Primary R-7

Professional Experience Handbook

Final Year Professional Experience

EDUC4741 in the Bachelor of Education Degree

or

EDUC9312 in the Master of Teaching Degree

Including

Standard (6 week placement)

Country (8 week placement)

Extended or Internship Placements (10 week placement)

General Primary, Languages and Special Education.

2019

http://www.flinders.edu.au/ehl/education/professional-experience/
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<tr>
<th>Uni Week</th>
<th>Week begins</th>
<th>Term</th>
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<th>PROFESSIONAL EXPERIENCE DATES</th>
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<td>S1 Uni break</td>
<td>7-Jan</td>
<td>All final year students</td>
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<td>Primary R-7 Intensives</td>
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<td>10-Jun (PH)</td>
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<td>Exam Week</td>
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<td>Final Report by July 10</td>
<td>Final Report by July 19</td>
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<td>Uni break</td>
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<td>7-Oct (PH)</td>
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</tbody>
</table>
Contents

CONTACT INFORMATION .......................................................................................................................... 4
THE SCHOOL OF EDUCATION MEDAL FOR EXCELLENCE IN BEGINNING TEACHING...........5
KEY ASSESSMENT DATES .................................................................................................................. 6
INFORMATION FOR THE SCHOOL MENTOR TEACHER ............................................................... 7
PRE-SERVICE TEACHER RESPONSIBILITIES ............................................................................. 7
INTENDED LEARNING OUTCOMES ............................................................................................... 8
PLACEMENT OVERVIEW ............................................................................................................... 11
THE ROLE OF THE UNIVERSITY LIASON .................................................................................. 15
SPECIAL EDUCATION PRE-SERVICE TEACHERS: ADDITIONAL REQUIREMENTS ............... 16
TYPES OF SPECIAL EDUCATION PLACEMENTS ......................................................................... 17
FITNESS FOR PLACEMENT ........................................................................................................... 18
ASSESSMENT AND REPORTING TIMELINE 2019 ..................................................................... 20
TEACHING PERFORMANCE ACTIVITIES (TPA) OVERVIEW ................................................... 21
TEACHING PERFORMANCE ASSESSMENT ACTIVITIES .......................................................... 22
RESOURCES: PLANNING for TEACHING ................................................................................... 26
LESSON PLANNING ....................................................................................................................... 27
LESSON PLAN (EXAMPLE 1) .......................................................................................................... 28
LESSON PLAN (EXAMPLE 2) .......................................................................................................... 29
PST SELF EVALUATION SHEET ..................................................................................................... 31
SAMPLE LESSON FEEDBACK PRO-FORMA .................................................................................. 32
Emergency Contact Form ............................................................................................................... 34
FINAL YEAR REPORT ELECTRONIC TEMPLATES ..................................................................... 36
INTERIM REVIEW – COMPLETED BY THE MENTOR ................................................................. 36
INTERIM REVIEW – COMPLETED BY THE PRE-SERVICE TEACHER ........................................ 36
FINAL PROFESSIONAL EXPERIENCE REPORT 2019 .............................................................. 38
PROFESSIONAL EXPERIENCE: AT RISK NOTIFICATION ..................................................... 37
ASSESSMENT AGAINST THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS ................................................................. 38
PRE-SERVICE TEACHER DEVELOPMENTAL ASSESSMENT GUIDE ..................................... 43
PROFESSIONAL STANDARDS FOR TEACHERS: A PRE-SERVICE TEACHER DEVELOPMENTAL CONTINUUM ................................................................. 44
Domain 1: Professional Knowledge ............................................................................................ 44
Domain 2 Professional Practice .................................................................................................. 48
Domain 3 Professional Engagement ............................................................................................ 54
CONTACT INFORMATION

SCHOOL PLACEMENT ISSUES:
Please contact Yvette Windsor regarding student absenteeism or sickness. For any other issues, please contact Jennifer Frances or Jackie Thomson.

Yvette Windsor, WIL Support Officer

Office: Education Building 2.20
Phone: 8201 5793
Email: primaryprofexp@flinders.edu.au

ACADEMIC or STUDENT ISSUES:
Each pre-service teacher (or school) will be assigned a University Liaison who will be responsible for supporting their professional experience. Any questions or issues can be addressed to the University Liaison in the first instance. If advice or further help is needed then the University Liaison, school staff or pre-service teacher may contact the relevant Academic Coordinator or Director of Professional Experience. Peter Walker should be contacted for any issues related to the Special Education (Primary) degree. Jennifer Frances should be contacted for issues related to the General R-7 degree.

If the University Liaison has not made contact by the middle of Week 1 Term 2 then please advise Yvette Windsor.

Jennifer Frances, Topic Coordinator, Primary

Office: Education Building 4.74
Phone: 8201 5588
Email: jennifer.frances@flinders.edu.au

Jackie Thomson, Director of Professional Experience

Office: Education Building 4.51
Phone 82013348
Mobile 0418 740 215
Email: jackie.thomson@flinders.edu.au

Flinders University Health and Counselling Services
Confidential and professional health, counselling and disability services are available to all currently enrolled Flinders University students, including those studying completely online. Priority will be given to students if they indicate that they are on placement. More information regarding booking appointments can be found at:-
http://www.flinders.edu.au/current-students/healthandcounselling/healthandcounselling_home.cfm Tel 8201 2118
MEDAL FOR EXCELLENCE IN BEGINNING TEACHING

It is with pleasure that we draw your attention to the Medal for Excellence in Beginning Teaching. This award is presented to a Bachelor of Education/Master of Teaching, graduating student who demonstrates exemplary performance in their final year professional experience.

The criteria for nomination of this award include:

- Demonstration of exemplary professional conduct and qualities, including collaborative working relationships and extra-curricular commitment
- Deep knowledge of relevant curriculum areas
- Competence in short and long term curriculum planning, based on knowledge of student learning, and on principles of inclusivity and social justice
- The identification and implementation of differentiated teaching strategies while sustaining a quality learning programme for an extended period
- High level competence in the assessment, recording and reporting of student learning
- The ability to maintain a positive climate for learning, to develop professional relationships and to apply effective classroom management strategies
- Strong reflective practice and the ability to analyse teaching effectiveness, in order to improve their professional competence

Nomination procedure

Pre-service teachers who have demonstrated exemplary beginning teaching skills in their final professional experience placement can be nominated for the award by any two of the following:

- A mentor
- The principal or coordinator
- The University Liaison

The call for nominations will be sent to school coordinators as the final Professional Experience is nearing its conclusion. Nominations can be made for early childhood, primary and special education. If a Flinders’ pre-service teacher is an outstanding beginning teacher, school personnel and University Liaisons will be invited to submit a brief nomination.

Flinders University (Education) will short list applicants based on the information provided in the nomination form and the school placement report, together with their academic achievement and demonstrated exemplary professional values and dispositions across their course.
KEY ASSESSMENT DATES

ALL PLACEMENT ELECTRONIC REPORTING TEMPLATES CAN BE FOUND AT:
www.flinders.edu.au/ehl/education/professional-experience

NOTE: Interim Reviews and At Risk forms need to be forwarded to the University placement officer, only if there are concerns. The final report needs to be completed at the school level and then submitted via email to the University Liaison who is responsible for submitting it to Flinders University. Final reports are not to be given to Pre-Service Teachers. The university will advise PSTs when they can request their reports.

METRO (6 week block placement)
Mentor Interim Review Due:
Friday 10th May 2019

Combined Mentor and Self Review Process:
Week beginning Monday 13th May 2019

FINAL REPORT DUE
Monday 24th June 2019

COUNTRY (8 week block placement)
Mentor Interim Review Due:
Friday 24th May 2019

Combined Mentor and Self Review Process:
Week beginning Monday 27th May 2019

FINAL REPORT DUE
Monday 10th July 2019

EXTENDED (10 week block placement)
Mentor Interim Review Due:
Friday 24th May 2019

Combined Mentor and Self Review Process:
Week beginning Monday 27th May 2019

FINAL REPORT DUE
Friday 19th July 2019

6
INFORMATION FOR THE SCHOOL MENTOR TEACHER

This is the final assessment of teaching practice in the education undergraduate double degree and the post-graduate Master of Teaching programs.

During school Term 1 pre-service teachers are expected to undertake a minimum of 10 full planning days in their school. Students undertaking country placements will negotiate the timing of these days with the school placement officer. They may be able to undertake them in a block at the beginning of Term 1 before returning to university to complete their studies in curriculum, or they may need to use the first two weeks of an 8 week block placement in term 2. Whenever they are taken, the purpose of these days is to allow the pre-service teacher to become familiar with the school, its community and policies, and the context for their teaching experience. It is also a time to get to know and understand the students, their needs and learning programs and to use this knowledge to plan for effective teaching as they gradually assume the role of the teacher. These introductory days are not for them to carry a teaching load.

During their block of teaching PSTs are expected to gradually assume the role of the teacher. How quickly they are able to do this will depend on the context and their individual readiness, but they are expected to be teaching for at least 30% of each day from the first day of the 6-week block, and taking the full teaching load or at least 80% of this for the final two weeks. A suggested program for this development can be found on pages 10-12. Sample resources in this booklet including the assessment and reporting templates can be downloaded from the Flinders Professional Experience website. The PST can do this for you.

