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flinders.edu.au

**Primary R-7**

**Professional Experience**

**Handbook**

**2023**

**Third Year Undergraduate & First Year Master of Teaching**

Guidelines for Pre-Service Teachers, Site Coordinators, Mentor Teachers and University Liaisons



The QR code directs QR readers on mobile devices to the current   
Professional Experience (Education) web pages.

Guidelines for Pre-Service Teachers, Site Coordinators, Mentor Teachers and University liaisons

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| **Contents**  **General Information 3 - 19**  Contact Information 3  Professional Experience Calendar4  Fitness for Placement 5  PSTs’ Responsibilities, Success Criteria and Assessment tasks 6-8  Preparation for Placement and the Five Planning Days9-11  Role of the University Liaison 12  Withdrawal from Placement 13-14  Overview of the Placement Block 15  Information for the Mentor Teacher 16  Assessment and Reporting timelines 17  Record of Planning Days……………………………………………………………………………………………….18  Emergency Contact Form …………………………………………………………………………………………….19  **Resources /Reviews / Reports / Rubrics** 20-38  Planning for Teaching20  Student Inclusivity 21  Lesson Planning and Example Lesson Plans 22-25  PST Evaluation and Lesson Feedback templates26-27  Interim review templates……………………………………………………………………………………………..28  At Risk Notification29  Professional Standards for Teacher – PST Development Continuum…………………………….30 |  |

**CONTACT INFORMATION**

**SCHOOL PLACEMENT ISSUES:**

Placement Officer **Kerry Braun**

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Teacher Payments Enquiries

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**Professional Experience Website:**

<https://staff.flinders.edu.au/colleges-and-services/epsw/education-placement-liaisons-information>

**ACADEMIC or STUDENT ISSUES:**

Each pre-service teacher will be assigned a University Liaison who will support their placement. 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 (PST) may contact the Academic Coordinator/Director of Professional Experience.

**Jackie Thomson, Academic Coordinator and Director of Professional Experience**

Office: Education Building 4.51

Phone 82013348

Mobile 0418 740 215

Email: [Jackie.Thomson@flinders.edu.au](mailto:Jackie.Thomson@flinders.edu.au)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Uni Week** | **Dates 2023**  **Week begins** | **School Dates** | | **FLINDERS UNIVERSITY**  **3rd YR UG/1st YR MTEACH**  **PROFESSIONAL EXPERIENCE DATES** | |
| **Term** | **Week** |
| Uni break |  | **1** |  |  | |
| Uni break |  |  |  |  | |
| Uni break |  |  |  |  | |
| Uni break |  |  |  |  | |
| **‘O’ week** | 20 Feb |  |  |  | |
| **1** | 27 Feb |  |  |  | |
| **2** | 6 Mar |  |  |  | |
| **3** | 13 Mar |  |  |  | |
| **4** | 20 Mar |  |  |  | |
| **5** | 27 Mar |  |  |  | |
| **6** | 3 Apr |  |  |  | |
| Uni break | 10 Apr |  |  |  | |
| Uni break | 17 Apr |  |  |  | |
| **7** | 24 Apr |  |  |  | |
| **8** | 1 May | 2 | 1 |  | |
| **9** | 8 May |  | 2 |  | |
| **10** | 15 May |  | 3 |  | |
| **11** | 22 May |  | 4 |  | |
| **12** | 29 May |  | 5 | **Preparation for Placement Lecture 1 3642/9232/9141** | |
| **13** | 5 June |  | 6 | **Lecture 2** | |
| **14** | 12 Jun |  | 7 | **Lecture 3** | |
| **Exam Week** | 19 Jun |  | 8 |  | |
| **Exam Week** | 26 Jun |  | 9 |  |  |
| Uni break | 3 July |  | 10 | **School negotiated**  **Planning days** |  |
| Uni Break | 10 Jul |  |  | School holidays |  |
| **Supp. exams** | 17 Jul |  |  | School holidays |  |
| **1** | 24 Jul | 3 | 1 | **Teaching Week 1** | **School negotiated**  **Planning days** |
| **2** | 31 Jul |  | 2 | **Teaching Week 2** | **Teaching Week 1** |
|  | 7 Aug |  | 3 | **Teaching Week 3** | **Teaching Week 2** |
| **4** | 14 Aug |  | 4 | **Teaching Week 4** | **Teaching Week 3** |
| **5** | 21 Aug |  | 5 | **Make up any days if missed** | **Teaching Week 4** |
| **6** | 28 Aug |  | 6 | **Return to university for NS2 topics** | |
| **7** | 4 Sep |  | 7 | **Preparation for Final Year Lecture 1** | |
| **8** | 11 Sep |  | 8 | **Preparation for Final Year Lecture 2** | |
| Uni break | 18 Sep |  | 9 |  | |
| Uni break | 25 Sep |  | 10 |  | |
| **9** | 2 Oct |  |  | **Preparation for Final Year Lecture 3** | |
| **10** | 9 Oct |  |  |  | |
| **11** | 16 Oct | 4 | 1 |  | |
|  |  |  |  |  | |

**FITNESS FOR PLACEMENT**

The current legal requirements for working with children and young people can be found at:  <https://students.flinders.edu.au/my-course/placements/compliance/education#handbooks>

