes judgements that are informed	Analysis and evidence based application
<b>Advanced</b> Beyond expectations	<b>Extended abstract &amp; critical, creative problem solving</b>	<b>Synthesis Creativity Evaluation</b>	<b>Limited Commitment,</b> Seeks new evidence to evaluate current knowledge and opinions	Metacognitive, abstract, principle based reasoning

The Flinders University Teacher Education **Professional Teaching Rubric** translates the TRB Standards into a developmental framework that synthesises the above taxonomies into a description of four possible levels of attainment to enable a **shared understanding** among students, teachers and placement supervisors of what is acceptable and what is unsatisfactory. The rubric is intended to assist cooperating teachers and supervisors to support and **enable the development** of pre-service teachers to the standards required for registration as well as to contribute to the provision of useful **feedback** and consistent **appraisal of performance**.

The four levels of attainment are:

**Level 1** is Developing or **Unsatisfactory (U)** and describes performance that has not yet met basic expectations. Some expected features may be present, but are not sufficiently developed to be acceptable beginning practice. This level of practice is not considered safe and will require

close supervision as well as further practice, exposure and re-evaluation. This level of performance is based largely on imitation of expert teachers they have observed, rather than on a conceptual understanding of learning and teaching. Their communication and relationships with students, staff and parent may be limited or inappropriate and may need to be carefully monitored. It is hoped that few, if any, pre-service student teachers should exhibit this level of practice at, and especially beyond, the first placement.

**Level 2** is Functional or **Acceptable (Ac)** and describes performance that meets the basic requirements. Close supervision is still necessary as the student will exhibit a high degree of reliance on their cooperating teacher for guidance in decision-making and still rely heavily on the imitation of expert teachers rather than using their conceptual knowledge to shape their practice. Their plans focus on teacher activity rather than on student learning. Teaching decisions made at this level of performance will

be recipe-like and, although they might accurately follow protocols or be theoretically correct in their actions, they may fail to make adjustments to account for contextual factors. Very little integration of concepts or advice or transference of learning from one event, experience, task or responsibility to another is exhibited. Communication and relationships with students, staff, parents and caregivers at this level can still require supervision and advice. Teaching behaviours that are assessed as merely acceptable should be the focus of new learning goals and efforts for change and improvement from pre-service student teachers as well as guidance from cooperating teachers and supervisors.

**Level 3 is Proficient (P)** and is the desired standard for all, or most, pre-service teachers to reach, especially in the 3rd and 4th placement. Such practice exhibits independence of thought and initiative in planning and in practice. These pre-service teachers are capable of being left unsupervised for short periods of time. They translate, integrate and apply theoretical concepts into practice and pose wise questions, seeking and utilising advice judiciously. They demonstrate an ability to transfer advice into new contexts without prompting, having an observable capacity for insightful analysis of an event, situation or case. They communicate well and relate appropriately to students, staff, parents and caregivers. These pre-service teachers demonstrate an awareness of social and psychological influences on learning and make attempts to incorporate this awareness into their practice. Their teaching plans show evidence of being student learning focused. They are able to evaluate and assess their own achievements, set new personal learning goals and are mindful of the limits of their own competence. They exhibit an enthusiasm for teaching, are aware of its moral and ethical dimensions and encourage their students' engagement in the learning process.

**Level 4 is Advanced (Ad)** and represents professional practice that is beyond basic expectations of pre-service student teachers. The practice is highly independent, but collaborative and consultative. There is transparent use of evidence and universal principles in interpretive reasoning and decision-making. Such practice is also creative, critically reflective, generative of new ideas and transforms of old ways and thinking. There is evidence of an ability to develop new approaches to routine practices that engage and motivate learners. The relationships and communicative and social behaviour with students, teachers, parents and caregivers are most appropriate, effective and respectful. They are very mindful of the sensitivities of difference and attend to it well, integrating such concern into all that they do. They are active agents of their own learning and actively seek opportunities for new experiences and challenges

to expand their repertoire of capability. These pre-service teachers are models of effective and engaged learners and promote a positive and professional image of the teaching profession to the community.

Using the Flinders University Professional Teaching Rubric

The following rubric can be used in a number of ways.

