

Student Name: \_\_\_\_\_

ID: \_\_\_\_\_

## Early Childhood

### Professional Experience Handbook

# 2021

*Bachelor of Education (Early Childhood)/ Bachelor of Arts*

*Bachelor of Education (Early Childhood)/Bachelor of Special  
Education*

*Master of Teaching (Early Childhood)*

*Bachelor of Arts, Master of Teaching (Early Childhood)*

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

flinders.edu.au

[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)

## 2021 Professional Experience Calendar | Early Childhood

Week	Dates	Year 1 Undergraduate	Year 2 Undergraduate	Year 3 Year 3 – Undergraduate Year 1 - MTeach	Final Year Year 4 – Undergraduate Year 2 - MTeach
'0'	22 Feb	Orientation week			Some scheduled classes
1	01 Mar	Semester Commences	<b>Year 2A EDUC2324</b> 1 <sup>st</sup> March – 18 <sup>th</sup> June 10 single days over 10 weeks		<b>Final Year EDUC4740/9304</b> 1 <sup>st</sup> March – 1 <sup>st</sup> April 5 single days over 5 weeks
2	08 Mar	08 <sup>th</sup> March Public Holiday			
3	15 Mar				
4	22 Mar				
5	29 Mar	2 <sup>nd</sup> April Good Friday			
6	05 April	5 <sup>th</sup> April Easter Monday			
	12 April	Mid-Semester Break <i>State School Vacation</i>	Mid-Semester Break <i>State School Vacation</i>	Mid-Semester Break <i>State School Vacation</i>	Mid-Semester Break <i>State School Vacation</i>
	19 April	Mid-Semester Break <i>State School Vacation</i>	Mid-Semester Break <i>State School Vacation</i>	Mid-Semester Break <i>State School Vacation</i>	Mid-Semester Break <i>State School Vacation</i> <b>Education Week</b>
7	26 April	26 <sup>th</sup> April Anzac Day			<b>Final Year EDUC4740/9304</b> 27 <sup>th</sup> April – 7 <sup>th</sup> June 6-week block
8	03 May				
9	10 May				
10	17 May				
11	24 May				
12	31 May			<b>Year 3 / MT1 EDUC3640/9231</b> 31 <sup>st</sup> May – 2 <sup>nd</sup> July 5 single days over 5 weeks	
13	07 June				
14	14 June	14 <sup>th</sup> June Queen's B'day			
	21 June	Exams			
	28 June	Exams			
	05 July	Semester Break <i>State School Vacation</i>	Semester Break <i>State School Vacation</i>	Semester Break <i>State School Vacation</i>	Semester Break <i>State School Vacation</i>
	12 July	Semester Break <i>State School Vacation</i>	Semester Break <i>State School Vacation</i>	Semester Break <i>State School Vacation</i>	Semester Break <i>State School Vacation</i>
	19 July	Suppl. Exam period	Suppl. Exam period	<b>Year 3 / MT1 EDUC3640/9231</b> 19 <sup>th</sup> July – 27 <sup>th</sup> August 6 week block	Suppl. Exam period
1	26 July		<b>Year 2B EDUC2424</b> 26 <sup>th</sup> July – 5 <sup>th</sup> Nov 10 single days over 10 weeks		
2	02 Aug				
3	09 Aug				
4	16 Aug				
5	23 Aug				
6	30 Aug				
7	06 Sept	<b>Year 1 EDUC1225</b> 6 <sup>th</sup> September – 5 <sup>th</sup> Nov 5 single days over 5 weeks			
8	13 Sept				
	20 Sept	Mid-Semester Break	Mid-Semester Break	Mid-Semester Break	Mid-Semester Break
	27 Sept	Mid-Semester Break <i>State School Vacation</i>	Mid-Semester Break <i>State School Vacation</i>	Mid-Semester Break <i>State School Vacation</i>	Mid-Semester Break <i>State School Vacation</i>
9	04 Oct	04 <sup>th</sup> Oct. Labour Day	<i>State School Vacation</i>	<i>State School Vacation</i>	<i>State School Vacation</i>
10	11 Oct				
11	18 Oct				
12	25 Oct				
13	01 Nov				
	08 Nov	Exam period	Exam period	Exam period	Exam period
	15 Nov	Exam period	Exam period	Exam period	Exam period
	22 Nov	Break	Break	Break	Break
	29 Nov				
	06 Dec	(Exam Board)	Suppl. Exam period	Suppl. Exam period	Suppl. Exam period
	13 Dec	<i>State School Vacation</i>	<i>State School Vacation</i>	<i>State School Vacation</i>	<i>State School Vacation</i>

- Professional Experience **Year 1 2021 & 2A/B 2022** are typically completed at the same site.
- Single day visits** for all placements are to be negotiated between the site & pre-service teacher.
- Single Day visits for **Country block placements** are usually undertaken in the week prior or following the block period. Pre-service teachers let the topic coordinator know dates for insurance/admin purposes via email.