PRE-SERVICE TEACHER RESPONSIBILITIES

As a representative of Flinders University, PSTs must behave in a professional and courteous manner at all times. Therefore, PSTs are expected to:

- Wear their name badge on all school visits
- Be at school from 8am-4pm as a minimum each day. Be punctual and remain at the school for yard duties and before and after school staff meetings
- Dress professionally in neat, clean and appropriate clothes
- Ensure that the school has their emergency contact details, including email address and mobile phone number (form p.34)
- Negotiate their responsibilities with their mentor teacher in accordance with the expectations of this professional experience.
- If they are sick, notify the school between 7.30-8.00 am.
  Please Note: PSTs will need to negotiate with the school coordinator to make up any sick days missed during Term 1 or 2
- Provide their mentor/s with copies of their unit and lesson plans well ahead of the teaching session to ensure adequate time for feedback and negotiation
- Listen openly, reflect on and respond to mentor, liaison, and school co-ordinator feedback
- Undertake the Interim Review process with their mentor and provide copies together with their Professional Learning Plan to their University Liaison
- Thank and show appreciation to all staff for their support during their placement at the school before they leave
INTENDED LEARNING OUTCOMES

During the placement it is expected that PSTs will be able to:

• Understand the roles and responsibilities of teachers and staff within a school community
• Articulate how their teaching methodologies impact student learning and wellbeing
• Use the curriculum to plan appropriate and challenging learning experiences for all students
• Differentiate the curriculum and instructional strategies to cater for the diversity of learners
• Identify and use evidence-based practices to support student learning
• Effectively use a range of assessment methods to determine student learning progress
• Record student learning to inform planning and decision making
• Create a positive and inclusive learning environment for students over an extended period.
• Develop professional relationships with staff, students, and parents/caregivers
• Evaluate and describe how their educational programs have responded to student learning and mentor feedback over time
• Critically reflect on, gather evidence and make judgments on their teaching effectiveness against the Graduate level of the Australian Professional Standards for Teachers
• Act in ways that show knowledge and understanding of the professional and ethical requirements of a teacher in Australian schools
• Demonstrate originality, creativity, and risk taking in their teaching as well as growth and development over time

ACADEMIC STUDY LINKS

During school Term 1 pre-service teachers are also completing their academic studies in Differentiation (excludes Master of Teaching) together with Curriculum Studies in English 2 and The Social Sciences: History and Geography. Special Education students undertake two different topics: Assessment and programming for students with special needs, Functional curriculum design for students with disabilities, as well as Curriculum studies in English 2. These topics (explained below) align to the Australian Curriculum and are being taught and assessed in connection with the final school professional experience.

Curriculum Studies: Humanities and Social Sciences (HASS): History, Geography, Civics, & Business

This topic aims to build competence in curriculum design, construction and evaluation for the effective teaching of History, Geography, Civics and Business in the primary years R -7. During term 1, students work on developing specific pedagogical skills including designing lesson plans, units of work, and strategies for effective teaching and assessing. One of the main endeavours during term 1 is the construction of a Unit of Work which can be utilised during the student’s professional experience in term 2. Students also pursue research-related tasks, which are used to justify their approaches to curriculum design. They are encouraged to consult with their mentors in relation to their curriculum development tasks. Students will be prepared to work within the curriculum frameworks of the Australian Curriculum and the International Baccalaureate. Please contact Adrian Rudzinski 8201 334 adrian.rudzinski@flinders.edu.au if you have any suggestions or concerns.
Curriculum Studies: English 2

During Term 1, the final year pre-service teachers are undertaking unit planning based on the Australian Curriculum (AC): English – or other authorised curriculum frameworks, such as IB - for the purpose of teaching of English in Term 2. Class texts should be chosen in dialogue with the mentor teacher. Pre-service teachers are required to plan for teaching in the ‘receptive’ and ‘productive’ modes of the English Curriculum. They are also encouraged to work in integrated ways; i.e. planning to meet outcomes for English, while introducing new language, themes or topics from subject areas other than English.

Pre-service teachers undertake action research designed to develop their abilities to give primary students positive, process oriented feedback as they teach English and literacy. They do this to facilitate a collection of meaningful ‘artefacts of practice’ that relate to meeting the AITSL Standards (Graduate level), as well as to reflect on practice. In support of collecting evidence for their AITSL aligned ePorfolios, pre-service teachers may ask mentors to give them advice on their developing repertoire for giving primary students feedback.

Please contact Kerrie Mackey-Smith on 8201 5396 or, email kerrie.mackeysmith@flinders.edu.au if you have any queries.

Differentiation for Diverse Learners

During School Term 1, the final year pre-service teachers (later for Master of Teaching) will be engaging with key principles underlying differentiation for diverse learners and examining inclusive teaching practices across a range of contexts. They will be considering the teacher’s role in assisting all students to engage with curriculum and they will develop their skills in the design of curriculum and assessment to support learning for all.

In this topic students will plan differentiated learning tasks to cater for differences in students’ readiness levels, interests and learning preferences, with a view to implementing these tasks during their professional experience placement. Throughout the semester, students will also develop a school ‘diversity profile’, for which they will gather general information about the school’s student population and the range of programs, policies, personnel and approaches in place for supporting diverse learners. As you engage in professional conversations with your pre-service teacher, it would be extremely valuable for them to hear about ways that you address the full range of learner needs in your classroom, and how you work with specialist and support staff in your setting. You might also ask pre-service teachers to discuss their ideas for how to differentiate a lesson or assignment that they plan to teach.

We would appreciate any feedback questions or suggestions.

Jane Jarvis:  8201 3798  jane.jarvis@flinders.edu.au
Carol Le Lant: 8201 5684  carol.lelant@flinders.edu.au
Special Education students only undertake the following two topics:

**Functional Curriculum Design for Students with Disabilities** (Bachelor of Education – Special Education Double Degree)

This topic examines research in the area of curriculum development for individuals with developmental disabilities. The topic presents literature with a focus on outcomes-based curriculum development from an ecological perspective and how this influences educational programming. Students will demonstrate the process of designing a functional curriculum based on ecological assessment of current and future environments using a variety of assessment tools. Through this process students will develop and prioritise learning objectives and demonstrate an understanding of how functional skills can be embedded within the general curriculum to promote inclusive practice.

Please contact Rajkumar Brij rajkumar.brij@flinders.edu.au if you have any suggestions or concerns.

**Assessment and Programming in Special Education** (Bachelor of Education – Special Education Double Degree)

This topic examines theories of learning, formal and informal assessments, curriculum design, and effective teaching strategies for students with special learning needs. Students will also incorporate the knowledge developed in Differentiation for diverse learners and Functional curriculum design to plan, teach and assess a unit of work for a group of students who require additional support; demonstrating their capacity to sequentially develop knowledge and skills in a curriculum area such as, but not limited to, English or Mathematics.

Please contact Carol Le Lant if any further clarification is required on 8201 5684 or carol.lelant@flinders.edu.au

**Preservice teachers in general R-7 AND Languages Specialisation**

You must complete EDUC 4831 Exploring Literacies and Intercultural Contexts in Languages Pedagogy (Primary, BEd) or EDUC9234 Professional Experience 1 and Languages Pedagogy (Primary R-7) (MTeach) before placement. EDUC4831 and EDUC9234 are held as an intensive in February. Language specialist teachers in MTeach replace EDUC9232 with EDUC9234 Professional Experience 1 and Languages Pedagogy (Primary R-7). The Professional Experience component of EDUC9232 will be accommodated in EDUC9234. Students in Languages specialisation MUST complete a minimum of 10 days specialist language teaching, with the rest of the days in a general classroom. This could mean working with two mentor teachers. The 10 days of professional experience in teaching the target language may be completed as consecutive 10 full days over two weeks. Alternative schedules may also be considered, e.g., 2 full days over 5 weeks with the remaining 3 days each week allocated to general classroom when individual students’ arrangements may need to be modified in relation to the mentoring languages teachers’ availability (e.g., in situations where a mentoring teacher is working on a part-time basis)

Please contact Mirella Wyra 8201 2392 mirella.wyra@flinders.edu.au if further clarification is required.
PLACEMENT OVERVIEW

PLACEMENT STRUCTURE: TERM 2: METRO 6 WEEK BLOCK (STANDARD PLACEMENT)

WEEK 0 (TERM 1)
Pre-service teachers (PSTs) will attend induction, orientation and professional development as specified by the school from the beginning of the school year (including the planning days) in order to experience setting up a classroom and preparing for a new class.

TERM 1
The 10 lead in days (weekly visits) in preparation for the placement block are:
- Not structured as a teaching load
- Regular visits for the PST to become familiar with their mentor teacher, students, the school context, its community and policies
- An opportunity for the PST to understand the learning environment and what they will be expected to teach in term 2 and to gather information and resources

During the 6 week block of teaching in Term 2 PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they do this will depend on the context and individual readiness. However all PSTs are expected to be organised and ready to teach at least two lessons each day, from the third day of Term 2 and by the beginning of Week 3 PSTs should be teaching approximately 4-5 classes. A suggested progression of responsibilities is as follows:

Weeks 1 and 2
- assume responsibility for some routines from Day 1
- send completed unit plans to mentors at least one week in advance of teaching to receive feedback and to make adjustments as required
- continue to observe, discuss, reflect and plan with mentor/s
- teach at least 1-2 lessons each day (about 50 – 100 minutes each day)
- provide the mentor with lesson plans at least 2-3 days before presentation of the lesson to receive advice and make changes if necessary
- reflect on teaching performance with the mentor/s
- PST and mentor undertake the Interim Review process at the end of week 2

Weeks 3 to 6
- discuss Professional Learning Plan with mentor at the start of week 5 - apply changes – provide a copy of the Interim Review reports and Professional Learning Plan to the University Liaison
- continue responsibility for home group/care group
- plan for and teach at least 4 lessons each day, leading up to 80-100% of a full teaching load in the last two weeks, ensuring assessment of and feedback on student learning is embedded within lesson design
- continue to observe, discuss, reflect and plan with the mentor;
- ensure unit plans conclude either at the end of week 5 or early week 6 to ensure all student work is marked and returned by the end of placement
- gather evidence of achievement against the APST: graduate level (refer to page 19)
- towards the end of the final week discuss and write personal reflections for the final assessment process
At some time:
- Teach TWO lessons in front of the University Liaison.
- Teach at least ONE lesson in front of the school coordinator.