PSTs 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 PSTs 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 PST will provide an access plan and discuss the circumstances with the Academic Coordinator or Director of Professional Experience so, **that where possible**, reasonable adjustments can be considered and applied. The PST may wish to discuss this with the University 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>

**FLINDERS UNIVERSITY HEALTH AND COUNSELLING SERVICES Tel 8201 2118**

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 PSTs if they indicate that they are on placement. More information regarding booking appointments can be found at: <https://students.flinders.edu.au/support/hcd>

**PRE-SERVICE TEACHER RESPONSIBILITIES**

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

* provide the Site Coordinator with their Introduction Form
* use their Flinders email and include an email signature on all correspondence
* show the school a copy of their WWC, RRAN-EC and vaccination status (if requested) on their first visit. PSTs that cannot produce this certification upon arrival **will not be able to commence placement**.
* wear their name badge on all school visits
* be at school from **8am-4pm as a minimum, each day (**unless directed otherwise by the school)
* be punctual and remain at the school for yard duties and before and after school staff meetings
* dress professionally in neat, clean and appropriate clothing and footwear
* ensure that the school has their contact details, including email address, mobile phone number and emergency contact information (form p.5)
* advise the placement office if their University Liaison has not made contact by the middle of week one of the placement block
* respond, in a timely manner, to contact from their University Liaison
* negotiate responsibilities with their mentor teacher in accordance with school and University expectations
* notify the school between 7.30-8.00 am if they are ill. **Please Note**: PSTs will need to negotiate with the school coordinator, to make up any days missed
* provide mentor/s with their unit and lesson plans well ahead of teaching to ensure adequate time for feedback
* provide their mentor/s with a lesson plan for every lesson taught
* listen openly, reflect and act on mentor, liaison, and school coordinator feedback
* undertake the interim review process with their mentor and provide copies together with their Professional Learning Plan to their University Liaison
* only use mobile phones during break times and move to a private area. Discuss with their mentor teacher if they need to answer their phone in class, due to an emergency
* discuss with mentors all aspects of the placement handbook and assessment processes and timelines and download relevant templates from the professional experience website
* **thank and show appreciation to all school staff for their support during their placement.**

**Make a full-time commitment to your placement.**

**It is not permissible to negotiate a late arrival, a day off or an early departure.**

**You are expected to be there every day, ready to teach and ready to learn.**

**Maintain your wellbeing so that you can cope with the demands of teaching.**

**INTENDED LEARNING OUTCOMES**

**INTENDED LEARNING OUTCOMES**

**SUCCESS CRITERIASUCCESS CRITERIA**

**SUCCESS CRITERIA**

According to the Standards Developmental Continuum (page 31) ***emerging level*** of performance, towards the end of placement PSTs will be able to:

1. articulate knowledge of students in their class/es and how they learn
2. plan and effectively teach using the Australian Curriculum (or equivalent)
3. self-assess and address gaps in their professional knowledge and practice
4. undertake professional discussions on how classroom management and teaching methodologies impact student learning and wellbeing
5. apply research from academic studies to planning and teaching
6. plan appropriate and challenging learning experiences for all students, with increasing independence and effectiveness
7. identify teaching and learning approaches that have a positive influence on student engagement and achievement
8. use some educational adjustments to support student learning needs,
9. use a range of assessment methods to determine student learning progress and achievement
10. record student learning to inform planning
11. create a positive and inclusive learning environment for students over an extended period
12. develop and maintain professional relationships with staff, students, and parents/carers
13. describe with evidence, how their teaching has responded to student learning and mentor feedback over time
14. behave in a manner that displays knowledge and understanding in accordance with the professional and ethical requirements of a teacher in an Australian school

**PLACEMENT ASSESSMENT**

The following must be achieved to pass the topic:

1. Final report assessed as *Satisfactory* or higher.
2. On-time submission of Journal Entries (two), Goal Setting Planner (see FLO site EDUC 3641/9232/9141 for examples and blank template) and a lesson plan.

**TASK 1**

Set up a **Digital Journal** – **This will become your Teaching Performance Assessment (TPA) journal for your final year placement.**

Use this journal to document your observations and insights regarding:

**How do teachers design effective teaching and learning programs with consideration of students’ backgrounds and abilities? (Description)**

**What learning theories and approaches support your observations about effective teaching and learning?** (**Analysis**)

**How does this help you understand students, their learning and yourself as a beginning teacher? What have you learnt on placement and how can you improve your teaching practice? (Conclusions)**

Both journal entries are to be approximately 300 words in length and should demonstrate **critical reflection on** **your learning**.

**TASK 2**

Use the **Goal Setting Planner** provided on the topic FLO site to review **APST** **Standard One** and identify the evidence you **currently have** for this standard. What evidence will you need to gather to achieve the Graduate level during your final professional experience? Set yourself, clear, realistic, specific goals for each focus area.

**Please note that PSTs must respect school and student privacy by de-identifying all information and evidence.**

**TASK 3**

Upload a lesson plan for a lesson you have planned and taught. Include annotations about what worked well, what you could have done differently?

**TASK SUBMISSION**

Upload your two journal entries, lesson plan and the Goal Setting Planner (Standard one only) as one document onto the EDUC 3642/9233 FLO site.