## Contents

---

Contact Information.....	4
Introduction .....	5
Executive Summary.....	6
Course Study Plans.....	7
Placement Sequence.....	9
Professional Experience Overview.....	10
Accreditation Requirements.....	11
Overview for Pre-Service Teachers & Mentors.....	12
Assessment Flow Chart (including 'At Risk' information) .....	13
Specific Information for Pre-Service Teachers.....	14
Attendance Requirements.....	15
Clearance Requirements.....	16
Planning File.....	18
Planning for Children's learning.....	19
Session Plan samples.....	21
Year 1.....	22
Record of Visits.....	24
Year 2a and 2b.....	25
Assessment.....	28
Record of Visits 2a.....	31
Record of Visits 2b.....	32
Block Placements.....	33
Assessment.....	38
Pre-Service Teachers 'At Risk' of failing.....	40
Record of Visits.....	42
Teaching Performance Assessments (TPA).....	43
Special Education.....	46
Appendices.....	48
Interim Review Example.....	48
PERS report Example.....	49
At Risk Example.....	51
Australian Professional Standards for Teachers.....	53

## Contact Information

---

### Site placement issues:

#### Academic Coordinator: Rachael Hedger

Office: Education Building, Room 4.34

Phone: 8201 2087

Email: [rachael.hedger@flinders.edu.au](mailto:rachael.hedger@flinders.edu.au)

Rachael can address queries regarding the purpose of the site placement. She is also available for consultation over any professional or behavioural issues that may arise during this Professional Experience. Rachael can be contacted via phone/email or is available, by appointment, for site coordinators and pre-service teachers (PST).

---

#### WIL Support Officer: Melinda Nathan

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

Please contact your WIL Support Officer regarding any issues about the suitability of the site placement, certificates required for placement and report issues. If the WIL Support Officer is not available, then these issues can be addressed through the Director of Professional Experience.

Phone: 8201 3328

#### Professional Experience Website:

Students: <https://students.flinders.edu.au/my-course/placements/compliance/education>

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



---

#### Director of Professional Experience: Jackie Thomson

Office: Education Building, Room 4.53

Phone: 8201 3348

Email: [jackie.thomson@flinders.edu.au](mailto:jackie.thomson@flinders.edu.au)

## Introduction

---

To the Principals, Directors, and Mentors reading this handbook, thank you for your commitment and support of the Flinders University Early Childhood programs. We look forward to working with you. To early childhood pre-service teachers reading the book, we hope you feel the satisfaction of making a significant contribution to children's learning through your professional experience.

This handbook provides clear guidelines for pre-service teachers and their Mentors with regard to expectations. Throughout the book, the term 'pre-service teacher' is used to refer to Flinders early childhood students.

Professional experience in the early childhood courses at Flinders University are underpinned by a commitment to pre-service teachers making a meaningful contribution to children's learning and to the site's curriculum priorities or focus. In many sites, pre-service teachers will make this contribution through their participation in an inquiry project identified by the site.



As we are sure you are aware, please remember that in order to comply with [duty of care responsibilities](#), pre-service teachers must not be left alone with the children with whom they are working. For further information regarding our respective responsibilities please see the [Administrative Procedures for Students/Work Integrated Learning policy](#) on the Flinders University website.

Thank you for welcoming the pre-service teachers into your site. The relationship that the pre-service teacher develops with you as they observe and work in your setting is fundamental to the development of their skills, attitudes, dispositions, and knowledge about teaching in the early years.

**Printed January 2021**

The information in this Early Childhood Education Professional Experience Handbook is accurate at the time of printing. However, please refer to the Professional Experience Website (links on p. 4) for any amendments after this date.