**PLACEMENT STRUCTURE: TERM 2: COUNTRY 8 WEEK BLOCK PLACEMENT**
- 10 lead in days over Week 1 and 2 of Term 2
- 6 week continuous teaching block from Weeks 3-8

*(Please refer to the calendar on inside front cover for ‘date adjustments’)*

During the 8 week block of teaching in Term 2 PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they are able to do this will depend on the context and individual readiness. That said, all PSTs are expected to be organised and ready to teach at least two lessons each day, from the third day of Week 2 of Term 2. A suggested progression of responsibilities is as follows:

**Weeks 1 and 2**
The 10 lead in days in preparation for the placement block are:
- Not structured as a teaching load.
- An opportunity to become familiar with their mentor and students, the school, its community, policies and context for teaching.
- An opportunity for the PST to understand the learning environment, what they will be expected to teach in term 2 and to gather information and resources.

**Weeks 3 and 4**
- assume responsibility for some routines
- send completed unit plans to mentors at least a week in advance of teaching to receive feedback and to make adjustments as required
- continue to observe, discuss, reflect and plan with mentor/s
- teach at least 1-2 lessons each day (about 50 – 100 minutes each day)
- provide the mentor with lesson plans at least 3 days before presentation of the lesson to receive feedback and make changes if necessary
- reflect on teaching performance with the mentor/s
- **PST and mentor undertake the Interim Review process at the end of Week 4**

**Weeks 5 to 8**
- discuss and show Professional Learning Plan to mentor at the start of week 5- apply changes –provide a copy of the Interim Review reports and PST Professional Learning Plan to the University Liaison
- continue responsibility for home group/care group
- plan for and teach at least 4 lessons each day, leading up to 80-100% of a full teaching load in the last two weeks, ensuring assessment of and feedback on student learning is embedded within lesson design
- continue to observe, discuss, reflect and plan with the mentor
- ensure unit plans conclude either at the end of week 7 or early week 8 to ensure all student work is marked and returned by the end of placement
- gather evidence of achievement against the APST: graduate level (refer to page 19)
- towards the end of the final week: read/discuss/write personal reflections for the final assessment process
At some time:
- Teach TWO lessons in front of the University Liaison (this may not be possible if remote supervision).
- Teach at least ONE lesson in front of the School coordinator.

**PLACEMENT STRUCTURE: TERM 2: EXTENDED 10 WEEK BLOCK PLACEMENT**

**Week 0 (Term 1)** Pre-service teachers (PSTs) will attend induction, orientation and professional development as specified by the school from the beginning of the school year (including the planning days) in order to experience setting up a classroom and preparing for a new class.
- 10 lead in days over Term 1
- 10 week continuous teaching block over Term 2

The 10 lead in days (weekly visits) in preparation for the placement block are:
- Not structured as a teaching load.
- Regular visits for the PST to become familiar with their mentor teacher, students, the school context, its community and policies.
- An opportunity for the PST to understand the learning environment, what they will be expected to teach in term 2 and to gather information and resources.

During the 10 week block of teaching in Term 2 PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they are able to do this will depend on the context and individual readiness. That said, all PSTs are expected to be organised and ready to teach at least two lessons each day, from the third day of Term 2. PSTs should be teaching 900+ minutes a week (approximately 4-5 classes). A suggested progression of responsibilities is as follows:

**Weeks 1 and 2**
- assume responsibility for some routines from Day 1
- send completed unit plans to mentors at least one week in advance of teaching to receive feedback and to make adjustments as required
- continue to observe, discuss, reflect and plan with mentor/s
- teach at least 1-2 lessons each day (about 50 – 100 minutes each day)
- provide the mentor with lesson plans at least 2-3 days before presentation of the lesson to receive advice and make changes if necessary
- reflect on teaching performance with the mentor/s

**Weeks 3 to 6**
- undertake the Interim Review with the mentor at the end of week 4
- discuss Professional Learning Plan with mentor at the start of week 5- apply changes – provide a copy of the Interim Review and PST Professional Learning Plan to the University Liaison
- continue responsibility for home group/care group
- plan for and teach at least 4 lessons each day, ensuring assessment of and feedback on student learning is embedded within the lesson design; (about 180 – 200 mins per day)
- continue to observe, discuss, reflect and plan with the mentor
Weeks 7 to 10

- plan for and teach at least 4 lessons each day, leading up to 80-100% of a full teaching load, ensuring assessment of and feedback on student learning is embedded within lesson design
- continue to observe, discuss, reflect and plan with the mentor
- ensure unit plans conclude either at the end of week 9 or early week 10 to ensure all student work is marked and returned by the end of placement
- gather evidence of achievement against the APST: graduate level (refer to page 19)
- towards the end of the final week: read/discuss/write personal reflections for the final assessment process

At some time:

- Teach **TWO** lessons in front of the University Liaison (this may not be possible if remote supervision).
- Teach at least **ONE** lesson in front of the school coordinator.
THE ROLE OF THE UNIVERSITY LIAISON

A University Liaison is allocated to each pre-service teacher. The University Liaison is expected to:

- Clarify university expectations for school coordinator/mentors as necessary.
- Facilitate communication between all parties involved in the placement.
- Work with PSTs to identify and discuss professional issues.
- Observe PSTs teaching (twice) provide written feedback and discuss all aspects of planning, teaching and learning.
- Be available to discuss the progress of PSTs with school staff as necessary.
- Support the PSTs in reflecting upon and analysing intended learning outcomes (page 8);
- Support the assessment and reporting process by sharing observations of PST’s performance.
- Manage and liaise with the university if issues of a serious nature arise.
- Be involved in the Interim Review process.
- Complete an At Risk form if there are issues of concern and offer strategies to the PST for improvement.
- Undertake additional visits (by negotiation with the University) to support PSTs identified as At Risk, as required.
- Explain the reporting system if necessary.
- Add comments regarding student performance to the Summary Statement.
- Ensure reports are completed and submitted to the university by the deadline.

Before the first visit, the University Liaison will:

- Email the PSTs to negotiate suitable times to observe the first lesson and to meet with school coordinators and mentor teachers.

During Visit 1 the University Liaison will:

- Sight the PSTs Record of School Visits to confirm the completion of the 10 lead in days.
- Observe the PSTs teaching a lesson, provide constructive feedback and advice for the Interim Review and learning goals.
- Meet with the mentor(s) and school coordinator to discuss the PSTs progress & the Interim Review and if there are concerns discuss and initiate the At Risk process.

During Visit 2 the University Liaison will:

- Observe the PSTs teaching a lesson and provide constructive feedback on the overall teaching performance, areas of growth observed and next steps for learning.
- Meet with the mentor and school coordinator to discuss completion of the Summary Statement and to assist with any issues or concerns.
- Discuss and negotiate with the mentor and school coordinator the final report, proposed grade (see page 45) and assist with accessing and using the reporting system.

At the end of the Placement PSTs should be aware of their progress and final grade but not given their reports. Reports and TPA records must only be submitted by Liaisons to the University for processing. Pre-service teachers will be advised when their reports are available.
SPECIAL EDUCATION PRE-SERVICE TEACHERS:
ADDITIONAL REQUIREMENTS

In addition to general teaching duties, the special education pre-service teacher should, where possible, be provided with some additional learning opportunities. Pre-service teachers are encouraged to negotiate what is possible, within the placement context. For those in a Gen Ed. setting, spend time in a class outside of your allotted year level – make sure there are a number of students with SEN. Note down their participation levels and access to learning.