1. As a **curriculum guide** for Flinders University Teacher Education academics. The intended attributes of Dimension 1 can be used as a checkpoint to ensure that the knowledge, skills and capacities deemed important by the TRB are included in the design of topics and in the teaching, learning and assessment strategies employed.
2. For **communicating expectations** to students. Too often students are unaware of just what they must exhibit and develop in order to satisfy their assessors and often have misperceptions about what is actually important. The focus of attention on actual pre-service practice and the standards used in assessment by university supervisors and cooperating teachers is what defines professional practice for the student teacher. If the focus is superficial, atomistic and task focused, that is what students will think is required of teachers. If they are deep, analytical and holistic, guided by values of respect for diversity and concern for student success and well being, that is how the pre-service student teacher will come to understand the complex dimensions of the role of a teacher.
3. As a **feedback tool** to provide students with an idea of where they sit in a framework of orderly development towards increased expertise. When student teachers are unaware of what is required they will limit their behavior to the things they are confident they can do well. This avoidance of challenges restricts their development. When student teachers are aware of the full range of capabilities they must exhibit, when the things they do well are acknowledged and when they are challenged and supported to address capabilities they have yet to develop, they can more easily expand and improve their repertoire of professional practice.
4. As a **peer and self-evaluation tool** for students to guide their learning efforts. When students engage in peer and self assessment they engage more deeply with formal expectations to acquire a deeper understanding of what is required of them and how it might be demonstrated. This process enables them to become more self critical and more effective agents of their own learning.
5. As an **assessment guide for school and university based assessors** to aid **consistency** and **accuracy** in interpreting and reporting learning attainment.

Core Principles, Standards & Indicators	Unsatisfactory	Acceptable	Proficient	Advanced
<p><b>Professional &amp; Collegial Learning</b> <i>Pre-service teachers actively engage in personal and collegial learning</i></p> <p><b>Key Indicators</b></p> <ul style="list-style-type: none"> <li>• Demonstration of initiative</li> <li>• Guidance seeking</li> <li>• Response to advice and criticism</li> <li>• Personal learning management and agency</li> <li>• Reflexivity and self critique</li> <li>• Awareness of personal and professional strengths and limitations</li> <li>• Engagement in, and enthusiasm for, teaching</li> <li>• Engagement with peers and school staff</li> </ul>	<ul style="list-style-type: none"> <li>• Does not seek guidance or feedback</li> <li>• Does not initiate interactions with colleagues and supervisors or seek opportunities to learn new ways of practice and is defensive and avoidant when given advice</li> <li>• Can be either verbally or non-verbally inappropriate</li> <li>• Does not pose sensible questions, but waits to be questioned and told what to do</li> <li>• Approach to teaching relies solely on imitation of expert teachers and rule driven routines</li> <li>• Compliant approach to responsibilities, exhibiting minimal effort</li> <li>• Does not demonstrate self-reflexive self critique</li> <li>• Is apathetic about teaching and the teaching profession</li> </ul>	<ul style="list-style-type: none"> <li>• Greets colleagues and supervisors and initiates social interactions</li> <li>• Asks basic questions regarding core tasks and responsibilities</li> <li>• Seeks advice and feedback</li> <li>• Incomplete interpretation and translation of feedback into practice</li> <li>• Listens to alternative points of view or opinions, but can be judgemental of others and dualistic (black and white thinkers) in their reasoning</li> <li>• Questioning demonstrates a limited and un-contextualised knowledge of learning and teaching</li> <li>• Some enthusiasm is observed in their approach to teaching</li> <li>• Limited critique of their own practice</li> <li>• Limited initiative; waits to be taught or told</li> <li>• Fails to recognise opportunities for collaboration with peers</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes congenial and reciprocal communicative interactions with peers and supervisors</li> <li>• Verbally and non-verbally appropriate in their communications</li> <li>• Actively seeks advice and feedback from colleagues and supervisors identifying specific aspects of advice they are seeking</li> <li>• Hears and considers advice non-defensively and acts on it</li> <li>• Interprets and translates advice and new learning appropriately into new contexts</li> <li>• Demonstrates initiative</li> <li>• Active agents of their own learning, identifying personal knowledge gaps and seeking resources to address them</li> <li>• Predicts and anticipates personal and educational learning needs and issues, not constraining their personal learning activities and planning to their immediate tasks</li> <li>• Conveys an enthusiasm for teaching and learning</li> <li>• Shows concern for their students' experiences of, and success in, learning</li> <li>• Creative and innovative within the limits of particular responsibilities and personal capabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes appropriate congenial and reciprocal communicative interactions with peers and supervisors</li> <li>• Seeks advice and can respectfully and appropriately contribute information</li> <li>• Is highly self reflexive and anticipates and prioritises their own learning needs</li> <li>• Appreciates that they will always be learners in order to be good teachers</li> <li>• Demonstrates an appreciation of their own fallibility and understands and works within their own limitations</li> <li>• Does not judge others, but will seek to understand diverse points of view and experiences.</li> <li>• Appreciates that all knowledge and understanding is conditional</li> <li>• Recognises the need for compromise in ill-defined contexts</li> <li>• Is excited and enthusiastic about teaching and its potential contribution to student's lives and success in education</li> <li>• Demonstrates professional dispositions and ethics</li> </ul>