**DUE DATE: Within two weeks of placement completion**

**PREPARATION FOR PLACEMENT**

During the 5 planning days PSTs will undertake the following:

* Find out about school policies (eg assessment and behaviour) and strategic plans, school community and culture, curriculum documents, extra-curricular activities etc.
* Discuss your upcoming teaching load and timetable with your mentor. Find out the **topics/subjects you will be expected to teach**, the **achievement standards** you will aim for and the **resources you will need.**
* Get to know the students you will be teaching. Find out their names, interests, abilities, cultural and language backgrounds, special needs, and/or preferred ways of learning.
* Observe your mentor and document successful strategies they use to build relationships with students.
* Negotiate an area for planning and preparation.
* Seek permission to access/adapt unit and lesson plans designed by the mentor to ascertain student prior learning and ways of planning.
* Negotiate suitable unit and lesson plan formats. Examples are provided on FLO (and in this Handbook) and the school may offer other effective examples.
* Arrange a preferred communication system between you and your mentor: email, phone, weekly face-to-face meetings etc.
* Discuss with your mentor what you hope to achieve on this placement.
* Discuss what you can contribute from day one. Demonstrate an open-minded attitude and willingness to learn and improve.
* **Complete the Emergency Contact Form and provide this to the site coordinator (page 19).**

**SUGGESTED ACTIVITIES FOR PLANNING DAYS**

|  |  |
| --- | --- |
| **Gather knowledge about the school and class context (tick if completed)** | |
| School Orientation (guided tour) |  |
| Sketch a plan of the classroom and its features |  |
| Record the class weekly timetable (or photocopy) |  |
| Compile a list of the students in the class |  |
| Learn about relevant school policies |  |
|  |  |
| **Gather knowledge for teaching** | |
| Record some ‘routine’ teacher instructions for ‘managing’ students |  |
| Read to students and listen to students |  |
| Observe the books that the students are choosing to read |  |
| Work with individual students |  |
| Work with small groups of students |  |
| Observe and record the ‘flow’ of lessons in different learning areas, across each day and the week. How does the teacher manage changes in students’ activities? |  |
| Write down questions to ask your mentor teacher at an appropriate time |  |
| **Working with your Mentor Teacher** | |
| Undertake yard duties with your mentor teacher |  |
| Shadow a specialist teacher for a day (if appropriate) |  |
| Attend staff meetings |  |
| Discuss plans with your mentor to begin teaching from at least day one of your block |  |
|  | |

**UTILISING THE SCHOOL RESOURCE CENTRE**

PSTs can access Resource Centre staff, facilities, and resources to support their teaching.

1. Tour the Resource Centre
2. Introduce yourself to all Resource Centre staff.
3. Spend time browsing resources to see what’s available
4. Find out:

* how to book the teacher librarian’s time
* how to book rooms/areas in the library resource centre including computers or interactive whiteboard
* how to book resources such as AV, digital cameras, laptops, ipads etc.

1. Find out about Resource Based Learning:
2. Become familiar with how to borrow resources
3. Find out about the availability of electronic resources, school intranet, search engines and interactive whiteboards.
4. Explore resources which support literacy and reading:

* the school’s reading program, levelled books, guided readers
* phonics resources
* literature based reading programs
* availability of book chats and/or book promotion
* special programs such as the Premiers Reading Challenge or events such as Book Week
* ideas about how to assist students to select suitable reading materials

**THE ROLE OF THE UNIVERSITY LIAISON**

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

* facilitate communication between all parties involved in the placement
* work with PSTs to identify and discuss professional issues
* observe PSTs teaching, provide verbal and written feedback, and support their planning, teaching and assessment
* discuss the progress of PSTs with school staff as necessary
* support PSTs in reflecting upon and analysing the effectiveness of their practice
* monitor the interim review process
* manage and liaise with the University Academic Coordinator if issues of concern arise
* if necessary, complete an At-Risk form and offer strategies to the PST for improvement
* explain the reporting system to site staff
* add comments regarding student performance to the final report

**Before the first visit, the University Liaison will:**

* contact the PST, School Coordinator and mentor to negotiate suitable times to observe the first lesson and meet with them

**During Visit 1 the University Liaison will:**

* sight the PST’s ‘Record of School Visits’ to confirm the completion of the planning days
* observe the PSTs teaching a lesson, provide constructive written feedback and advice
* meet with the mentor(s) and School Coordinator to discuss the PST’s progress & the Interim Review and, if there are concerns, discuss the At-Risk process.

**During Visit 2 the University Liaison will:**

* observe the PSTs teaching a lesson and provide constructive written feedback on the overall teaching performance, areas of growth observed and next steps for learning
* discuss and negotiate with the mentor and school coordinator the final report assessment

**Assessment and Reporting**

Towards the end of the placement, site coordinators will receive a link for an online report to add their comments. Then mentor teachers, University Liaisons and Pre-service teachers will be able to add their comments.

**Please note that in some country and interstate locations University Liaisons will not be able to visit the school and will instead provide distance support.**

**WITHDRAWAL FROM PLACEMENT**

Please note, that withdrawing **before** or **during** a placement has consequences. If a PST withdraws from their placement, the opportunity and timing for repeating a placement will be dependent on the reasons for withdrawal and their revised study plan. An out-of-step study plan usually means that the **course completion date is extended by 6-12 months.** PSTs may need to provide medical documentation outlining their fitness to undertake future placements.