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find out how funding for SEN students operates at this school.</td>
<td></td>
</tr>
<tr>
<td>Find out how teachers develop and share resources and information related to students with SEN</td>
<td></td>
</tr>
<tr>
<td>Discuss how challenging behaviour is managed and resourced in the school.</td>
<td></td>
</tr>
<tr>
<td>What programs are available to support social development? How are issues around mental health managed? Is this a focus?</td>
<td></td>
</tr>
<tr>
<td>Read a Behaviour Support Plan (or FBA) for 1 or more students. Document your observations and discuss the value of these resources with a variety of teachers</td>
<td></td>
</tr>
<tr>
<td>Assist the classroom teacher in the collection of data to help inform a Functional Behavioural Assessment (FBA) (Examples include ABC forms, scatterplots.)</td>
<td></td>
</tr>
<tr>
<td>Visit the resource room to appraise the school resources/technologies.</td>
<td></td>
</tr>
<tr>
<td>Spend time with a general education teacher in your school.</td>
<td></td>
</tr>
<tr>
<td>Discuss and note their views on inclusion, differentiation, and using the Australian Curriculum for educating students with disabilities or learning difficulties.</td>
<td></td>
</tr>
<tr>
<td>Observe and participate in specialised programs (e.g. Homework club, FLO, or MOVE).</td>
<td></td>
</tr>
<tr>
<td>Document your observations.</td>
<td></td>
</tr>
<tr>
<td>View assessment tools used at the school. Discuss with your mentor or Spec Ed coordinator when and why each is used. Document the assessments and reasons.</td>
<td></td>
</tr>
<tr>
<td>Interview one or more students with learning difficulties or disabilities (Seek coordinator, student and parent permission). Discuss the benefits and challenges of being in this setting; what do they value or would change?</td>
<td></td>
</tr>
<tr>
<td>Note any modified literacy/numeracy programs or adjunct programs operating at the school. Discuss the benefits and challenges and the reporting processes used by the school regarding student progress. How do teachers feel about these programs?</td>
<td></td>
</tr>
<tr>
<td>Attend a parent/teacher interview (with permission)</td>
<td></td>
</tr>
<tr>
<td>Attend a NEP/IEP meeting (with permission)</td>
<td></td>
</tr>
<tr>
<td>Interview a school leader about their views on special education in this school. What are the strengths and challenges of the system in place? What are some of the facilitators and barriers to change? Discuss the role of General Capabilities in special schools or a DSC; what are the challenges/benefits of using the Australian Curriculum in a special school setting etc. Document your conversation.</td>
<td></td>
</tr>
<tr>
<td>If possible, spend time with an SSO/ESO. Discuss his/her role and responsibilities around students with special needs.</td>
<td></td>
</tr>
<tr>
<td>Discuss an area of educational interest at a staff meeting. You might like to talk about differentiation, RTI, curriculum design for students with special needs, relationships for learning, inclusion, assessment etc.</td>
<td></td>
</tr>
</tbody>
</table>
TYPES OF SPECIAL EDUCATION PLACEMENTS

A pre-service teacher in the field of special education will typically undertake one of three placements.

- **Special School placement.** Pre-service teachers will be assigned to a class and undertake the same duties as the mentor teacher or as instructed by the coordinator of programs.

- **District Special Class or Disability Unit placement.** Pre-service teachers will be assigned to a class and undertake the same duties as the mentor teacher or as instructed by the coordinator of programs.

- **General Education placement.** Pre-service teachers in this setting will spend some of their time teaching in a general education class (e.g., a year 1, 3 or 7 class) as well as a minimum of 40% of their time working with students with identified disabilities and/or learning disabilities implementing specialist group or individual teaching tasks and programs. These programs might occur in-class or in a withdrawn setting. How this time divided up is entirely up to the school as each will have differing needs, resources and opportunities to offer the preservice teacher.

For schools who desire more clarity about how the General Education placement may look, here are two possibilities you may choose to implement.

**One possible option:** Preservice teachers may spend from 8:45 – 12:00p.m. in a Year 3 General Education classroom for the full 6 weeks differentiating the curriculum and planning tasks that respond appropriately to the learning, behavioural and social/emotional needs of students within that class; then from 12:00 – 3:15 the preservice teacher works in the school’s Special Education/Adaptive Education program - planning and programming for small groups and individual learners.

**Another possible option:** Spend Monday to Wednesday in the Year 3 General Education classroom and Thursday to Friday working across Special Education programs, which may focus on areas such as transitioning, social skill development, targeted literacy/numeracy teaching, IEP/NEP goals, co-teaching within integrated classrooms, or early intervention.
FITNESS FOR PLACEMENT

The current legal requirements for working with children and young people can be found on the professional experience website.

Pre-service Teachers need to demonstrate fitness to undertake placement. These requirements may include health, other checks or a self-declaration as to the fitness of an individual to undertake a placement.

Any such checks or declarations must be accepted by the University as reasonable and then must be:
- Applicable to all university Pre-service Teachers involved in such placements
- Related to the requirements of the duties or functions to be carried out in the placement
- Consistent with University policy and Commonwealth and State Government legislation relating to equal opportunity and discrimination

A pre-service teacher who cannot demonstrate fitness to undertake the placement or who refuses to undertake a required check or make a self-declaration may be refused placement.

Where there is a pre-existing medical or other condition such that the ability to practice may be impaired, the pre-service teacher will discuss the circumstances with the topic coordinator or Director of Professional Experience so that where possible reasonable accommodations can be considered and applied. The pre-service teacher may wish to discuss this with the Disability Liaison Officer in the first instance.

For further information regarding Fitness for placement, please read the following document http://www.flinders.edu.au/ppmanual/teaching-course-management/admin-proceed-for-student-wil-placements.cfm

Voluntary Withdrawal from Placement

Pre-service Teachers who wish to withdraw from placement for personal reasons need to:
- In the first instance, discuss their circumstances with the school co-ordinator and/or mentor teacher.
- Seek further advice on the implications of this decision from the University Liaison and/or Academic Topic Coordinator.
- Confirm withdrawal from placement with the University Liaison and School coordinator.
- Return any borrowed materials such as keys, text books etc. to the school.
- Send an email to Jennifer Frances, Primary Academic Coordinator, outlining the reasons for withdrawal.
- Formally withdraw from placement through the Flinders University Student Enrolment system; doing this before census date will ensure a Withdraw No Fail (WN) grade is recorded rather than a Fail (F) or Withdraw Fail (WF) grade.
Imposed Withdrawal from Placement

The University Academic Topic Coordinator or placement site may withdraw a pre-service teacher from placement for the following reasons:

1. The pre-service teacher is consistently unable, despite guidance, to perform satisfactorily without an inappropriate or an unattainable degree of supervision from the mentor and/or others with respect to their teaching performance. That is, despite adequate timely and detailed feedback from the mentor or others the pre-service teacher is unable to develop a sufficient level of independence with the majority of the core roles and responsibilities reasonably required of a pre-service teacher (see specific examples of the roles and responsibilities of a pre-service teachers pages 7-8)

2. The pre-service teacher breaches the legal, ethical, or professional codes of conduct of the organisation providing the placement

3. The pre-service teacher demonstrates gross negligence or misconduct in the performance of an assigned duty; or the pre-service teacher performs in a manner detrimental to self or others

4. The placement provider is unable to maintain an appropriate placement experience for the pre-service teacher

Where a pre-service teacher is withdrawn for reasons 1-3 listed above, a fail grade will be recorded against the topic irrespective of when this occurs e.g. before or after census date. Where a pre-service teacher’s placement is terminated because of reason 4 the pre-service teacher will be assisted to find an alternative placement as soon as practicable and will receive an Interim (I) grade against the topic.

Unsatisfactory Professional Experience

During the Interim Review process a PST may be issued with an At Risk notification. This is not a Fail but indicates issues of concern and that improvement is needed. However if at the end of the Professional Experience the preservice teacher’s performance is deemed to be Not Satisfactory, a grade of Fail (F) will be given by the University for the Topic. If these circumstances should arise, the PST’s attention is drawn to the following procedure.

At Exams Board (end of each semester), PSTs who fail a Professional Experience:

• Are identified and advised of the process to apply to repeat the topic if applicable
• The student must apply in writing to repeat a placement to Jennifer Frances.
• The PSTs’ academic record, reasons for the request and ability to plan for improvement based on the AITSL Standards will be assessed. If approved Jackie Thomson will write to the PST granting permission with conditions (if any) for the topic to be repeated.
• The WIL Officer and Teacher Education are advised of this decision.

The timing for repeating a professional experience placement will depend on the PSTs revised study plan and will usually mean that their course completion date is extended by 6-12 months
ASSESSMENT AND REPORTING TIMELINE 2019

TERM 2: Monday 29th April   PROFESSIONAL EXPERIENCE TEACHING BLOCK BEGINS

**Standard 6 week placement**
- **Week 1** University Liaison visits the school and meets PSTs
- **Weeks 2 or 3** University Liaison observes teaching (1)
- **Week 3** Interim Review (mentor teacher) and Interim Self-Review (PST) undertaken and used as a basis for discussion.

**At Risk notification given if there are issues of concern (this can be given at any time)**
- **Week 3** PST Professional Learning Plan approved by mentor teacher
- **Week 4** Copies of Interim Review, Interim Self-Review and Personal Learning Plan forwarded to University Liaison
- **Weeks 4 or 5** University Liaison observes teaching (2)
- **Week 6** University Liaison discusses final assessment process and final grade with mentor teacher, school coordinator and PST.

**Country 8 week placement**
- **Week 1 or 2** University Liaison visits the school and meets students
- **Weeks 4 or 5** University Liaison observes teaching (1)
- **Week 4 Monday 21st May** Interim Review (mentor teacher) and Interim Self-Review (pre-service teacher) undertaken and used as a basis for discussion

**At Risk notification given if there are issues of concern about the PST’s progress**
- **Week 4 Friday 25th May** Professional Learning Plan to be approved by mentor teacher
- **Week 5 Monday 28th May** Copies of Interim Review, Interim Self-Review and Professional Learning Plan forwarded to University Liaison
- **Weeks 6 or 7** University Liaison observes teaching (2)
- **Week 8** University Liaison discusses final assessment process and grade with mentor, school coordinator and student.

**Extended placement: 10 weeks**
- **Week 1 or 2** University Liaison visits the school and meets students
- **Weeks 3 or 4** University Liaison observes teaching and provides feedback (1)
- **Week 4 Monday 21st May** Interim Review (mentor teacher) and Interim Self-Review (pre-service teacher) undertaken and used as a basis for discussion

**At risk notification given if there are issues of concern about the PST’s progress**
- **Week 4 Friday 25th May** Professional Learning Plan to be approved by mentor teacher
- **Week 5 Monday 28th May** Copies of Interim Review, Interim Self-Review and Professional Learning Plan forwarded to University Liaison
- **Weeks 5 or 6** University Liaison observes teaching and provides feedback
- **Weeks 7 or 8** University Liaison observes teaching and discusses progress against the Professional Learning Plan and AITSL Standards
- **Week 9 or 10** University Liaison discusses final assessment process and grade with mentor teacher, school coordinator and PST.
## TEACHING PERFORMANCE ACTIVITIES (TPA) OVERVIEW

### To be completed before the final professional experience planning days

**Activity 1.** Self-assess your professional learning needs aligned with the Australian Professional Standards for Teachers at the Graduate Level.