## Key roles and responsibilities for Early Childhood Professional Experience

<b>Director/Principal</b>	<p>Your role as a leader is vital to the ongoing partnership between your site and Flinders University. Principal and directors play a pivotal role in ensuring the smooth operation of the site based learning component of teacher education. They welcome, encourage, monitor, support, communicate and problem solve as required. Principals, directors and site practicum coordinators liaise with appropriate Flinders University personnel as the need arises.</p> <p>If you have any administrative queries, please feel free to call the Professional Experience Office. Contact details can be found on the <a href="#">contact information page</a> of this handbook.</p>
<b>Site Coordinator</b> (person on site responsible for pre-service teachers)	<p>Responsibilities of the <i>Site Coordinator</i>:</p> <ul style="list-style-type: none"> <li>Identify a Mentor for each pre-service teacher.</li> <li>Act as point of contact with Flinders University.</li> <li>Complete a site induction and ensure the pre-service teacher is aware of site policies &amp; procedures.</li> <li>Sign off on the final report (excluding Year 1)</li> <li>Support the Mentor with any 'At-risk' Pre-service teachers.</li> </ul>
<b>Mentor Teacher</b> (We prefer the term 'Mentor' to 'supervisor' as it reflects a collegial rather than a 'top-down' relationship)	<p>Responsibilities of the <i>Mentor Teacher</i>:</p> <ul style="list-style-type: none"> <li>If you have identified a project: discuss the Pre-service teacher's role in the project and outline your expectations.</li> <li>Talk with the pre-service teacher/s about any events they will need to be aware of during their placement, or any particular curriculum focus during this time.</li> <li>Talk with the pre-service teacher about the teaching that they will undertake and the gradual release of responsibility over the placement.</li> <li>Offer professional Mentoring as pre-service teachers progress through the placement including supporting them with regular feedback.</li> <li>Verify the pre-service teacher's days of attendance, referring to the site's 'Visitor Book'</li> <li>In collaboration with the University Liaison, provide feedback on the interim review (for block placements), and contribute to the final placement report (Year 2 onward) referring to the Australian Professional Standards for Teachers.</li> </ul>
<b>University Liaisons</b>	<p>Responsibilities of <i>University Liaisons</i>:</p> <ul style="list-style-type: none"> <li>Visit the site at least twice for second year pre-service teachers and three times for pre-service teachers completing a block placement.</li> <li>Observe the pre-service teacher teaching a session and provide feedback.</li> <li>Provide feedback and guidance on interim and final reports, in collaboration with the Mentor teacher. Ensure pre-service teachers and Mentor teacher correctly complete their section of the report through the PERS online system, and provide final feedback summary.</li> <li>Monitor progress of pre-service teacher, and use 'at-risk' process to ensure any concerns are addressed, with the aim being a successful placement.</li> <li><i>Final Professional Experience: support and monitor the completion of the TPA.</i></li> </ul>
<b>Flinders academic Staff</b>	<p>Responsibilities of <i>Flinders academics</i>:</p> <ul style="list-style-type: none"> <li>Present lectures and prepare pre-service teachers for the professional experience.</li> <li>Support all parties with any questions or concerns throughout the placement.</li> <li>Use tutorials in relevant topics to reflect on the professional experience.</li> <li>Sustain partnerships with sites and schools, including some 'University Liaison' work.</li> </ul>
<b>WIL Support Officer (Early Childhood)</b>	<p>Responsibilities of the <i>WIL Support Officer</i>:</p> <ul style="list-style-type: none"> <li>Liaise with sites to organise placement opportunities for all Pre-Service Teachers</li> <li>Monitor Pre-Service Teachers certificates and compliance documents</li> <li>Monitor and generate reports in Flinders Professional Experience Reporting System</li> </ul>
<b>Pre-Service Teacher</b>	<p>Responsibilities of the <i>Pre-service teacher</i>:</p> <ul style="list-style-type: none"> <li>Contact the site to arrange the first visit for the semester, and negotiate appropriate days/times for single day visits.</li> <li>Set up and maintain a planning file that evidences achieving the APST's, records key site information, children's learning and own professional learning.</li> <li>Attend the site on the arranged days and times, minimum 7.5 hours.</li> <li>Sign in and out of the site every placement day (e.g. using the 'Visitor Book') as evidence of your attendance.</li> <li>Contribute to the inquiry project as negotiated with your Mentor.</li> <li>Work within the policies and practices of the setting, and demonstrate commitment, enthusiasm, initiative, effort and professionalism in a full-time capacity.</li> <li>Demonstrate the desired learning outcomes of this professional experience, and the ability to perform as a new teaching graduate.</li> <li>Plan for and engage children in meaningful learning.</li> <li>Use the <a href="#">Australian Professional Standards for Teachers</a> as a framework for reflection on your professional experience, and document this in your planning file as evidence towards your certification as a registered teacher, in the spirit of 'Standard 6: Engage in professional learning'.</li> <li><i>Final Professional Experience: Complete the Teaching Performance Assessment.</i></li> </ul>

## Course Study Plans

### Bachelor of Education (Early Childhood)/Bachelor of Arts

Major Topics:	Minor Topics:	Elective Topics	Education Topics:
---------------	---------------	-----------------	-------------------

First Year	Major First Level topic	Minor First Level topic	Arts Elective First Level topic	<a href="#">EDUC1120</a> Teaching and Educational Contexts	
	Major First Level topic	Minor First Level topic	Arts Elective First Level topic	<a href="#">EDUC1221</a> Play, Learning and Development	<a href="#">EDUC1225</a> Professional Experience: Year 1 (Early Childhood)
Second Year	Major Second Level topic	Minor Second Level topic	Major Second or Third Level topic	<a href="#">EDUC2321</a> The Expressive Arts in Early Childhood	<a href="#">EDUC2324</a> Professional Experience: Year 2A (Early Childhood)
	Major Second Level topic	Major Second or Third Level topic	<a href="#">EDUC2420</a> Teaching Indigenous Australian Students Core	<a href="#">EDUC2421</a> Literacy and Numeracy Birth-4	<a href="#">EDUC2424</a> Professional Experience: Year 2B (Early Childhood)
Third Year	Major Third Level topic	Minor Second or Third Level topic	<a href="#">EDUC3521</a> Language, Literature and Literacies (4-8)	<a href="#">EDUC3522</a> Pedagogies of Belonging	<a href="#">EDUC3528</a> Professional Experience Year 3A: (Early Childhood)
	<a href="#">EDUC3618</a> Numeracy and Multiliteracies in Design and Technology	<a href="#">EDUC3622</a> Thinking and Working Mathematically	<a href="#">EDUC3623</a> Health and Physical Education in Early Childhood	<a href="#">EDUC3640</a> Professional Experience: Year 3B (Early Childhood) Students <u>must</u> meet pre-requisites	
Fourth Year	<a href="#">EDUC4722</a> Critical Pedagogies for a Changing World	<a href="#">EDUC4723</a> Investigating Early Years Curriculum and Pedagogy <b>Needs EDUC3640</b>	<a href="#">EDUC4724</a> Science and Technology in the Early Years	<a href="#">EDUC4740</a> Professional Experience: Final Assessment for Registration (Early Childhood) Students <u>must</u> meet pre-requisites	
	Major Third Level topic	Minor Second or Third Level topic	<a href="#">Education Elective</a>	<a href="#">EDUC4820</a> The Professional Educator	

*\*\*Please note that this is a typical study plan for this particular degree. For various reasons this plan may be altered slightly to cater for each student's individual needs.*