**VOLUNTARY WITHDRAWAL FROM PLACEMENT**

Pre-Service Teachers who wish to withdraw from placement need to**:**

* firstly, discuss their circumstances with the School Coordinator and/or mentor teacher
* seek further advice on the implications of this decision from the Academic Coordinator
* return any borrowed materials such as keys, textbooks etc. to the school
* email Haylee Podger and Jackie Thomson, outlining the reasons for withdrawal. See email addresses on page 3 of this handbook.
* confirm withdrawal from placement in writing with the University Liaison and School Coordinator
* formallywithdraw from placement through the Flinders University Student Enrolment system
* depending on the circumstances a meeting may be organised with the Director of Professional Experience and Course Coordinator to discuss next steps.

**IMPOSED WITHDRAWAL FROM PLACEMENT**

**The Director of Professional Experience, Academic Coordinator or placement site** may withdraw a Pre-Service Teacher from placement at any time if *after due instruction and guidance,* the PST is consistently unable to perform satisfactorily with an appropriate and/or attainable degree of supervision from the mentor and/or others with respect to:

* 1. Teaching performance; despite adequate, timely feedback from the mentor or others, the PST is unable to develop a sufficient level of independence with the majority of core roles and responsibilities reasonably required
  2. The PST breaches the legal, ethical, or professional codes of conduct of the organisation providing the placement.
  3. The PST 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 PST.

**Where a PST 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 PSTs placement is terminated because of reason 4 the PST will be assisted to find an alternative placement as soon as practicable and will receive an Interim (I) grade against the topic.

**UNSATISFACTORY PROFESSONAL 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 PST’s performance is deemed to be **Unsatisfactory**, a **Fail (F)** grade will be given by the University for the topic.

A PST who fails a placement:

* is contacted to meet with the Course Coordinator and Director of Professional Experience
* is advised of the process to apply to repeat the topic, if applicable
* must apply in writing for permission to repeat a placement indicating a clear plan for improvement against the Australian Professional Standards for Teachers (APST). This will be assessed by the Director of Professional Experience, and if approved, the PST will be granted permission for a repeat placement and will need to request a new study plan from [askflinders@flinders.edu.au](mailto:askflinders@flinders.edu.au)

**GUIDELINES FOR THE 4 WEEK TEACHING BLOCK**

Suggested developmental learning experiences for the pre-service teacherasthey develop confidence to assume the role of the teacher

**LEARNING OPPORTUNITIES**

* classroom observation
* Interaction as a beginning professional with members of the school community
* recording of observations and experiences
* engagement with individual students or small groups
* practise teaching in a specific context
* collecting evidence of impact on student learning
* receiving and responding to performance feedback
* discussion and reflection with the Mentor Teacher and University Liaison.

**WEEK 1**

* Teach **1- 2 lessons per day** from week 1
* Plan lessons and discuss them with the mentor teacher **well in advance**
* Be involved in classroom observations and discussions with the mentor teacher
* Reflect on teaching performances with the mentor teacher and University Liaison
* Plan for teaching in week 2.

**WEEK 2**

* Assume greater teaching responsibility
* Plan for and teach at least 2 lessons per day
* Continue to observe, discuss, reflect and plan with mentor teacher
* Plan for an increased teaching load in week 3
* Undertake the Interim Report process with the mentor

**WEEKS 3 / 4**

* Plan units and lessons and discuss them with the mentor teacher **well in advance**
* Teach approximately 60% of a fulltime teacher’s load (between 700 and 800 minutes). PSTs will move at different rates into the 60% teaching role. Those who are not ready to begin a 60% load from week 3 will need to achieve an 80% load by day one of week 4.

## INFORMATION FOR THE MENTOR TEACHER

Thank you for mentoring a Flinders’ pre-service teacher (PST). The following is an overview of the 25-day placement and some suggestions for mentoring if you are new to this process.

Pre-Service Teachers will undertake 5 planning days in their placement school prior to the placement block. During this time, they will not have a University Liaison assigned to them.

**DURING THE 5 PLANNING DAYS**

Expectations around the 5 planning days are flexible and should be guided by your needs and the needs of the PST**.** However, during these days it would be helpful if you could:

* make clear your expectations concerning the preparation of units and lesson plans; discuss the topics/learning areas thePST will be teaching and your preferred way of planning
* introduce the PST to staff, show them around the school and where to locate relevant school documents/resources and make time to answer any initial questions
* introduce them to the students they will be teaching over the first 4 weeks
* discuss and review the PST’s proposed unit/s of work and planning of lessons and provide feedback regarding strengths and improvements needed.
* encourage the PST to observe and discuss how you plan, prepare, and manage student issues (learning, wellbeing and behaviour). Invite them to ask questions about your practice, classroom management strategies and educational philosophy.

**4 WEEK CONTINUOUS BLOCK OF TEACHING**

At the commencement of the 4-week block, the PST may be at an early level of competency in relation to classroom management, lesson preparation, sequence, instruction and timing. It would support their confidence and development if you could:

* give guidance and advice on all aspects of teaching performance
* support the PST to gather evidence of the impact of their teaching
* contact the University Liaison at any time if you have any concerns regarding the learning, teaching and/or behaviour of the PST
* give specific verbal and written feedback as required on unit planning, delivery of lessons, classroom management procedures and relationships
* complete the **Interim Review**
* complete the **Novice to Graduate** assessment tool and discuss your decisions with your PST during the interim review
* complete and submit the **Final Report** within two weeks of the placement being completed.