Use the Standards rubric in your Handbook. What are your strengths and challenges?

Discuss with your University Liaison

Set up your learning journal (any format eg Mahara, Word)

### To be undertaken during your 10 planning days in term 1

**Activity 2.** Investigate the context for learning

Use the provided questions to guide your investigation.

Write your findings in your learning journal.

Discuss with your Mentor teacher or University Liaison

*This links to Curriculum Studies HASS and Differentiation for Diverse Learners*

### To be undertaken during the final professional experience teaching block in term 2

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Plan teaching and assessment</td>
<td>Teach and manage student learning</td>
<td>Assess, provide feedback and report student learning</td>
<td>Presentation: Reflect on your impact on student’s learning.</td>
</tr>
</tbody>
</table>

### Evidence

- Unit plan and 3-5 sequenced lesson plans
- Teaching materials
- Resources
- Video clip
- Assessment tool and criteria
- Analysis of whole class achievement
- Two student work samples and analysis of learning needs
- Student feedback
- Journal reflections
- Presentation file and speaker’s notes

*This links to Curriculum Studies: English 2 (action research project) and Differentiation for Diverse Learners*
TEACHING PERFORMANCE ASSESSMENT ACTIVITIES

Activity 1 (undertaken prior to placement)

LINKS to STANDARD 6.1

Self-assess your professional learning goals using the Australian Professional Standards rubric in your Handbook

What are your strengths and challenges? How will you address your areas of challenge?

Document your responses in your Journal and discuss with your University Liaison

Mentor/ University Liaison comment:

Signed..............................................................................

Activity 2 (undertaken during lead-in planning days)

LINKS to STANDARDS 5.4, 7.1 and 7.2

Investigate the context for learning.
- What are the school’s priorities and special programs?
- How is student diversity supported (socio-economic, cultural, inclusive education)?
- Become familiar with the school’s policies and processes eg. student behaviour management, assessment and reporting.
- What are the physical, social, cultural and intellectual characteristics of students in the class? What have you observed about the student as a cohort eg. gender ratios? What can students do and what are they are still learning to do? How will you identify their prior knowledge and learning strengths and weaknesses?
- What student data is available to you? Do any students have learning plans?
- What are the key learning areas that you are going to teach?
- What resources are available in the classroom and school?

Record your responses in your Journal (minimum 200 words) and discuss with your Mentor Teacher

Mentor/ University Liaison comment:

Signed..............................................................................
Activity 3 (undertaken during the placement block) LINKS to STANDARDS 1.1 1.3 1.5 2.2 2.3 2.5 3.1 3.2. 4.4 4.5

Develop a unit plan and a sequence of 3-5 lesson plans.
Ensure that you receive and include professional feedback

How will your teaching align with the relevant curriculum (e.g. Early Years Framework, Australian Curriculum, International Baccalaureate, SACE)?
What is the teaching focus of your unit plan and lessons? What do students need to know, do and understand?
What learning theories, pedagogical models and research will inform your planning?
For example, The SA Teaching for Effective Learning (TfEL) Framework

- How will you apply your knowledge of students in your lesson design?
- How will your choice of teaching strategies and resources take into account students’ backgrounds, learning levels, interests and needs?
- How will you design challenging learning experiences for all students?
- How will you differentiate for students?
- How will you sequence your lessons to build student understandings and skills?
- When and how will you assess student learning? How will you know if students have achieved the learning objectives? How will you provide students with feedback to monitor and improve their learning?

Evidence
Keep copies of at least one unit plan and 3-5 associated sequenced lesson plans and all teaching resource and materials.
Discuss this evidence with your Mentor and/or University Liaison

Mentor/ University Liaison comment:

Signed……………………………………………………….

Activity 4 (during block) LINKS to STANDARDS 2.1 2.6 3.3 3.2. 3.4 3.5 3.6 3.7 4.1 4.2 4.3 6.3 7.3
Record at least one 10 minute unedited video segment of your teaching for self and peer review. Use a school device to do this and make sure that the video is deleted after it has been used as the basis for a professional discussion with your mentor or University Liaison. In your journal, record your reflections after teaching the lesson.

Prompts for discussion with your Mentor Teacher and/or University Liaison

- What surprised you about your teaching?
- Does the video segment show that you engaged students? How did you manage challenging student behaviour?
- What strategies did you use to address the needs of the whole class and the specific needs of individual students?
- How did you monitor student understanding and learning during the lesson?
- What did you learn about your planning and teaching from viewing the video?
- What worked well and what might you work on future?

Mentor/ University Liaison comment:

Signed……………………………………………………….
Activity 5 (during block) LINKS TO STANDARDS 3.6 5.1 5.2 5.3 5.4 5.5

Collect and analyse two student work samples. This activity will support you to provide evidence of your ability to:

- Design an assessment tool and criteria aligned to the curriculum learning objectives;
- Analyse students’ learning in relation to the identified learning objectives;
- Provide evidence of feedback to students; and,
- Use the analysis to identify next steps in learning for the whole class and individual students.

Prompts for journal reflections and for discussion with your Mentor Teacher and/or University Liaison

- How did you determine student learning objectives?
- How does your assessment tool measure individual student learning?
- How would you summarise the whole class results?
- What are the gaps in student learning?
- What do most students appear to understand and, are there misconceptions, confusions, or needs (including extra support or greater challenge).
- What written feedback did you provide to students?
- Based on this assessment, how will you change or adapt your next lesson?

Mentor/University Liaison comment:

Signed………………………………………………………….

Activity 6 (towards end of placement) LINKS TO STANDARDS 1.2 6.2 6.4 7.4

Reflect on and communicate your learning and your impact on student learning.

Review your daily reflections in your journal

Using your journal, reflect on how you have integrated the knowledge gained from your academic study with your practice during professional experience.

Give a short presentation (of approximately 10-minutes duration) to a small group of teachers in the school. This could include your Mentor Teacher or School Coordinator. In your presentation:

- Explain how you have integrated knowledge gained from topics in your course with your practice during professional experience.
- What have you gained from your placement?
- What evidence do you have of your positive impact on students’ learning?
- What are your strengths and professional learning goals aligned with specific focus areas of the Australian Professional Standards for Teachers.

After the presentation, lead a short discussion to seek feedback about how you could improve your teaching and your impact on student learning.
Mentor or colleague feedback

Signed..............................................................................

When all TPA activities are signed off, please scan these pages from your Handbook and upload them with a copy of your TPA activities, including your Journal to your professional experience topic FLO site (4741/9312) within two weeks of your placement ending.
RESOURCES: PLANNING for TEACHING

Planning for learning and teaching encompasses the following components:

- Curriculum content and knowledge
- Classroom management
- Resources and materials
- Interpersonal and intrapersonal skills
- Knowledge of human development
- Planning skills
- Teaching and learning strategies

The pre-service teacher should be involved in sequential planning at two different levels: unit planning and lesson planning.

Unit Planning
The unit plan takes into account all the components of learning and teaching that will occur within a particular content or learning area over a longer period of time – usually weeks or possibly for a term. It takes account of the abilities and year levels, and is planned by a team of teachers who share their knowledge and experience and who may all be sometimes teaching different classes at that year level. The pre-service teacher can participate in planning during Term 1 for their teaching in Term 2, informed and guided by their mentor teacher(s).

Lesson planning
A lesson plan is an outline of intended teaching with resources and sequential and differentiated learning experiences. These different levels of planning cannot happen in isolation and the pre-service teacher is expected to demonstrate the ability to plan at both of these levels for their teaching practice. They can be understood as the three lower levels of planning on the following diagram: (Ref: Whitton et al (2010). Learning for teaching, teaching for learning. Cengage Learning, Australia, p131)
LESSON PLANNING

There are many ways of developing and writing lesson plans and the following are examples only. Mentor teachers and University topics may provide other examples. As the pre-service teacher develops expertise they may not need to write up every lesson in as much detail. However this development should be guided by the mentors in collaboration with the pre-service teachers.

The lesson outcomes are clear statements of what students should be able to know, do and understand at the end of the lesson based on the curriculum.

The lesson intentions describe what students will learn in terms of the skills, knowledge, attitudes and values within the lesson.

The lesson content is what students will be taught in order to achieve the desired outcomes.

The lesson introduction encompasses gaining learner attention, arousing motivation, explaining the purpose of the lesson and reviewing pre-requisite knowledge.

The teaching-learning phase is often written up with a guiding time-line and includes specific teaching activities such as explicit teaching or demonstration and also guided exploration by the students as they practice either in groups or as individuals by undertaking learning activities.

What follows is an example of a lesson-planning template that pre-service teachers may use for their lesson planning, together with a possible pro-forma on page 13.