Core Principles, Standards & Indicators	Unsatisfactory	Acceptable	Proficient	Advanced
<p><b>Learner Respect</b> <i>Pre-service teachers foster trusting and respectful relationships with all learners</i></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognition of difference</li> <li>• Management of difference</li> <li>• Awareness of ethical and legal basis of professional relationships with students</li> <li>• Engagement of students in their learning</li> <li>• Enabling student learning independence</li> <li>• Fostering a collaborative learning environment</li> <li>• Encouragement of students to value and respect various life contexts and socio-cultural backgrounds</li> <li>• Fostering a respect for teachers and teaching among students</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to notice diversity in students' needs and capacities.</li> <li>• Makes disrespectful or discriminatory statements in relation to individual students or groups of students</li> <li>• Fails to notice own biased behaviour towards individual or groups of students</li> <li>• Preoccupied with gaining students compliance with rules, rituals and tasks, giving students few opportunities to shape or understand them</li> <li>• Encourages judgmental attitudes and intolerance among students (may be unconscious &amp; unintended)</li> <li>• Breaches confidentiality when discussing student progress and behavior</li> <li>• Fails to notice or address disrespectful student behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Some focus of student diversity evident in learning activities</li> <li>• Interactions with students are mostly appropriate, but risks becoming discriminatory or over-familiar</li> <li>• Awareness of the impact of their interpersonal interactions is limited</li> <li>• Notices disrespectful student behavior and attempts to manage it</li> <li>• Exercises confidentiality in communicating about student behavior &amp; progress</li> <li>• Plans to foster collaboration in the learning environment but it is not clearly evident in practice</li> <li>• Lacks confidence which limits their ability to enjoy and convey enthusiasm for teaching and learning</li> <li>• Provides limited opportunities for students to take responsibility for their own learning</li> </ul>	<ul style="list-style-type: none"> <li>• Enables relationship building with and between students</li> <li>• Recognizes diversity in social, cultural and economic backgrounds, and in capabilities and needs of individual students and groups of students that is evident in learning activities</li> <li>• Demonstrates awareness of the ethical and legal issues and requirements in professional practice</li> <li>• Fosters respect and valuing of difference among students</li> <li>• Students are actively engaged in setting up the rules and routines for the completion of tasks and for learning and working with others</li> <li>• Fosters collaboration and cooperation in the learning environment</li> <li>• Successfully and appropriately manages disrespectful or discriminatory behaviours of students</li> <li>• Conveys an enthusiasm for teaching that fosters student respect, engagement and cooperation with their teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Approach to planning integrates a sophisticated understanding of difference in student backgrounds and abilities and the implications for relationships between the student and teacher</li> <li>• Exhibits a professional awareness of the ethical and legal dimensions of the student teacher relationship in their personal interactions with students</li> <li>• Fosters student engagement in planning for learning and encourages student independence in, and responsibility for, learning.</li> <li>• Conveys an enthusiasm for teaching that fosters student respect for teachers and enthusiasm for learning</li> <li>• Effectively discourages disrespectful student behaviours and successfully and appropriately manages discrimination among students for the longer term</li> </ul>