**ASSESSMENT AND REPORTING**

***REPORTING TIMELINE***

**TERM 2:** Monday 3 July Professional Experience planning days may start (or be added to the block). This depends on the school’s preference.

**TERM 3:** Monday 24 July4-week placement block typically begins

Week 1 University Liaison contacts PSTs,

school coordinator and mentor teachers to arrange first school visit

Week 2 University Liaison observes teaching

Week 2/3 **Interim Review** (mentor teacher) and **Interim Self-**

**Assessment** (pre-service teacher) undertaken for discussion.

Copies of Interim Review and Interim Self-Assessment

forwarded to University Liaison

Week 3/4University Liaison observes teaching and negotiates with mentor teacher and site coordinator regarding assessment for final report

Links for **final** r**eports** sent to and completed by site coordinator, mentor teacher/s, University Liaison and pre-service teacher (following placement).

**REPORTING PROCESS**

The Third Year Undergraduate and First Year Master of Teaching PSTs are assessed against the ***emerging*** level of the Australian Professional Standards for Teachers (APST) Developmental Continuum.

**The Interim Review**. The PST will independently undertake a self-assessment, and then compare their self-assessment with the mentor’s assessment by the **beginning of week 3** of the placement block.

**INTERIM REPORT TEMPLATES & INFORMATION**

Available at <https://staff.flinders.edu.au/colleges-and-services/epsw/education-placement-liaisons-information> and examples are included in the resource and report section, at the rear of this handbook.

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It is the responsibility of the PST to ensure that this record is completed after each school visit andonce completed, provide this record to your university liaison. Please keep a copy of this document as evidence of successfully completing **5 planning days**.

|  |  |  |  |
| --- | --- | --- | --- |
| **PST Name** |  | **Student ID** |  |
| **Site** |  | | |
| **Mentor/s** |  | **Year Level/s** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Visit** | **Date of Attendance** | **Hours Attended**  **8am – 4pm** | | **Signature of School Staff Member** |
| 1. |  |  | |  |
| 2. |  |  | |  |
| 3. |  |  | |  |
| 4. |  |  | |  |
| 5. |  |  | |  |
|  |  |  | |  |
| **Mentor/ Liaison signature:** | | |  | |
| **Date:** | | |  | |
| **PST Signature:** | | |  | |
| **Date:** | | |  | |

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**FLINDERS UNIVERSITY EMERGENCY CONTACT FORM**

**This information is confidential. Site Coordinators are asked to shred this form at the conclusion of the placement.**

PST, please give this form to your Site 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:** |  |

**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 PST should be involved in sequential unit planning and lesson planning.**

**Unit Planning**

The unit plan considers all learning and teaching that will occur over a period, – usually weeks or possibly for a term. It takes account of the abilities and year levels of students and is often planned by a team of teachers who share their knowledge and experience and may be teaching different classes at that year level. The pre-service teacher can participate in planning for their teaching in Term 3, informed and guided by their mentor teacher(s).

**Lesson planning**

A lesson plan is an outline of intended teaching with resources and sequential, 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 levels during 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)*

School Planning

* calendar
* staffing
* structure of classes

Band/Stage Planning

* curriculum topics
* outcomes
* extra-curricular support
* excursions/visitors

Year Level Planning

Class Planning

* program
* units
* assessment & reporting

Unit Planning

Lesson Planning

Activity Planning

Yearly

Daily

**GUIDELINES FOR INCLUSIVITY AND STUDENT ENGAGEMENT**

# Gathering knowledge about the diversity of students in your class/es during the planning days will support you to develop lessons that foster inclusion and engagement. This table may support your observations and recording about student diversity.

|  |  |  |
| --- | --- | --- |
| **Examples of student diversity/needs**   * ATSI * EALD * Socio-economic * Disability * Disengaged * Mental health/trauma. * Rural or remote * Learning disability * Neurobehavioral (ADD, ADHD) * Gender * Gifted &Talented | **Learner diversity in the class** | **Possible adjustments** |

**REFLECTIVE QUESTIONS FOR LESSON PLANNING (EXAMPLE)**

When preparing a lesson plan, consider the following questions:

* What do I what the students to know, understand and do?
* Why is this important? How will I know if they have learnt it?
* Is the content and flow of my lesson organised into a logical sequence?
* Have I selected and used appropriate resources so that **all** students can access and engage in the planned tasks reasonably independently?

* Have I planned effectively for students who already have prior knowledge of the subject matter?
* Do my resources consider the needs of students whose literacy/numeracy abilities are not yet at year level?
* Is the lesson inclusive of students’ interest and learning preferences?
* What previous feedback do I need to consider?

**LESSON PLANNING**

There are many ways of developing 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, the ability to effectively plan for student learning is critical.

**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, stimulating motivation, explaining the purpose of the lesson and reviewing pre-requisite knowledge.