AUSTRALIAN CURRICULUM SAMPLE LESSON PLANS

LESSON PLAN (EXAMPLE 1)

<table>
<thead>
<tr>
<th>Learning area:</th>
<th>Year level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand/Unit Title:</td>
<td>Time:</td>
</tr>
<tr>
<td>Lesson topic:</td>
<td></td>
</tr>
</tbody>
</table>

AIM: (Based on the Australian Curriculum learning area/s achievement standards, general capabilities and cross-curriculum priorities)

STUDENT LEARNING OUTCOMES: (What will students learn?)

STUDENT ASSESSMENT: (How will you know if students have learned it or not?)

ASSESSMENT: (How will you assess your own performance and student learning?)

KEY REFERENCES & RESOURCES:

TEACHING PROCESS

<table>
<thead>
<tr>
<th>TIME</th>
<th>STEPS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>INTRODUCTION (whole class)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>EXPLICIT TEACHING (whole class) and/or GUIDED DISCOVERY (whole class)</td>
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<tr>
<td>3.</td>
<td>EXPLORATION (group/individual learning activities)</td>
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</tr>
<tr>
<td>4.</td>
<td>CONCLUSION (whole class share/reflect)</td>
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</tbody>
</table>

NOTE: This planning format is available for students to download from FLO and is planned to cover two A4 pages when used. The "Comments" column can be used for differentiation based on student interests, talents and learning difficulties.
# LESSON PLAN (EXAMPLE 2)

<table>
<thead>
<tr>
<th>Lesson Plan</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Curriculum Learning Area</strong> e.g. English/PE/Hist</td>
<td><strong>Year level</strong></td>
<td><strong>Time started</strong></td>
</tr>
<tr>
<td><strong>Curriculum Content taken from</strong> Australian Curriculum, IB or SACE</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Achievement Standard or Performance objective</strong></td>
<td>As a result of engaging with this lesson, students are working towards the achievement standard/performance objective.</td>
<td></td>
</tr>
<tr>
<td><strong>Learner diversity in class e.g. all girls, mixed year levels, students with disabilities, E/ALD gifted, ATSI etc.</strong></td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Adjustments used in response to learner diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stated learning intentions or outcomes for the lesson</strong></td>
<td>As a result of engaging with this lesson students will...</td>
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</table>

## Introduction

**Time spent ______ mins**

**Content taught/structured**

<p>| | |</p>
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## Main

**Time spent ______ mins**

**Content and structure**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

## Close

**Time spent ______ mins**

**Content Summary**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

**What ICT, capabilities and/or CCP will I use and how will this support or enhance learning? Complete as needed**

**Use of ICT:**

**Use of the Capabilities**

**Cross curriculum priorities**

29
<table>
<thead>
<tr>
<th>Teaching strategies</th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Main</td>
</tr>
<tr>
<td></td>
<td>Close</td>
</tr>
<tr>
<td>Behaviour support strategies</td>
<td>Entry and start of lesson</td>
</tr>
<tr>
<td></td>
<td>Main</td>
</tr>
<tr>
<td></td>
<td>Close</td>
</tr>
<tr>
<td>Assessment and feedback</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>Summative</td>
</tr>
<tr>
<td>Resources (ICT and hard copy)</td>
<td></td>
</tr>
<tr>
<td>Contingency plan if something unexpected happens</td>
<td></td>
</tr>
</tbody>
</table>
# PST SELF EVALUATION SHEET

<table>
<thead>
<tr>
<th>Lesson Taught: __________________________</th>
<th>Date: ______________</th>
</tr>
</thead>
</table>

## 1. Lesson Outcomes

<table>
<thead>
<tr>
<th>Met / Not Met</th>
<th>What evidence do I have of this?</th>
</tr>
</thead>
</table>

## 2. Effectiveness of teaching strategies used

<table>
<thead>
<tr>
<th>Teaching Strategy</th>
<th>Was this Effective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>3.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

General Comments:

What will I try or repeat next time?

## 3. Effectiveness of classroom management strategies on student behaviour and emotional wellbeing

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Was this Effective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>3.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

General Comments:

What will I try or repeat next time?

## 4. Effectiveness of task design and content for student learning

<table>
<thead>
<tr>
<th>Curriculum content learnt</th>
<th>Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>By whom?</td>
<td>All / Most / Some / None</td>
</tr>
</tbody>
</table>

What worked well? / What will I try next time?

## 5. Accommodations or adjustments for students with special needs and abilities

<table>
<thead>
<tr>
<th>How effectively did I meet the learning needs for students with special needs and abilities in this class?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very / somewhat / not at all / I don’t know</td>
</tr>
</tbody>
</table>

What do I need to do to better meet the needs of all learners next time?

## 6. Assessments

<table>
<thead>
<tr>
<th>Assessments approaches used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

Were these effective in determining what students learned today? Yes / No

Did they identify any misconceptions related to the content? Yes/No

Did they enable me to measure individual progress? Yes / No

Did they enable me to measure my effectiveness as a teacher? Yes/No

What assessment approaches will I use next time?
**SAMPLE LESSON FEEDBACK PRO-FORMA:**
For Mentors, Coordinators or University Liaisons

<table>
<thead>
<tr>
<th>Name of Pre-Service Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Learning area:</td>
<td>Year level:</td>
</tr>
<tr>
<td>Unit Title:</td>
<td></td>
</tr>
<tr>
<td>Lesson/ learning focus:</td>
<td></td>
</tr>
</tbody>
</table>

**Preparation:** (Lesson plan provided, used appropriate resources, was well organised, learning outcomes were made visible to students, suitable adjustments provided for varied learning abilities, use of technology, flexibility etc.

**Presentation:** (Appropriate tone for the lesson and audience, well sequenced, scaffolding provided, effective use of questioning, clear explanations, resources accessible for all learners, friendly, relaxed, good pace, built in thinking skills, reflection and consolidation etc.)

**Content Knowledge:**

**Managing student learning:** (addressed prior knowledge, assessed for misconceptions, provided constructive and timely feedback, used suitable teaching strategies, set learning to appropriate level of challenge, offered timely support, reinforced growth mindset etc.)

**Managing student wellbeing and behaviour** (demonstrated fair and consistent practices, used prompt corrective feedback, noticed appropriate/inappropriate behaviours, remained calm, provided clear behavioural expectations, showed empathy etc.)

**General Comments and focus for next lesson:**

Feedback given by: | Date: |
How did you travel around the classroom?
Feedback tool for mentor teachers, school coordinators or University Liaisons.

1. Draw classroom layout.

2. Track the pre-service teacher to show their movement around the classroom during their lesson or part of the lesson (see example below). Show both the travel path and the places where they stop to interact with students.

3. Discuss. Which students were given least or most attention? Why? Were some areas of the class used more than others? Why? What can be learnt from this feedback?

Emergency Contact Form

This information is confidential. School coordinators are asked to shred this form at the conclusion of the placement.

Pre-service Teachers are invited to complete this form if they have a medical condition that would impact their safety and teaching performance whilst on placement. Please give this to the school coordinator and discuss your individual circumstances. In the case of an emergency, the school will follow the advice provided by you.

Pre-service teacher’s name: ________________________________

Contact Person(s) Name: ________________________________

Contact Phone Number(s): ________________________________

Relationship to pre-service teacher: ________________________________

In case of emergency, I ________________________________ (pre-service teacher) give the school permission to seek medical assistance or call an ambulance as deemed necessary.

Signature: ________________________________

Medicare Number: ________________________________

Ambulance Subscription: ________________________________

Allergies: ________________________________

Important Medical Information: (E.g. Asthmatic, Diabetic etc.) ________________________________

Are you presently on Medication? YES/NO

If yes, please list with dosage ________________________________

Blood Group: ________________________________


The 10 days must be completed before the commencement of the placement block. It is the responsibility of the pre-service teacher to ensure that this record is completed after each school visit.

At the completion of the 10 days, forward this record to your University Liaison or show him/her at the first visit. Please keep a copy of this document as evidence of successfully completing 10 days.

<table>
<thead>
<tr>
<th>Visit</th>
<th>Date of Attendance</th>
<th>Hours Attended</th>
<th>Signature of School Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
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<td></td>
<td></td>
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<tr>
<td>6.</td>
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<tr>
<td>7.</td>
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<tr>
<td>8.</td>
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<td></td>
<td></td>
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<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mentor/School coordinator Signature

Date: ________________________________

Pre-Service Teacher Signature: ________________________________

Date: ________________________________
## FINAL PROFESSIONAL EXPERIENCE

### INTERIM REVIEW – COMPLETED BY THE MENTOR

<table>
<thead>
<tr>
<th>Student ID:</th>
<th>Learning Area:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Please select the appropriate statement below:

- **At this stage, I am highly satisfied with the progress of this Pre-service Teacher.**
- **At this stage, I am satisfied with the progress of this Pre-service Teacher.**
- **At this stage, I have some concerns about the progress of this Pre-service Teacher.**
- **I consider this Pre-service Teacher may be at risk of not being able to meet the requirements of the Australian Professional Standards for Teachers.**

Please provide some written feedback regarding areas of strength and areas needing improvement.

- **Professional Knowledge (Strength and Development Areas):**
- **Professional Practice (Strength and Development Areas):**
- **Professional Engagement (Strength and Development Areas):**

PST, please scan and email Interim Reviews to the University Liaison when completed.

---

## FINAL PROFESSIONAL EXPERIENCE

### INTERIM REVIEW – COMPLETED BY THE PRE-SERVICE TEACHER

<table>
<thead>
<tr>
<th>Pre-Service Teacher</th>
<th>Student ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor</td>
<td>Learning Area:</td>
</tr>
<tr>
<td>University Liaison</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Please complete this independently of your mentor and discuss it with them at the end of Week 2 (May 13th). The purpose of this review is to ensure that you can accurately assess your own performance and develop a plan for your personal development over the remaining weeks of this professional experience.