Core Principles, Standards & Indicators	Unsatisfactory	Acceptable	Proficient	Advanced
<p><b>Parent/Caregiver &amp; Community Partnerships</b> <i>Pre-service teachers work effectively with parents/caregivers and the wider community.</i></p> <p><b>Key Indicators</b></p> <ul style="list-style-type: none"> <li>Promoting the teaching profession</li> <li>Building ethical and productive partnerships with parents, caregivers and wider community</li> <li>Fostering parent, caregiver and community engagement in school life and learning</li> <li>Managing conflict</li> <li>Maintaining confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>Projects a poor image of teachers through personal appearance and behaviour</li> <li>Does not seem aware of the need or expectation for professional tact or sensitivity</li> <li>Lack of confidence and communicative ability causes difficulty in relating to parents, caregivers and wider community</li> </ul>	<ul style="list-style-type: none"> <li>Promotes an adequate image of teachers</li> <li>Aware of the need for professional tact and sensitivity, but seems unaware that some aspects of their own behaviour are counterproductive</li> <li>Communicates satisfactorily with parents, caregivers and wider community, but need to improve their confidence and some aspects of their communicative ability</li> </ul>	<ul style="list-style-type: none"> <li>Projects a positive image of the teaching profession and inspires the confidence of parents and caregivers</li> <li>Effective and professional communicators with parents, caregivers and wider community</li> <li>Provides opportunities for parents, caregivers and wider community engagement in the learning process in meaningful and collaborative ways to support learning and wellbeing of learners</li> <li>Effectively manages confidential information and conflict in sensitive and ethical ways</li> </ul>	<ul style="list-style-type: none"> <li>Exemplary teacher behaviour and a role model for others in promoting the teaching profession</li> <li>Highly effective and professional communicator with parents, caregivers and wider community</li> <li>Ethical and responsible management of confidential information</li> <li>Sensitive to, anticipates and manages well, diverse interests, expectations and needs</li> </ul>
<p><b>Professional Knowledge</b></p> <p><b>Learning Processes</b> <i>Pre-service teachers know about learning processes and how to teach</i></p> <p>Knowledge of:</p> <ul style="list-style-type: none"> <li>specific learning &amp; teaching concepts and frameworks</li> <li>motivation concepts.</li> <li>available specialized support</li> </ul> <p>Connections between, and integration of, pedagogical theory and classroom practice.</p>	<ul style="list-style-type: none"> <li>Does not refer to any conceptual learning about learning and teaching</li> <li>Fails to reflect on classroom experiences to extend their knowledge and to integrate their conceptions of theory and practice</li> <li>Exhibits limited knowledge of specialized resources</li> <li>Does not consider resources beyond the immediate environment to meet students' specific needs</li> </ul>	<ul style="list-style-type: none"> <li>Refers to some conceptual learning to explain plans, observations and classroom events</li> <li>Is aware of some of the specialized supports and resources that are available to assist individual students</li> <li>Reflects on classroom events but fails to draw upon conceptual knowledge to interpret student behaviour or motivate students</li> <li>Limited consideration of additional resources and supports to meet special needs</li> </ul>	<ul style="list-style-type: none"> <li>Well developed knowledge of specific learning and teaching concepts and frameworks</li> <li>Knows and uses motivation concepts for structuring the learning environment in order to engage &amp; enthuse learners</li> <li>Reflects on classroom experiences to extend conceptual understanding of: <ul style="list-style-type: none"> <li>teaching &amp; learning</li> <li>child &amp; adolescent development</li> <li>individual differences</li> <li>socio-cultural factors</li> </ul> </li> <li>Dynamic translation of classroom experiences using knowledge of theories of pedagogy to explain and extend understanding of theory and practice</li> <li>Exhibits a knowledge of available specialized support to meet students' individual needs</li> </ul>	<ul style="list-style-type: none"> <li>Sophisticated and integrated knowledge of learning and teaching, motivational theories and child and adolescent development for structuring the learning environment</li> <li>Reflects on classroom experiences to critique their conceptual understanding of: <ul style="list-style-type: none"> <li>teaching &amp; learning</li> <li>child &amp; adolescent development</li> <li>individual differences</li> </ul> </li> <li>Evaluates classroom experiences using theories of pedagogy, human development and socio-cultural factors to generate new understandings</li> <li>Has a detailed knowledge and critical evaluation of specialized support available to meet students' individual needs</li> </ul>

Core Principles, Standards & Indicators	Unsatisfactory	Acceptable	Proficient	Advanced
<p><b>Learning Content</b> <i>Pre-service teachers know the content they teach</i></p> <p>Content</p> <ul style="list-style-type: none"> <li>• Accurate</li> <li>• Relevant to learners</li> <li>• Appropriate level for learner</li> </ul> <p>Knowledge of curriculum statements and frameworks</p> <ul style="list-style-type: none"> <li>• Current</li> <li>• Level appropriate</li> <li>• Relevant to learners</li> </ul> <p>Socially critical interpretation of curriculum statements into diverse approaches</p>	<ul style="list-style-type: none"> <li>• Not confident about the content of teaching</li> <li>• Direct from sources with little interpretation</li> <li>• Little translation to make relevant for learners</li> <li>• Atomistic and not directly linked or related to students' prior learning experiences and curriculum goals</li> <li>• Transmission of knowledge with little opportunity for students to interpret and transform knowledge into their own frames of reference</li> </ul>	<ul style="list-style-type: none"> <li>• Content accurate and some translation from sources to link with students' life experience and interest</li> <li>• Somewhat connected to students prior learning and to the curriculum frameworks</li> <li>• Some opportunities for students to translate the content into their own language and apply the content to relevant everyday life experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Content taught has been comprehensively researched and is accurate</li> <li>• Content has clearly been adapted to capture the learner's interest and level of understanding</li> <li>• Content is linked into an overall curriculum intention and demonstrates a working knowledge of current curriculum statements and frameworks that are appropriate for the level of the learner group</li> <li>• Demonstrates an appreciation for taking into account the social and cultural background of the students to translate curriculum statements</li> <li>• Approach for teaching the content is deliberately and transparently selected from diverse range of approaches to teaching, learning and assessment to account for student diversity and level of development</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced understanding of the content</li> <li>• Content is adapted to meet the social and developmental needs of the student group and is situated within overall curriculum framework intentions and gives students a chance to appreciate its application in their world</li> <li>• A creative and critical approach underpins the selection of approach to teaching the content that gives students the opportunity to gain insight into how such knowledge is generated</li> </ul>