**The teaching-learning phase** 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.

Examples of lesson-planning templates that pre-service teachers may use/adapt for their lesson planning are provided.

Killen, R. (2013). *Effective Teaching Strategies. Lessons from Research and Practice. 6th ed.* Cengage Learning, Australia, p105

**AUSTRALIAN CURRICULUM RESOURCES AND LESSON PLANS**

**Australian Curriculum** <https://www.australiancurriculum.edu.au/>

[**Lesson Plans** ttp://www.australiancurriculumlessons.com.au/2013/11/29/teaching-year-34-capacity-4-lessons-will-help](http://www.australiancurriculumlessons.com.au/2013/11/29/teaching-year-34-capacity-4-lessons-will-help)

<https://www.scootle.edu.au/ec/p/home>

**Teaching for Effective Learning Framework**

<https://www.education.sa.gov.au/teaching/teaching-effective-learning/about-teaching-effective-learning-tfel>

**Understanding by Design**

<https://educationaltechnology.net/wp-content/uploads/2016/01/backward-design.pdf>

**LESSON PLAN (EXAMPLE 1)**

**Learning area:** **Year level:**

**Strand/Unit Title:** **Time:**

**Lesson topic:**

**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**

|  |  |  |
| --- | --- | --- |
| **TIME** | **STEPS** | **COMMENTS** |
|  | 1. **INTRODUCTION** (whole class) |  |
|  | **2. EXPLICIT TEACHING** (whole class)  **and/or**    **GUIDED DISCOVERY** (whole class) |  |
|  | 1. **EXPLORATION** (group/individual learning activities) |  |
|  | 1. **CONCLUSION** (whole class share/reflect) |  |

**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)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson Plan** | | | | | |
| **Curriculum Learning Area e.g. English/PE/Hist** |  | **Year level** | | | **Time started** |
| **Curriculum Content taken from Australian Curriculum, IB or SACE** |  | | | | |
| **Achievement Standard or Performance objective** | As a result of engaging with this lesson, students are working towards the achievement standard/performance objective. | | | | |
| **Learner diversity in class e.g. all girls, mixed year levels, students with disabilities, E/ALD gifted, ATSI etc.**  Adjustments used in response to learner diversity | :  : | | | | |
| **Stated learning Intentions or outcomes for the lesson** | As a result of engaging with this lesson students will... | | | | |
| **Introduction**  Time spent\_\_\_\_\_\_\_mins | **Content taught/structured** | |  | | |
| **Main**  Time spent \_\_\_\_\_mins | **Content and structure** | |  | | |
| **Close**  Time spent \_\_\_\_\_mins | **Content Summary** | |  | | |
| **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*** |  | | | | |
| **Teaching strategies** | **Introduction**  **Main**  **Close** | | |  | |
| **Behaviour support strategies** | **Entry and start of lesson**  **Main**  **Close** | | |  | |
| **Assessment and feedback** | **Formative**  **Summative** | | |  | |
| **Resources (ICT and hard copy)** |  | | |  | |
| **Contingency plan if something**  **unexpected happens** |  | | |  | |

**PST LESSON SELF EVALUATION**

Lesson Taught: Date:

|  |  |
| --- | --- |
| 1. **Lesson Outcomes** | **Met / Not Met**  What evidence do I have of this? |
| 1. **Effectiveness of teaching strategies used** | **Teaching Strategy Was this Effective?**  1. Yes / No  2. Yes / No  3. Yes / No  General Comments:  What will I teach next time? |
| 1. **Effectiveness of *classroom management* strategies on student behaviour and emotional wellbeing** | **Strategy Was this Effective?**  1 Yes / No  2. Yes / No  3. Yes / No  General Comments  What will I teach next time? |
| 1. **Effectiveness of *task design* and content for student learning** | **Curriculum content learnt Yes / No**  By whom? All/ Most/ Some / None  What worked well? / What will I try next time? |
| 1. **Accommodations or adjustments for students with special needs and abilities** | **Did I meet the learning needs for students with special needs and abilities in this class?**  Very / somewhat / not at all/ I don’t know  What do I need to do to better meet the needs of all learners next time? |
| 1. **Assessments** | **Assessments approaches used**  1.  2. |
| **Were these approaches 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 could I use next time?** | |

**LESSON FEEDBACK PRO-FORMA**

**For, Mentors, Site Coordinators or University Liaisons**

|  |  |
| --- | --- |
| **Name of Pre-Service Teacher:** | **Date:** |
| **Curriculum Learning area:**  **Unit Title:**  **Lesson/ learning focus:** | **Year level:** |
| **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:** | |

**ELECTRONIC TEMPLATES**

Interim review reporting templates for 2023 can be found at:

[**https://staff.flinders.edu.au/colleges-and-services/epsw/education-placement-liaisons-information**](https://staff.flinders.edu.au/colleges-and-services/epsw/education-placement-liaisons-information)

INTERIM REVIEW – COMPLETED BY THE MENTOR

|  |  |
| --- | --- |
|  | **Student ID:** |
|  | **Learning Area:** |
|  | **Date:** |

*EXAMPLE*

*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 beAt 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):**