Please provide written reflections regarding your areas of strength and areas needing improvement or further development:

- **Professional Knowledge**
- **Professional Practice**
- **Professional Engagement**

PST, please scan and email Interim Reviews to the University Liaison.
PROFESSIONAL EXPERIENCE: AT RISK NOTIFICATION

Student Name: .................................................................

School: ................................................................. Date: .........................

After observation of your teaching and discussion with both you and your mentor teacher, the following aspects of your current performance are brought to your attention:

<table>
<thead>
<tr>
<th>PROFESSIONAL RELATIONSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages professionally with the school community. (Works effectively, sensitively and confidentially with parents/carers)</td>
</tr>
<tr>
<td>Demonstrates an understanding of the codes of ethics and conduct for the teaching profession in their behaviours.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Processes (Teachers know students and how they learn)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning &amp; Teaching (Teachers plan for and implement effective teaching and learning)</td>
</tr>
<tr>
<td>Learning Environment (Teachers create and maintain supportive and safe learning environments)</td>
</tr>
<tr>
<td>Provide Feedback and report on student learning (Provide timely and appropriate feedback to students about their learning)</td>
</tr>
</tbody>
</table>

Please Note:

These issues need to be addressed if you are to complete this professional experience satisfactorily. You may contact me or your university coordinator for extra support or help.

University Liaison Signature: ................................................................. Date: .................................................................

I have read the above and understand that I am at risk of failing this Professional Experience.

Pre-service Teacher Signature: ................................................................. Date: .................................................................
# FINAL PROFESSIONAL EXPERIENCE REPORT 2019

<table>
<thead>
<tr>
<th>Pre-service Teacher</th>
<th>Student ID</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentor Teacher(s)</th>
<th>Year Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School Co-ordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Liaison</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jennifer Frances</td>
</tr>
</tbody>
</table>

## Teaching Days

<table>
<thead>
<tr>
<th>Please delete those not applicable</th>
<th>Please select</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 introductory days + 30 day block:</td>
<td>40 days □</td>
</tr>
<tr>
<td>8 week Country/Term 2 Placement:</td>
<td>40 days □</td>
</tr>
<tr>
<td>Extended Placement:</td>
<td>Up to 65 days □</td>
</tr>
</tbody>
</table>

## CONTEXT

Please add brief context statements about the school and class:
School sector; size and composition of campus (R-12, Area, Primary); particular features or unique characteristics; index of disadvantage.

| Class (including children with special needs) | |
|-----------------------------------------------| |
ASSESSMENT AGAINST THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Please place an ‘X’ at the point along each continuum that best represents the development of the pre-service teacher towards each of the standards at this time.

<table>
<thead>
<tr>
<th>PROFESSIONAL KNOWLEDGE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td></td>
</tr>
<tr>
<td>Know students and how they learn</td>
<td></td>
</tr>
<tr>
<td>Complete Novice</td>
<td>Emerging</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL PRACTICE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 3</td>
<td></td>
</tr>
<tr>
<td>Plan for and implement effective teaching and learning</td>
<td></td>
</tr>
<tr>
<td>Complete Novice</td>
<td>Emerging</td>
</tr>
</tbody>
</table>

| Standard 4            |  |
| Create and maintain supportive and safe learning environments |  |
| Complete Novice       | Emerging | Graduate | Proficient |

| Standard 5            |  |
| Assess, provide feedback and report on student learning |  |
| Complete Novice       | Emerging | Graduate | Proficient |

<table>
<thead>
<tr>
<th>PROFESSIONAL ENGAGEMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 6</td>
<td></td>
</tr>
<tr>
<td>Engage in professional learning</td>
<td></td>
</tr>
<tr>
<td>Complete Novice</td>
<td>Emerging</td>
</tr>
</tbody>
</table>

<p>| Standard 7              |  |
| Engage professionally with colleagues, parents/carers and the community |  |
| Complete Novice         | Emerging | Graduate | Proficient |</p>
<table>
<thead>
<tr>
<th><strong>SUMMARY STATEMENTS</strong> (You may choose to comment on both personal and professional characteristics)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Coordinator/Principal</strong></td>
</tr>
<tr>
<td><strong>University Liaison</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
SUMMARY STATEMENT  *(May be used as a referee statement)*

Classroom Teacher/Mentor

<table>
<thead>
<tr>
<th>Professional Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Written by: ___________________________  Date: ___________________________

SUMMARY ASSESSMENT  *(To be agreed by the School Coordinator and the University Liaison)*

In our opinion     (Insert full name)

has demonstrated the following overall level of performance in this final professional experience:

(Please click on appropriate box below)

☐ Unsatisfactory

☐ Satisfactory

☐ Competent

☐ Outstanding

All Teaching Performance Assessment (TPA) activities completed  No/Yes

NOTES FOR COMPLETING THIS REPORT
The pre-service teacher may wish to submit this report with an application for employment. Please avoid the use of acronyms as student reports are often viewed by interstate and international employers who are not always familiar with South Australian nomenclature.

*Please keep an electronic copy of this report and submit the report to the University Liaison.*

If this is not possible then please email it directly to: primaryprofexp@flinders.edu.au
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

ASSESSING PRE-SERVICE TEACHER DEVELOPMENT

NOVICE TO GRADUATE LEARNING CONTINUUM

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PRE-SERVICE TEACHER DEVELOPMENTAL ASSESSMENT GUIDE

PURPOSE
- To enable mentors/school coordinators and University Liaisons to assess and evaluate the growth and performance of PSTs against the APST Graduate level.
- To enable pre-service teachers to assess, evaluate, document and monitor their growth towards the APST Graduate level and beyond.

BACKGROUND
Based on the APST, this document provides a developmental learning process for pre-service teachers at Flinders University. In Final Year PSTs and mentors are encouraged to use this assessment tool to validate current performance against the Standards.

CONSIDERATIONS
These assessment guidelines have been developed with the following in mind:

- **Novice** level is the performance aim line for preservice teachers in year 2.
- **Emerging** level is the performance aim line for preservice teachers in year 3/Master of Teaching Year 1.
- **Graduate level** is the performance aim line for preservice teachers in year 4/Master of Teaching Year 2.
- **Proficient** is above the performance aim line for preservice teachers because it is intended to reflect a minimum of 6 months of independent teaching. However it may provide a basis for discussion about where the PST is moving towards in their teaching or indicate advanced knowledge.

**Please note:** given this is their final year it is reasonable to expect PSTs are working at Graduate standard in most focus areas. While it is highly desirable that PSTs demonstrate Graduate level against every focus area on this professional experience, a successful professional experience should be considered at around 85 - 90% of Standard focus areas to allow for diversity of experiences and opportunities provided within the school.
# Domain 1: Professional Knowledge