## Bachelor of Education (Early Childhood)/Bachelor of Special Education

Core topics		Options			
Students Choose either Mathematics or English Option List					
First Year	S1	<a href="#">DSRS1215</a> Communication and Language (4.5 units)	<a href="#">EDUC1120</a> Teaching and Educational Contexts (4.5 units)	<a href="#">EDUC1224</a> Foundations of Special Education (4.5 units)	EDUC1XXX Language Development (4.5 units)
	S2	<a href="#">EDUC1221</a> Play, Learning and Development (4.5 units)	<a href="#">EDUC1225</a> Professional Experience: Year 1 (Early Childhood) (0 units) & <a href="#">EDUC1228</a> Students with Learning and Behavioural Difficulties (4.5 units)	EDUC1XXX Number and Algebra in Inclusive Classrooms (4.5 units)	Option Topic 1 <i>English</i> - <a href="#">EDUC2421</a> Literacy and Numeracy: Birth-4 (4.5 units) <i>Mathematics</i> – <a href="#">NMCY1001</a> Academic and Professional Numeracy (4.5 units)
Second Year	S1	<a href="#">DSRS2231</a> Augmentative and Alternative Communication (4.5 units)	<a href="#">EDUC2323</a> Students with Numeracy Difficulties (4.5 units)	<a href="#">EDUC2321</a> The Expressive Arts in Early Childhood (4.5 units) & <a href="#">EDUC2324</a> Professional Experience: Year 2A (Early Childhood) (0 units)	<a href="#">EDUC3522</a> Pedagogies of Belonging (4.5 units) (4.5 units of EDUC topics)
	S2	<a href="#">EDUC2423</a> Students with Literacy Difficulties (4.5 units)	<a href="#">DSRS2234</a> Direct Instruction (4.5 units) & <a href="#">EDUC2424</a> Professional Experience: Year 2B (Early Childhood) (0 units)	Option Topic 2 <i>English</i> – EDUC2XXX Children's Literature, the EYLF and the Australian Curriculum (4.5 units) <i>Mathematics</i> – MATH2XXX Measurement and Geometry in Inclusive Classrooms (4.5 units)	Option Topic 3 <i>Mathematics</i> - EDUC2421 Literacy and Numeracy: Birth-4 (4.5 units) <i>English</i> – <a href="#">EDUC2420</a> Teaching Indigenous Australian Students
Third Year	S1	<a href="#">DSRS3221</a> Positive Behaviour Support (4.5 units)	<a href="#">EDUC3528</a> Professional Experience: Year 3A (Early Childhood) (0 units) & <a href="#">EDUC4722</a> Critical Pedagogies for a Changing World (4.5 units)	<a href="#">EDUC4721</a> Differentiation for Diverse Learners (Primary) (4.5 units)	<a href="#">EDUC4724</a> Thinking and Working Scientifically in the Early Years (4.5 units)
	S2	<a href="#">EDUC3618</a> Numeracy and Multiliteracies in Design and Technology (4.5 units)	<a href="#">EDUC3622</a> Thinking and Working Mathematically (4.5 units)	<a href="#">EDUC3623</a> Health and Physical Education in Early Childhood (4.5 units)	<a href="#">EDUC3640</a> Professional Experience: Year 3B (Early Childhood) (4.5 units)
Fourth Year	S1	<a href="#">EDUC4723</a> Investigating Early Years Curriculum and Pedagogy (4.5 units)	<a href="#">EDUC4731</a> Assessment and Programming in Special Education (4.5 units)	<a href="#">EDUC4732</a> Functional Curriculum Design for Students with Disabilities (4.5 units)	<a href="#">EDUC4740</a> Professional Experience: Final Assessment (Early Childhood) (4.5 units)
	S2	<a href="#">DSRS4111</a> Introduction to Intellectual Disability (4.5 units)	<a href="#">DSRS4109</a> Autism Spectrum Disorders (4.5 units)	<a href="#">EDUC4820</a> The Professional Educator (4.5 units)	Option Topic 4 <i>English</i> – <a href="#">DSRS4112</a> Sensory, Physical and Multiple Disabilities (4.5) <i>Mathematics</i> - <a href="#">EDUC2420</a> Teaching Indigenous Australian Students

*\*\*Please note that this is a typical study plan for this particular degree. For various reasons this plan may be altered slightly to cater for each student's individual needs.*