*EXAMPLE*

**PST, please scan and email Interim Review*s* to the University liaison when completed**

** FINAL PROFESSIONAL EXPERIENCE**

INTERIM REVIEW – COMPLETED BY THE PRE-SERVICE TEACHER

|  |  |  |
| --- | --- | --- |
| **Pre-Service Teacher** |  | **Student ID:** |
| **Mentor** |  | **Learning Area:** |
| **University liaison** |  | **Date:** |

*Please complete this independently of your mentor and discuss it with him/her 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 Review*s* to the University liaison**

**Logo, company name

Description automatically generated**

**FLINDERS UNIVERSITY PROFESSIONAL EXPERIENCE: AT RISK NOTIFICATION**

**Pre-Service Teacher Name:** ………………………………………………………….

**Site:** ………………………………………………………**Date:** ………................

*After observation of your teaching and discussion, the following aspects of your current performance are brought to your attention:*

|  |
| --- |
| **PROFESSIONAL RELATIONSHIPS: Strengths and areas for improvement** |
|  |
| **PROFESSIONAL KNOWLEDGE: Strengths and areas for improvement** |
|  |
| **PROFESSIONAL PRACTICE: Strengths and areas for improvement** |
|  |

***These issues need to be achieved to complete this placement satisfactorily.***

University Liaison Signature : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

:

Site Coordinator Signature : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***I have read the above and understand the site’s concerns.***

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

|  |  |  |
| --- | --- | --- |
| Improvement review date | Achieved /Not Achieved | Name and Signature: |

Logo, company name

Description automatically generated

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

FLINDERS UNIVERSITY 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.

**BACKROUND**

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.**

**Please note:** While it is highly desirable that PSTs demonstrate the required level against *every* focus area on this professional experience, **a successful professional experience should be considered at around 85 - 90% of Standard focu**s areas to allow for diversity of experiences and opportunities provided within the school.