Core Principles, Standards & Indicators	Unsatisfactory	Acceptable	Proficient	Advanced
<p><b>Learning Context</b></p> <p><b>Pre-service teachers know about learner contexts and diversity</b></p> <ul style="list-style-type: none"> <li>• Knowledgeable about learners and learning</li> <li>• Aware of students' prior learning &amp; learning experience</li> <li>• Awareness of a diverse range of learning environments</li> <li>• Ethico, moral and legal awareness</li> <li>• Awareness of the impact of personal, social and cultural factors on learners and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to make sufficient enquiry about the learners and their prior learning experiences</li> <li>• Limited consideration of specialized needs and the diversity of the context and background of the learners</li> <li>• Exhibits limited knowledge of the ethical and legal obligations of teaching, education and learner well-being</li> <li>• Fails to recognize their own biases</li> </ul>	<ul style="list-style-type: none"> <li>• Asks some questions about the learners and their prior experiences</li> <li>• Gives some consideration to learning environments and selection of alternatives</li> <li>• Exhibits some awareness of the ethical and legal obligations of teaching, education and learner well-being</li> <li>• Has some insight into their own potential for bias</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks detailed knowledge about learners for whom they are responsible</li> <li>• Inquires about and builds on students prior learning and learning experience</li> <li>• Knowledgeable about and considers a diverse range of learning environments &amp; alternatives</li> <li>• Considers ethical and legal matters and the practical situations in which they apply in classrooms</li> <li>• Considers and identifies salient personal, social and cultural factors that may have a potential impact on their students and their capacity to learn and achieve</li> <li>• Understands the basic principles and legislation regarding learner well-being</li> <li>• Considers their own potential biases</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits all of the features of the previous level plus:</li> <li>• Integrates learners interests, needs and social and cultural environment with the curriculum framework intentions in order to select and design a teaching approach</li> <li>• Anticipates potential ethical and legal challenging factors and accounts for these</li> <li>• Considers the potential impact of their personal viewpoints and biases on the learning and the learners' well-being</li> </ul>
<p><b>Professional Practice</b></p> <p><b>Planning &amp; Teaching</b></p> <p><i>Pre-service teachers plan and implement teaching strategies for successful learning experiences</i></p> <ul style="list-style-type: none"> <li>• Use of planning frameworks</li> <li>• Establishing learning goals.</li> <li>• Utilising resources and specialized support</li> <li>• Identifying and interpreting individual needs</li> </ul>	<ul style="list-style-type: none"> <li>• Planning is teaching task focused not learning focused</li> <li>• No clearly articulated learning goals that are clearly linked to curriculum frameworks</li> <li>• No consideration of the possibility of special needs</li> <li>• No consideration of utilising specialised support or other resources to meet particular needs</li> </ul>	<ul style="list-style-type: none"> <li>• Planning is largely teaching focused largely in reference how they will manage the completion of learning tasks rather than supporting learning attainment and improvement</li> <li>• Identifies some learning goals that are the focus of the teaching</li> <li>• Attempts at a basic level to identify anticipate special needs and the resources to address them</li> </ul>	<ul style="list-style-type: none"> <li>• Considers the tasks, roles and responsibilities of teachers in the broad context of creating a learning environment for students.</li> <li>• Planning is based on the philosophy and intentions of relevant curriculum frameworks and is student learning focused</li> <li>• Uses specific learning and teaching concepts and frameworks and their knowledge of human development and social and cultural diversity to guide planning and use of specialized resources</li> <li>• Challenging, achievable and relevant learning goals are established and communicated in terms of student engagement and level appropriateness</li> <li>• Utilises resources that engage all learners and address their individual interests and needs and to encourage independent learning for the longer term.</li> <li>• Demonstrates an ability to plan and manage inquiry based learning</li> </ul>	<p>Exhibits all the features of the previous level plus:</p> <ul style="list-style-type: none"> <li>• Considers the tasks and responsibilities of teaching in the broader context of creating an effective and socially just learning environment that promotes success for all students.</li> <li>• Planning is learner and learning outcomes focused within the context of the curriculum framework.</li> <li>• Has detailed knowledge of specialized resources that will allow all students to enjoy optimal engagement and success</li> <li>• Demonstrates a sophisticated and creative approach to planning and teaching that sets out to assist learners for independence and success</li> </ul>