## Master of Teaching (Early Childhood)

First Year Semester 1	<b>Topic 1</b> <a href="#">EDUC9126</a> Making meaning in the Expressive Arts	<b>Topic 2, 3 or 4</b> <a href="#">EDUC9127</a> Thinking and working scientifically in the early years	<b>Topic 2, 3 or 4</b> <a href="#">EDUC9120</a> Introduction to teaching and research in the Education profession	<b>Topic 2, 3 or 4</b> <a href="#">EDUC9222</a> Play, Teaching, Learning and Development	<b>Topic 5 (last)</b> <a href="#">EDUC9130</a> Professional Experience: An Introduction (Early Childhood) (same year as <a href="#">EDUC9231</a> )
Semester 2	<a href="#">EDUC9123</a> Pedagogies of Belonging (NS2)	<b>Prerequisite <a href="#">EDUC9120</a> or <a href="#">EDUC9222</a></b> <a href="#">EDUC9223</a> The Numerate and Literate Infant (NS2)	<a href="#">EDUC9224</a> Being a Mathematician (4-8) (NS2)	<b>Topic 5 (last)</b> <b>Prerequisites <a href="#">EDUC9130</a> &amp; <a href="#">EDUC9222</a></b> <a href="#">EDUC9231</a> Professional Experience 1 (Early Childhood) (NS2)	
Second Year Semester 1	<a href="#">EDUC9301</a> Investigating early years curriculum, identities and pedagogy (NS1)	<a href="#">EDUC9302</a> Exploring language, literature, literacies (4-8) (NS1)	<a href="#">EDUC9303</a> Critical pedagogies for a changing world (NS1)	<b>Prerequisite <a href="#">EDUC9130</a> &amp; <a href="#">EDUC9231</a></b> <a href="#">EDUC9304</a> Professional Experience: Final Assessment (Early Childhood) (NS1)	
Semester 2	<a href="#">EDUC9400</a> Critical Indigenous Pedagogies	<b>Prerequisite <a href="#">EDUC9231</a></b> <a href="#">EDUC9401</a> Teachers as Researchers	<b>Prerequisite <a href="#">EDUC9224</a>, <a href="#">EDUC9223</a>, <a href="#">EDUC9302</a></b> <a href="#">EDUC9403</a> Numeracy and Multi-Literacies in Design and Technology	<a href="#">EDUC9405</a> Social Understandings of Health and Well-Being in the Early Years	

*\*\*Please note that this is a typical study plan for this particular degree. For various reasons this plan may be altered slightly to cater for each student's individual needs.*

## Placement Sequence

	Professional experience	Number of Days	Time of Completion During the Program	Time during School Term
BED(EC)/BA & BED(SpEd/EC)/DisSt Mteach Programs	<b>Year 1</b>	5 single days over 5 weeks	Semester 2	Term 4
	<b>Year 2 (A)</b>	10 single days over 10 weeks	Semester 1	Terms 1 & 2
	<b>Year 2 (B)</b>	10 single days over 10 weeks	Semester 2	Terms 3 & 4
	<b>Year 3 Mteach 1</b>	35 days (5 single-days over 5 weeks + 30 day block)	Semester 2	End of Term 2 & start of Term 3
	<b>Year 4 Mteach 2</b>	35 days (5 single-days over 5 weeks + 30 day block)	Semester 1	End of Term 1 & start of Term 2

## Professional Experience Overview

---

<b>Year 1 Undergraduate</b>	<p><b>1 day per week for 5 weeks.</b></p> <ul style="list-style-type: none"> <li>Occurs in the second semester of the first year of the degree program.</li> <li>A <b>full day</b> placement visit each week to an early childhood setting (child care, preschool, school, etc.)</li> <li>Settings identify a project that enables pre-service teachers to contribute to children's learning and development.</li> <li>Visits are undertaken concurrently with studies in EDUC 1221 Play, Learning and Development and reflection on the visits are a component of tutorial reflections in this topic.</li> <li>The placement enables pre-service teachers to gain insight into many aspects of the work of an early childhood educator.</li> <li>Where possible, the setting for Year 1 becomes the setting for Year 2A and Year 2B.</li> </ul>
<b>Year 2A Undergraduate</b>	<p><b>1 day per week for 10 weeks in semester 1.</b></p> <ul style="list-style-type: none"> <li>Occurs in the second year of the degree program.</li> <li>A <b>full day</b> placement visit each week to an early childhood setting (childcare, preschool, school, etc.)</li> <li>The aim of the experience is for pre-service teachers to make a meaningful contribution to children's learning and development.</li> <li>The visits are undertaken concurrently with studies in EDUC2321 The Expressive Arts in Early Childhood.</li> <li>Pre-service teachers are introduced to and work with Mentor teachers to assess children's involvement in the curriculum. Practical use of observational techniques, documentation and reflection are emphasised in this placement.</li> <li>Pre-service teachers use the information they gather to plan, implement and evaluate learning experiences.</li> <li>At the conclusion of this professional experience, pre-service teachers complete a self-assessment that is verified by their Mentor teacher and University Liaison.</li> </ul>
<b>Year 2B Undergraduate</b>	<p><b>1 day per week for 10 weeks in semester 2.</b></p> <ul style="list-style-type: none"> <li>Continues from 2A, in the second year of the degree program.</li> <li>A <b>full day</b> placement visit each week to an early childhood setting (childcare, preschool, school, etc.)</li> <li>A total of 10 days in Semester 2, taken as 1 single day visit each week to an early childhood setting The aim of the experience is for pre-service teachers to make a meaningful contribution to children's learning and development.</li> <li>The visits are undertaken concurrently with studies in EDUC 2421 Literacy and Numeracy: Birth-4.</li> <li>Pre-service teachers work with Mentor teachers for a more focused assessment of children's involvement in their learning.</li> <li>Pre-service teachers use the information they gather to plan, implement and evaluate experiences across the curriculum.</li> <li>At the conclusion of this professional experience, pre-service teachers complete a self-assessment that is verified by their Mentor teacher and University Liaison.</li> </ul>
<b>Year 3 &amp; 4 Undergraduate</b>	<p><b>5 single-day visits and a six week (30 day) block placement</b></p> <ul style="list-style-type: none"> <li>A 6 week block in an early childhood setting (childcare, preschool, school) is completed in both Year 3 and Year 4 of the undergraduate ECE degrees and in both years of the Masters degree.</li> </ul>
<b>Masters Degree</b>	<ul style="list-style-type: none"> <li>Single days are full-days negotiated with the Mentor teacher and must be completed before commencing the professional experience block (ideally 1 day p.w. over 5 weeks in term prior to block placement).</li> <li>Pre-service teachers work with settings to identify and complete an inquiry project that makes a useful contribution to the teaching work of the setting.</li> <li>Provides pre-service teachers with an extended opportunity to work as a teacher within an early childhood setting, developing and extending their skills.</li> <li>Placement is oriented towards taking full responsibility for classroom curriculum and management, and demonstrating their ability to graduate as an early childhood teacher.</li> </ul>

## Course Rules for Professional Experience

Pre-service teachers: Please refer to these rules when applying for each Professional Experience.