**Professional Knowledge**

**Standard 1 – Know students and how they learn**

|  |  |  |  |
| --- | --- | --- | --- |
| **FOCUS** | **NOVICE** | **EMERGING** | **GRADUATE** |
| Physical, social and intellectual development and characteristics of students | Identifies and discusses ways in which student characteristics may affect learning. | **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.** | Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. |
| **1.2 Understand how students learn** | **Can articulate how research informs an understanding of how students learn.** | Begins to draw on knowledge of current research into how students learn when planning for teaching. | **Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.** |
| **1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds** | **Discusses the diverse linguistic, cultural, religious and socioeconomic backgrounds that students may have and seeks to understand the potential implications for their learning.** | Begins to plan teaching strategies that will meet the need of students with diverse linguistic, cultural, religious and socioeconomic backgrounds. | **Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.** |
| **1.4 Strategies for teaching Aboriginal and Torres Strait Islander students** | **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.** | 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. | **Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.** |
| **1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities** | **Identifies and discusses instructional strategies used by teachers to meet the needs of students across the full range of abilities.** | Seeks guidance and help in differentiating teaching to meet the specific learning needs of the students in a particular class. | **Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.** |
| **1.6 Strategies to support full participation of students with disability**  **Standard 2 – Know the content and how to teach it** | **Describes some school and teaching practices that support the participation and learning progress of students with disabilities.** | 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**.** | **Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students w** |
| **FOCUS** | NOVICE | EMERGING | GRADUATE |
| **2.1 Content and teaching strategies of the teaching area** | **Demonstrates some knowledge of the curriculum, its content and effective teaching strategies.** | Applies and adapts teaching strategies appropriate to the curriculum content. | **Demonstrates knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.** |
| **2.2 Content selection and organisation** | **Analyses curriculum content Selection with mentor/s to**  **understand impact on student**  **learning.** | Able to organise a series of lessons for the content of a particular teaching area. | **Organises content into an effective learning and teaching sequence.** |
| **2.3 Curriculum, assessment and reporting** | **Begins to connect assessment**  **practices with teacher judgement about student learning.** | Attempts to plan assessment as an integral component of the teaching and learning process and to gather data for reporting purposes. | **Uses curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.** |
| **2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians** | **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.** | Looks for opportunities to include notions of indigenous culture and reconciliation between indigenous and non-indigenous Australian into teaching plans and teaching content | **Demonstrates broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.** |
| **2.5 Literacy and numeracy strategies** | **Examines literacy and numeracy strategies across the curriculum.** | 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. | **Know and understand literacy and numeracy teaching strategies and their application in teaching areas.** |
| **2.6 Information and Communication Technology (ICT)** | **Investigates how ICT supports effective teaching and learning.** | Looks for opportunities to employ ICTs to enhance learning across the curriculum and for developing ICT literacy and etiquette. | **Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.** |
| **FOCUS** | | NOVICE | EMERGING | **GRADUATE** |
| **3.1 Establish challenging learning goals** | | **Discusses some teaching strategies that establish challenging learning goals for students.** | Establishes learning goals that provide achievable challenge for some but not all students. | **Set learning goals that provide achievable challenges for students of varying abilities and characteristics.** |
| **3.2 Plan, structure and sequence learning programs** | | **Identifies some core elements of an effective lesson.** | Able to plan effective lesson sequences that will scaffold student learning in a topic or teaching area. | **Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.** |
| **3.3 Use teaching strategies** | | **With support, can apply a range of effective teaching strategies for individual, small group and/or whole class teaching.** | Aware of a range of teaching strategies and shows increasing independence in selecting and trying new teaching strategies from a limited, but growing repertoire. | **Include a range of teaching strategies.** |
| **3.4 Select and use resources** | | **Selects appropriate resources to the teaching context and area.** | 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. | **Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.** |
| **3.5 Use effective classroom communication** | | **Uses a range of effective communication strategies to support student learning.** | Uses a growing range of communication styles and techniques in the classroom that reflect their own personality and teaching style. | **Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.** |
| **3.6 Evaluate and improve teaching programs** | | **Reviews teaching strategies to evaluate personal teaching performance to improve student learning** | 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. | **Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.** |
| **3.7 Engage parents/ carers in the educative process** | | **Discusses the involvement of parents/carers in the educative process.** | Describes a growing range of strategies for engagement with or contributions from parents and carers. | **Describe a broad range of strategies for involving parents/carers in the educative process.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FOCUS** | NOVICE | EMERGING | | GRADUATE |
| **4.1 Support student participation** | **Identifies effective strategies for enabling student participation.** | Beginning to identify and plan for inclusive learning events that will engage and motivate student participation and learning. | | **Identify strategies to support inclusive student participation and engagement in classroom activities.** |
| **4.2 Manage classroom activities** | **Independently manages some classroom activities** | Beginning to demonstrate the capacity to independently organize classroom activities and is developing the skill of giving clear directions. | | **Demonstrate the capacity to organize classroom activities and provide clear directions.** |
| 4.3 Manage challenging behaviour | **Applies existing classroom rules and school-based behaviour management policies.** | 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. | | **Demonstrate knowledge of practical approaches to manage challenging behaviour.** |
| **4.4 Maintain student safety** | **With support, implements policies and practices that maintain student safety.** | Shows awareness of school, system, curriculum and legislative requirements and is increasingly able to maintain student safety and support for student well-being. | | **Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.** |
| **4.5 Use ICT safely, responsibly and ethically** | **Follows established school protocols for the safe, responsible and ethical use of ICT.** | Recognises the need to practice safe, responsible and ethical use of ICT in learning and teaching. | | **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.** |
| **FOCUS** | NOVICE | EMERGING | GRADUATE | |
| **5.1 Assess student learning** | **Investigates and reviews a range of assessment approaches to make inferences about pedagogy, curriculum and student learning.** | Uses an array of formative and summative assessment strategies, including informal and formal approaches. | **Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.** | |
| **5.2 Provide feedback to students on their learning** | **Uses a range of feedback techniques and discusses impact of advice on the quality of student work and learning.** | Shows increasing ability to provide constructive and timely feedback that is linked to the student’s ongoing development. | **Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.** | |
| **5.3 Make consistent and comparable judgements** | **Can identify effective assessment moderation that enable teachers to make fair judgements about student**  **progress and the achievement standards.** | 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. | **Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.** | |
| **5.4 Interpret student data** | **Discusses student achievement data to pinpoint achievement and determine relevant changes to teaching practices.** | Able to modify teaching plans after reflection on student assessment data, both formal and informal. | **Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.** | |
| **5.5 Report on student achievement** | **Investigates and analyses approaches to report student learning.** | Demonstrates ability to keep accurate and reliable records of student achievement, understanding the value of using these in reporting to students, parents/carers. | **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.** | |
| **FOCUS** | NOVICE | **EMERGING** | GRADUATE | |
| **6.1 Identify and plan professional learning needs** | **Engages in professional dialogue to reflect upon and make decisions about future professional learning needs.** | **Is aware of the Australian Professional Standards for Teachers as a way of identifying professional learning needs.** | **Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.** | |
| **6.2 Engage in professional learning and improve practice** | **Plans and initiates ways to build personal capacity to improve teaching practice.** | **Is aware of multiple sources to improve practice and meet professional learning needs.** | **Understand the relevant and appropriate sources of professional learning for teachers.** | |
| **6.3 Engage with colleagues and improve practice** | **Able to discuss aspects of their teaching practice with a supervising teacher/mentor.** | Able to identify major areas of practice where improvement is needed and discuss these with a supervisor/mentor. | **Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.** | |
| **6.4 Apply professional learning and improve student learning** | **With support, can identify professional learning opportunities to improve student learning.** | Identifies professional learning needs to improve personal teaching practices that could lead to improved student learning. | **Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.** | |
| **FOCUS** | NOVICE | EMERGING | GRADUATE | |
| **7.1 Meet professional ethics and responsibilities** | **Can articulate the professional practices of Australian teachers and can act responsibly and ethically at all times.** | Is understanding of the ethical expectations of the teaching profession. and making decisions. | Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. | |
| **7.2 Comply with legislative, administrative and organisational requirements** | **Gains and provides mandatory certification to work with students.** | Considers the implications of relevant legislative, administrative and organizational policies and processes, particularly when planning student activities. | Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage. | |
| **7.3 Engage with the parents / carers** | **Establishes positive rapport with parents/carers under the guidance of supervising teachers.** | Communicates with parents/carers in relation to children’s issues or learning, seeking guidance if needed. | Understand strategies for working effectively, sensitively and confidentially with parents/carers. | |
| **7.4 Engage with professional teaching networks and broader communities** | **Initiates engagement with peers, mentors and university staff.** | Seeks relevant sources of information and support related to their teaching. | Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. | |