Core Principles, Standards & Indicators	Unsatisfactory	Acceptable	Proficient	Advanced
<p><b>Feedback &amp; Reporting</b> <i>Teachers assess and report learning outcomes</i></p> <ul style="list-style-type: none"> <li>Assessment strategies employed to evaluate student progress.</li> <li>Recording student progress.</li> <li>Use of assessment outcomes</li> <li>Provision of feedback on progress to students</li> <li>Reporting learning progress to parents and caregivers</li> </ul>	<ul style="list-style-type: none"> <li>Uses a limited range of assessment strategies to evaluate the learning rather than progress</li> <li>Does not have an ordered or systematic approach to recording student progress</li> <li>Does not use the data from assessment and evaluation to plan future teaching</li> <li>Fails to provide students, parent/caregivers with useful feedback on student progress</li> </ul>	<ul style="list-style-type: none"> <li>Uses an appropriate range of assessment strategies to evaluate the learning and student progress</li> <li>Uses an appropriate process for recording progress</li> <li>Limited use of the data to review learning outcomes and plan future teaching</li> <li>Provides students parent/caregivers with some feedback on student learning achievements</li> </ul>	<ul style="list-style-type: none"> <li>Assessment strategies are aligned with curriculum intentions</li> <li>A diverse range of assessment strategies and tools are used to evaluate student progress and not advantage one group of students at the expense of others</li> <li>Students' learning monitored and accurate student progress records maintained</li> <li>Evidence of critical reflection on the assessment outcomes, which is used as evidence for further planning</li> <li>Meaningful feedback provided to students on their progress that will enable improvement in future learning performance</li> <li>Meaningful, useful and accurate reporting on learning progress is provided to parents and caregivers</li> </ul>	<p>All of the features of the preceding level apply plus:</p> <ul style="list-style-type: none"> <li>There is a measure of creativity and authenticity in the approach to assessment</li> <li>Assessment and evaluation assists students to become assessors of their own learning achievement</li> <li>Evaluation of student learning and progress includes a critical self-evaluation as to the teaching approaches taken and ways to improve the learning as well as the teaching</li> <li>Openly invites focused peer and expert critique of both the learning outcomes and the teaching process</li> </ul>
<p><b>Learning Environment</b> <i>Teachers create a safe, challenging and supportive learning environment.</i></p> <ul style="list-style-type: none"> <li>Clear expectations</li> <li>Expectations shared with learners</li> <li>Expectations consistent with behaviour management policies</li> <li>Managing learning environments</li> <li>Understanding basic principles and legislation in regard to learner well-being.</li> <li>Establish socially, culturally and physically safe learning environments</li> </ul>	<ul style="list-style-type: none"> <li>Students are unclear of teacher expectations in terms of learning behaviour and social behavior</li> <li>Lacks familiarity with the Behaviour Management Systems of the host school</li> <li>Expected teacher management processes are not used consistently</li> <li>Learning environment risks being physically, socially and culturally unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>Students know the teachers' expectations in terms of learning and social behavior</li> <li>Familiar with the Behaviour Management Systems of the host organisation</li> <li>Expected teacher management processes not used consistently</li> <li>Considers ways to ensure that the learning environment is physically, socially and culturally safe</li> </ul>	<ul style="list-style-type: none"> <li>Establishes clear learning expectations with learners and engages them in the process</li> <li>Expectations of learner behaviour within the learning environment is consistent with behaviour management policies</li> <li>Provides and effectively manages a range of learning environments</li> <li>Understands the basic principles and legislation in regard to learner well-being are evident in the learning context</li> <li>Establishes learning environments that are socially, culturally and physically safe for all learners</li> </ul>	<p>Includes all the features of the previous level plus:</p> <ul style="list-style-type: none"> <li>Establishes high learning expectations with learners and engages them in the process</li> <li>Ensures resources have been provided to meet the challenges the learners will face in achieving them.</li> <li>Expects and assists learners monitor and evaluate their own pro-social behaviour</li> <li>Understands the basic principles and legislation with regard to learner well-being</li> <li>These principles are evident in the learning context</li> </ul>