### Teacher registration requirements

*(cannot be negotiated before graduation)*



To register with the TRB, all Pre-service teachers require:

- **Minimum 10 days birth - 2 Professional Experience** (see: [Australian Children's Education & Care Quality Authority](#))
- Minimum 80 days required for teacher registration (60 days for Masters, see: [Teacher Registration Board of SA](#))
- Placements must be undertaken:
  - "...over a substantial & sustained period" that is relevant to an authentic preschool/school environment
  - Under the supervision of a registered teacher
  - (for above, see [Australia Institute for Teaching & School Leadership](#))

### Department for Education Employer requirements



*(for employability after graduation)*

To be awarded an A rating (most desirable rating - see below) and work in a Department for Education site, pre-service teachers need to complete as a **minimum** requirement:

- **0.4 FTE for 4 weeks in preschool (age 3-5) for one block placement**
- **At least 0.4 FTE for 4 weeks in a school (age 5-8) for one block placement**

The minimum above allows pre-service teachers (PSTs) to meet other requirements on the remaining three days of block (e.g. special education &/or Birth - 2 Experience).

Applicants for Department vacancies are ranked using the following system:

- **(A) rating:** completion of a university qualification AND educational teaching experience within the last 5 years in an educational site.
- **(T) rating:** completion of either a university qualification OR 2 years educational teaching Experience (Department for Education or Private) within the subject/site-type identified.
- **(N) rating:** Teacher applicant has provided no evidence of any university qualifications or teaching experience in the subject and/or specialisation but has indicated an interest or willingness to teach the subject/specialisation.



### Flinders University requirements

*(for success in placement topics)*

Across the Course, & including all placements, it is the pre-service teachers responsibility to ensure Professional Experience with young children is undertaken:

- **Across 0-8 age range**
- **Across various site types** (e.g. junior primary and at least one of the following; long day childcare, stand-alone preschool, integrated service).

Placements must be undertaken as per one of these Study Plans/Course Templates:

- Bachelor of Education (Early Childhood)/Bachelor of Arts
- Bachelor of Education (Early Childhood)/ Bachelor of Special Education) (including a special/inclusive education placement in final year)
- Master of Teaching (Early Childhood)

### Education electives *(for additional Professional Experience):*

- ❖ EDUC4882: Respectful Teaching with Infants and Toddlers
- ❖ EDUC4833: Professional Experience Elective

## Course Rules for Professional Experience (continued).

Over the course of all Early Childhood degrees, all pre-service teachers are required to complete the following requirements in order to meet TRB registration and DECD employment requirements:

1. A minimum of 10 days with birth-2 year olds (in any year of the degree).
2. A block placement of 6 weeks with 3-5 year olds.
3. A block placement of 6 weeks with 5-8 year olds.

When undergraduate students complete a block placement, in the third and fourth year of their degree, one placement must be with ages 3-5 and one must be with ages 5-8. The 3-5 placement can include 10 days with birth-2, thus creating a 0-5 placement.

Masters students must complete a 0-5 and 5-8 placement over the course of their degree. Students can choose the order in which they work with these two age groups.

## Overview of Pre-Service Teacher Placement Tasks

There are **five learning strands** to the professional experience placement that provide evidence of the Australian Professional Standards for Teachers (APST) and the Australian Children's Education and Care Quality Authority's (ACECQA's) *National Quality Standard (NQS)* requirements. All pre-service teachers are expected to complete the tasks set out in the Learning Strands pages, in the section that corresponds to their placement;