## Standard 1 Know students and how they learn

<table>
<thead>
<tr>
<th>Focus</th>
<th>Novice</th>
<th>Emerging</th>
<th>Graduate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Physical, social and intellectual development and characteristics of students</td>
<td>Identifies and discusses ways in which student characteristics may affect learning.</td>
<td>Realises that physical, social and intellectual development and characteristics of students may affect learning and attempts to apply this understanding when planning for and facilitating learning.</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</td>
<td>Use teaching strategies based on knowledge of students’ physical, social and intellectual development and characteristics to improve student learning.</td>
</tr>
<tr>
<td>1.2 Understand how students learn</td>
<td>Can articulate how research informs an understanding of how students learn.</td>
<td>Begins to draw on knowledge of current research into how students learn when planning for teaching.</td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</td>
<td>Structure teaching programs using research and collegial advice about how students learn.</td>
</tr>
<tr>
<td>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
<td>Discusses the diverse linguistic, cultural, religious and socioeconomic backgrounds that students may have and seeks to understand the potential implications for their learning.</td>
<td>Begins to plan teaching strategies that will meet the need of students with diverse linguistic, cultural, religious and socio economic backgrounds.</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
</tr>
<tr>
<td>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</td>
<td>Able to verbalise that Aboriginal and Torres Strait Islander students need teachers with a deep understanding of the impact of their backgrounds on their educational needs.</td>
<td>Can discuss the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds and attempts to address such issues when planning for learning.</td>
<td>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.</td>
<td>Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</td>
<td>Identifies and discusses instructional strategies used by teachers to meet the needs of students across the full range of abilities.</td>
<td>Seeks guidance and help in differentiating teaching to meet the specific learning needs of the students in a particular class.</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</td>
<td>Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.</td>
</tr>
<tr>
<td>1.6 Strategies to support full participation of students with disability</td>
<td>Describes some school and teaching practices that support the participation and learning progress of students with disabilities.</td>
<td>Shows awareness of legislation about students with disabilities in Australian schools. Asks for help in selecting teaching strategies that support the participation and learning of students with disability in a particular class.</td>
<td>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</td>
<td>Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.</td>
</tr>
<tr>
<td>Standard 2 Know the content and how to teach it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>Novice</td>
<td>Emerging</td>
<td>Graduate</td>
<td>Proficient</td>
</tr>
<tr>
<td>2.1 Content and teaching strategies of the teaching area</td>
<td>Demonstrates some knowledge of the curriculum, its content and effective teaching strategies.</td>
<td>Applies and adapts teaching strategies appropriate to the curriculum content.</td>
<td>Demonstrates knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</td>
<td>Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.</td>
</tr>
<tr>
<td>2.2 Content selection and organisation</td>
<td>Analyses curriculum content Selection with mentor/s to understand impact on student learning.</td>
<td>Able to organise a series of lessons for the content of a particular teaching area.</td>
<td>Organises content into an effective learning and teaching sequence.</td>
<td>Organise content into coherent, well-sequenced learning and teaching programs.</td>
</tr>
<tr>
<td>2.3 Curriculum, assessment and reporting</td>
<td>Begins to connect assessment practices with teacher judgement about student learning.</td>
<td>Attempts to plan assessment as an integral component of the teaching and learning process and to gather data for reporting purposes.</td>
<td>Uses curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</td>
<td>Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</td>
</tr>
<tr>
<td>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</td>
<td>Expresses respect for Aboriginal and Torres Strait Islander people and understanding that reconciliation between Indigenous and non-Indigenous Australians is an important attitude to inculcate in the curriculum.</td>
<td>Looks for opportunities to include notions of indigenous culture and reconciliation between indigenous and non-indigenous Australian into teaching plans and teaching content</td>
<td>Demonstrates broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td>Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
</tr>
<tr>
<td>2.5 Literacy and numeracy strategies</td>
<td>Examines literacy and numeracy strategies across the curriculum.</td>
<td>Intentionally selects teaching strategies that enhance literacy and numeracy development across teaching areas, and begins to use incidental ‘teachable moments’ as opportunities to further enhance students’ literacy and numeracy.</td>
<td><strong>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</strong></td>
<td>Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement.</td>
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<td>2.6 Information and Communication Technology (ICT)</td>
<td>Investigates how ICT supports effective teaching and learning.</td>
<td>Looks for opportunities to employ ICTs to enhance learning across the curriculum and for developing ICT literacy and etiquette.</td>
<td><strong>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</strong></td>
<td>Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</td>
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<tr>
<td>3.1 Establish challenging learning goals</td>
<td>Discusses some teaching strategies that establish challenging learning goals for students.</td>
<td>Establishes learning goals that provide achievable challenge for some but not all students.</td>
<td>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</td>
<td>Set explicit, challenging and achievable learning goals for all students.</td>
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<td>3.2 Plan, structure and sequence learning programs</td>
<td>Identifies some core elements of an effective lesson.</td>
<td>Able to plan effective lesson sequences that will scaffold student learning in a topic or teaching area.</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</td>
<td>Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.</td>
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<td>3.3 Use teaching strategies</td>
<td>With support, can apply a range of effective teaching strategies for individual, small group and/or whole class teaching.</td>
<td>Aware of a range of teaching strategies and shows increasing independence in selecting and trying new teaching strategies from a limited, but growing repertoire.</td>
<td>Include a range of teaching strategies.</td>
<td>Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</td>
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<td>3.4 Select and use resources</td>
<td>Selects appropriate resources to the teaching context and area.</td>
<td>Shows increasing independence in locating and selecting resources appropriate for the context and the content. Seeks resources, including ICT resources that will engage and motivate student learning.</td>
<td>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</td>
<td>Select and/or create and use a range of resources, including ICT, to engage students in their learning.</td>
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<td>3.5 Use effective classroom communication</td>
<td>Uses a range of effective communication strategies to support student learning.</td>
<td>Uses a growing range of communication styles and techniques in the classroom that reflect their own personality and teaching style.</td>
<td><strong>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</strong></td>
<td>Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.</td>
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<td>3.6 Evaluate and improve teaching programs</td>
<td>Reviews teaching strategies to evaluate personal teaching performance to improve student learning</td>
<td>Considers and applies a limited but growing range of evaluation strategies that consider both personal teaching performance and student learning achievements as indicators of teaching effectiveness.</td>
<td><strong>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</strong></td>
<td>Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</td>
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<td>3.7 Engage parents/carers in the educative process</td>
<td>Discusses the involvement of parents/carers in the educative process.</td>
<td>Describes a growing range of strategies for engagement with or contributions from parents and carers.</td>
<td><strong>Describe a broad range of strategies for involving parents/carers in the educative process.</strong></td>
<td>Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.</td>
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<td><strong>4.1 Support student participation</strong></td>
<td>Identifies effective strategies for enabling student participation.</td>
<td>Beginning to identify and plan for inclusive learning events that will engage and motivate student participation and learning.</td>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities.</td>
<td>Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</td>
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<td><strong>4.2 Manage classroom activities</strong></td>
<td>Independently manages some classroom activities</td>
<td>Beginning to demonstrate the capacity to independently organize classroom activities and is developing the skill of giving clear directions.</td>
<td>Demonstrate the capacity to organize classroom activities and provide clear directions.</td>
<td>Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.</td>
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<td><strong>4.3 Manage challenging behaviour</strong></td>
<td>Applies existing classroom rules and school-based behaviour management policies.</td>
<td>Beginning to practice proactive, ethical and pedagogical strategies for preventing challenging behaviour amongst students and can apply a growing range of strategies to manage challenging behaviour.</td>
<td>Demonstrate knowledge of practical approaches to manage challenging behaviour.</td>
<td>Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.</td>
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<td>4.4 Maintain student safety</td>
<td>With support, implements policies and practices that maintain student safety.</td>
<td>Shows awareness of school, system, curriculum and legislative requirements and is increasingly able to maintain student safety and support for student well-being.</td>
<td>Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</td>
<td>Ensure students’ well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.</td>
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<td>4.5 Use ICT safely, responsibly and ethically</td>
<td>Follows established school protocols for the safe, responsible and ethical use of ICT.</td>
<td>Recognises the need to practice safe, responsible and ethical use of ICT in learning and teaching.</td>
<td>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.</td>
<td>Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</td>
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<td>5.1 Assess student learning</td>
<td>Investigates and reviews a range of assessment approaches to make inferences about pedagogy, curriculum and student learning.</td>
<td>Uses an array of formative and summative assessment strategies, including informal and formal approaches.</td>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</td>
<td>Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</td>
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<td>5.2 Provide feedback to students on their learning</td>
<td>Uses a range of feedback techniques and discusses impact of advice on the quality of student work and learning.</td>
<td>Shows increasing ability to provide constructive and timely feedback that is linked to the student’s ongoing development.</td>
<td>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</td>
<td>Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.</td>
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<td>5.3 Make consistent and comparable judgements</td>
<td>Can identify effective assessment moderation that enable teachers to make fair judgements about student progress and the achievement standards.</td>
<td>Beginning to use protocols to independently assess, interpret, and moderate student learning products and performances, in order to make consistent, comparable and reasonable judgments regarding students’ achievements.</td>
<td>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.</td>
<td>Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.</td>
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<td>5.4 Interpret student data</td>
<td>Discusses student achievement data to pinpoint achievement and determine relevant changes to teaching practices.</td>
<td>Able to modify teaching plans after reflection on student assessment data, both formal and informal.</td>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</td>
<td>Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</td>
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<td>5.5 Report on student achievement</td>
<td>Investigates and analyses approaches to report student learning.</td>
<td>Demonstrates ability to keep accurate and reliable records of student achievement, understanding the value of using these in reporting to students, parents/carers.</td>
<td>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.</td>
<td>Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.</td>
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<tr>
<td>6.1 Identify and plan professional learning needs</td>
<td>Engages in professional dialogue to reflect upon and make decisions about future professional learning needs.</td>
<td>Is aware of the Australian Professional Standards for Teachers as a way of identifying professional learning needs.</td>
<td>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</td>
<td>Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.</td>
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<td>6.2 Engage in professional learning and improve practice</td>
<td>Plans and initiates ways to build personal capacity to improve teaching practice.</td>
<td>Is aware of multiple sources to improve practice and meet professional learning needs.</td>
<td>Understand the relevant and appropriate sources of professional learning for teachers.</td>
<td>Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</td>
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<td>6.3 Engage with colleagues and improve practice</td>
<td>Able to discuss aspects of their teaching practice with a supervising teacher/mentor.</td>
<td>Able to identify major areas of practice where improvement is needed and discuss these with a supervisor/mentor.</td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</td>
<td>Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</td>
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<td>6.4 Apply professional learning and improve student learning</td>
<td>With support, can identify professional learning opportunities to improve student learning.</td>
<td>Identifies professional learning needs to improve personal teaching practices that could lead to improved student learning.</td>
<td>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</td>
<td>Undertake professional learning programs designed to address identified student learning needs.</td>
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<tr>
<td>7.1 Meet professional ethics and responsibilities</td>
<td>Can articulate the professional practices of Australian teachers and can act responsibly and ethically at all times.</td>
<td>Is understanding of the ethical expectations of the teaching profession and making decisions.</td>
<td>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</td>
<td>Meet codes of ethics and conduct established by regulatory authorities, systems and schools</td>
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<td>7.2 Comply with legislative, administrative and organisational requirements</td>
<td>Gains and provides mandatory certification to work with students.</td>
<td>Considers the implications of relevant legislative, administrative and organizational policies and processes, particularly when planning student activities.</td>
<td>Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage.</td>
<td>Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.</td>
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<tr>
<td>7.3 Engage with the parents / carers</td>
<td>Establishes positive rapport with parents/carers under the guidance of supervising teachers.</td>
<td>Communicates with parents/carers in relation to children's issues or learning, seeking guidance if needed.</td>
<td>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</td>
<td>Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.</td>
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<tr>
<td>7.4 Engage with professional teaching networks and broader communities</td>
<td>Initiates engagement with peers, mentors and university staff.</td>
<td>Seeks relevant sources of information and support related to their teaching.</td>
<td>Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</td>
<td>Participate in professional and community networks and forums to broaden knowledge and improve practice.</td>
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