Levels of Attainment				
Summary	Unsatisfactory (U)	Acceptable (AC)	Proficient (P)	Advanced (Ad)
<p><b>Generic description of the level of attainment</b> </p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• <i>Safeness for practice</i></li> <li>• <i>Professional relationships</i></li> <li>• <i>Communicative ability</i></li> <li>• <i>Intrapersonal insight</i></li> <li>• <i>Focus of planning</i></li> <li>• <i>Ethical imagination</i></li> <li>• <i>Conceptual analysis</i></li> <li>• <i>Agency in personal learning</i></li> <li>• <i>Enthusiasm for teaching</i></li> <li>• <i>Professional dispositions</i></li> <li>• <i>Social-cultural literacy</i></li> <li>• <i>Curriculum literacy</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Unsafe practice</i></li> <li>• <i>Limited or inappropriate relationships &amp; communication.</i></li> <li>• <i>Little initiative in seeking advice</i></li> <li>• <i>Limited questioning or information seeking</i></li> <li>• <i>Limited insight into their own capability and limitations</i></li> <li>• <i>Limited use of their conceptual learning in their practice.</i></li> <li>• <i>Lack of planning</i></li> <li>• <i>Lack of personal insight</i></li> <li>• <i>Failure to recognize and consider contextual and social issues</i></li> <li>• <i>Self oriented</i></li> <li>• <i>Lack of professional dispositions</i></li> <li>• <i>Reflection is anecdotal, personal and atheoretical</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Capable of safe supervised practice.</i></li> <li>• <i>Appropriate interaction with students, parents, caregivers and other professionals</i></li> <li>• <i>Seeks some advice</i></li> <li>• <i>Asks some questions</i></li> <li>• <i>Rule based practice</i></li> <li>• <i>Some interpretation and translation of conceptual learning, into practice</i></li> <li>• <i>Limited adaptations of plans to meet situational factors unless aided</i></li> <li>• <i>Planning is teaching focused and rule based</i></li> <li>• <i>Lacks understanding of the ethical dimensions of teaching</i></li> <li>• <i>Reflection is anecdotal, personal and atheoretical</i></li> </ul>	<p><b>Most students should reach this standard.</b></p> <ul style="list-style-type: none"> <li>• <i>Functions independently and safely in novel contexts and is capable of unsupervised practice,</i></li> <li>• <i>Forms appropriate and productive relationships with students/parents/caregivers and other professionals and promotes a positive image of the teaching profession</i></li> <li>• <i>Clear and effective in communication</i></li> <li>• <i>Translates and interprets conceptual understanding into practice</i></li> <li>• <i>Knows and adapts concepts, skills, rules and procedures to address situational factors.</i></li> <li>• <i>Aware of their own capabilities and limitations</i></li> <li>• <i>Seeks and uses advice and asks wise questions</i></li> <li>• <i>Sets personal learning goals and has plans to address them</i></li> <li>• <i>Planning is student and student learning focused</i></li> <li>• <i>Demonstrates insight into the ethical dimensions of teaching</i></li> </ul>	<p><b>Teaching performance is beyond expected standards demonstrating all of the features of the previous level plus:</b></p> <ul style="list-style-type: none"> <li>• <i>Exhibits a high level of independent thought which is balanced with a consultative approach to all planning</i></li> <li>• <i>Planning focuses on integration of curriculum frameworks with students' social learning needs</i></li> <li>• <i>Exhibits originality in approach that is authentic to the student needs and is productive in their learning</i></li> <li>• <i>Provides theoretically defensible arguments for interpretations and adaptations.</i></li> <li>• <i>Engages in productive critical self and peer reflection</i></li> </ul>
<p><i>Summary Comments</i></p>				