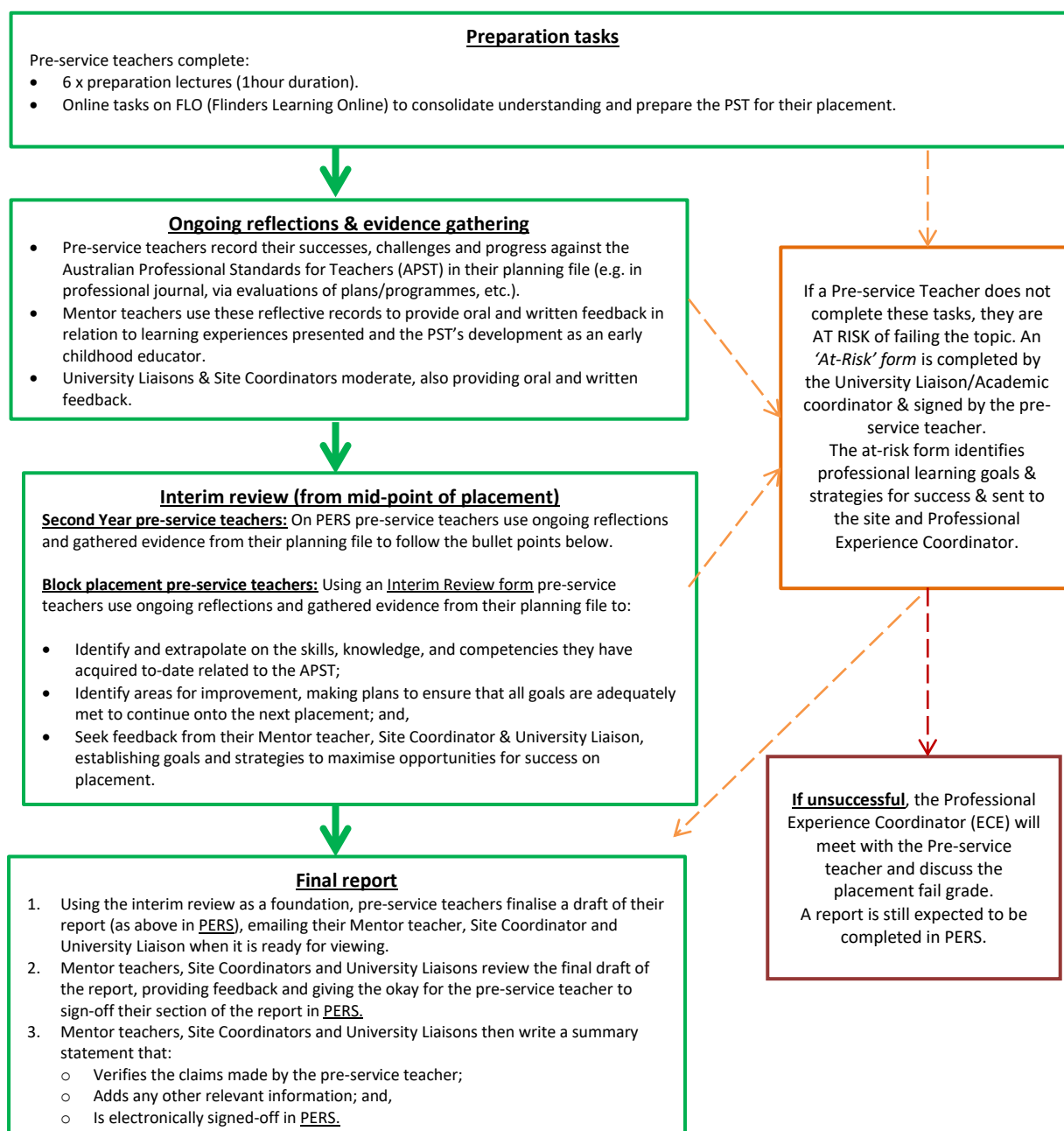
Placement Professional Learning Strands	APST	ACECQA Quality Area Standards
<b>1. Knowing and understanding the context</b>		
<i>Complete a situational analysis of the setting prior to block placement and updated throughout the placement.</i>	2.4 4.1 4.4 6.1 7.1 7.2 7.4	2.1 3.1 4.1 6.3 7.1-7.3
<b>2. Investigating curriculum priorities</b>		
<i>Work with Mentor to identify priorities for the setting, and jointly develop goals for an inquiry project with the aim of contributing to children's learning, the setting and the pre-service teacher.</i>	2.1 2.2 2.4 3.1 3.5 3.6	1.1 1.2 2.2 3.2 4.2 5.1 5.2 7.2
<b>3. Planning for learning</b>		
<i>Take increasing responsibility for planning, implementing and evaluating children's learning.</i>	1.2, 1.3- 1.6 2.1-2.6 3.1 - 3.5 4.1- 4.5 6.4	1.1, 1.2 2.2 2.3 3.2 3.3 5.1 5.2
<b>4. Documenting and assessing children's learning</b>		
<i>Gather evidence of learning, recognising individual children's strengths and difficulties, identifying areas of new learning and demonstrating accountability to sites, Mentors and families.</i>	1.1-1.6 3.6 4.1 5.1-5.5	1.1 1.2 5.1 7.3
<b>5. Communicating with families and Mentors</b>		
<i>Investigate ways to communicate effectively with families in cooperation with the Mentor teacher, either individually or more generally.</i>	2.4 3.6 3.7 4.3 4.5 5.1 5.5 6.3 6.4 7.3	1.1 1.2 2.1 3.3 4.2 6.1 6.2 7.1 7.2

## Pre-service teachers 'At Risk' of failing the Professional Experience

If the Mentor or Site Coordinator have any concerns regarding the performance and/or progress of the pre-service teachers, they must notify the University Liaison and Professional Experience Coordinator as soon as possible.

**NB: If a Mentor teacher, Site Coordinator or University Liaison believes that a pre-service teacher may be at-risk of failing the placement, please follow the Assessment Flow Chart guidelines.**

### Assessment Flow Chart



### Health and Counselling

All students can access Flinders counselling services at any time, free of charge. Counsellors prioritise students completing Professional Experience (if the student notifies them of this when making an appointment). More information can be found at this address: <http://www.flinders.edu.au/current-students/healthandcounselling/> Tel: (08) 8201 2118.

## Specific Information for Pre-Service Teachers

---

The practical and personal insights to be gained through professional experience will be invaluable to you as an emerging professional. The following information regarding your administrative and professional responsibility is intended to help you to get the most out of your professional experience.