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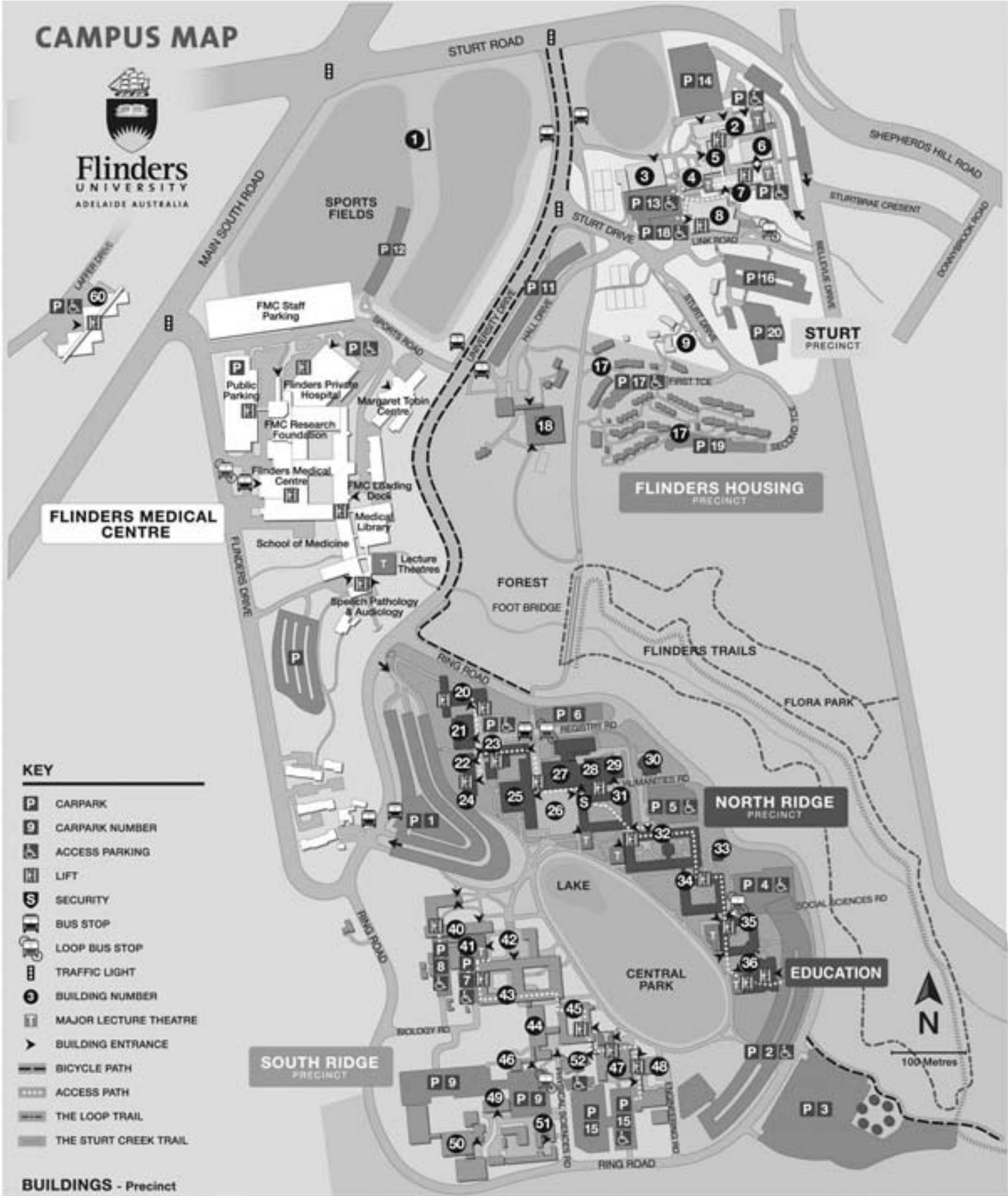
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# CAMPUS MAP



**Flinders**  
UNIVERSITY  
ADELAIDE AUSTRALIA



- KEY**
- CARPARK
  - CARPARK NUMBER
  - ACCESS PARKING
  - LIFT
  - SECURITY
  - BUS STOP
  - LOOP BUS STOP
  - TRAFFIC LIGHT
  - BUILDING NUMBER
  - MAJOR LECTURE THEATRE
  - BUILDING ENTRANCE
  - BICYCLE PATH
  - ACCESS PATH
  - THE LOOP TRAIL
  - THE STURT CREEK TRAIL

**BUILDINGS - Precinct**

8 A.S.M.S.	31 Humanities	52 SILC	31 Theatres: N1 & N2
42 Anchor Court	47 Information Science & Technology	32 Social Sciences North	32 N3
40 Biological Sciences	35 Law & Commerce	34 Social Sciences South	35 N4 & N5
27 Central Library	51 Maintenance	21 Sports Centre	41 S1 & S2
9 Childcare	60 Mark Oliphant Building	1 Sports Pavilion	47 S3 & Teletheatre
17 Deirdre Jordan Village	28 Matthew Flinders Theatre	22 Student Centre	2 Sturt
29 Drama Centre	46 McHugh's Cafeteria	6 Sturt East	7 Sturt (S202, S210)
45 Earth Sciences	36 Multi Purpose Centre	4 Sturt Library	36 Multi Purpose Centre
36 Education	33 Pendopo	2 Sturt North	FMC Lecture Theatres
48 Engineering	43 Physical Sciences	7 Sturt South	
49 Flinders Press	44 Physical Sciences Workshop	5 Sturt West	
30 Function Centre	26 Plaza	3 Sturt Gymnasium	
20 Health Sciences	23 Registry		
			25 Union
			50 Universities Research Repository
			18 University Hall
			24 Yunggoendi Mande



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