### Fitness for placement

The current legal requirements for working with children are on the [Professional Experience website](#). Placements will not commence unless you have shown this evidence as outlined in your Professional Experience lecture series. Please contact the Professional Experience Coordinator, if you need to report any matter that may affect your placement (e.g. Individual Access Plan, WorkCover claim).

Your placement will be withdrawn if you:

- Do not complete the required preparation for placement task requirements
- Do not make contact with your site within two weeks of your placement offer being made
- Breach the [Administrative Procedures for Student Work-Integrated Learning Placement](#) guidelines.
- Have not successfully completed 5 single-day visits ahead of a block placement (Yr 3, 4 & Mteach only).

### Professional conduct

The way that you first make contact with the site and your Mentor teacher is important – it will create an impression of you as an emerging professional and as a pre-service teacher from Flinders University. Please email the Site Coordinator before making your first visit.

Your Mentor teacher is there to support your learning. They are likely to be more responsive to you if you show that you are interested, willing to learn, enthusiastic and can behave professionally. This means:

- Being punctual.
- Listening respectfully.
- Be open to challenge.
- Contributing ideas tactfully.
- Being open, positive and sensitive in your communication.
- Seeking and taking advice.
- Capitalising on every opportunity to learn.
- Respecting the confidentiality of the information you receive.
- Observing the setting's conventions with regards to parking, dress, mobile devices, and use of the common areas.

Be aware that early childhood settings are hectic environments and that educators are usually busy people. This means that staff may not always have large amounts of time to spend with you. Plan ahead and communicate effectively. For example, if you need to discuss your observations and/or plans with your Mentor teacher, let them know a day or so in advance. This will enable your Mentor teacher to schedule time to meet with you at some stage during the day. Being well prepared can help all parties involved in the professional experience to navigate busy and complicated schedules.

Consider how you will let children and families know where you are from, when you are going to be on site, why you are going to be there, and what you are going to be doing whilst you are there. There are many ways that this can be done (for example, posters, newsletter items).

## Attendance

As you prepare, be aware of the expected time commitment. **A full-day of 7.5 hours minimum is required, usually following the hours of 8.30am to 4pm (this should be negotiated with your site).** Additional planning and preparation time will be required.

**Half-days do not count towards Teacher Registration and should not be scheduled at any time.**

Should you need to leave the site before completing a 7.5-hour day, you will need to arrange to repeat this day at another time.

**Punctuality and reliability** are important aspects of professional conduct. Plan to allow yourself enough time when you arrive at the start of the day to get organised well before the children arrive.

**Ensure that you can be contacted.** It is important to ensure that you can be contacted in an emergency. Please provide the site with your University email address so that they can contact you by email if necessary. It is also advisable to provide a mobile number so that you can be contacted at short notice.

**Staff meetings and professional development sessions** are important aspects of an Early Childhood teacher's role and pre-service teachers are encouraged to attend these sessions to develop their understanding in these areas. This may require extra commitment on your part.

## Absence

**If you are sick/absent for 1 day.**

Please notify the setting before the children are due to arrive. (This may mean that it is appropriate to swap home or mobile phone numbers with your Mentor). On the same day, you should also notify your University Liaison of your absence from the site. You will need to negotiate, either with your Mentor teacher or the Site Coordinator, to make up any missed days. Please contact your University Liaison if there are any problems in relation to making up missed days.

**If you are sick/absent for more than 1 day.**

An absence of two days or more should be supported by a medical certificate, a copy of which should be provided to your Mentor teacher and the Professional Experience Coordinator. You should also file a copy into your planning folder for further reference. You must contact your University Liaison and 'cc' the Professional Experience Coordinator by email to notify them of the number of days you have been absent.

**Absence for personal reasons.**

From time to time, personal matters such as a death in the family or the ill health of a family member may require you to be absent from your placement setting. In these instances, you should notify the setting before the children are due to arrive. Where possible, documentation should support any absence greater than two days.

**All missed days must be made up, as these placement days are a necessary part of your final accreditation by the Teacher Registration Board.** *NB: Make-up days should not conflict with your attendance and study requirements for other topics being undertaken. Please contact the Professional Experience Coordinator to advise how you will negotiate meeting both sets of requirements.*



**Public holidays and closure days.** In the event of a closure day, the following applies:

- Where possible, you should attend the event/professional development session that the teachers are attending.
- If the site is closed due to a public holiday or teachers are not attending an event/professional development session and are not attending the site, you need to negotiate with your Mentor teacher to make alternative arrangements for the day.

**Being fully involved.** You are expected to participate fully in the activities of the site whilst you are there. Use your initiative to capitalise on every opportunity to learn something new or to practice a particular skill. This includes helping with all routine tasks throughout the day (mealtimes, toileting, nappy changing, resting and cleaning up).

It is essential that before you begin this placement you ensure that care arrangements are made for any children for whom you are responsible and that you do not commit to any other work that would impact on your ability to be at the site for the full day. It is not permissible to negotiate a late arrival or early departure from your site in order to collect children or undertake paid work.



## Requirements for placement

Placements will not commence unless you have shown evidence of the following on InPlace:

### A criminal history screening

All pre-service teachers must have a current Working with Children Check (WWCC) or Child Related Employment Screening (CRES) from the Government of South Australia. An application for this will be automatically sent to you in the first year of your degree. Before your WWCC/CRES expires, it is your responsibility to email [eceprofexp@flinders.edu.au](mailto:eceprofexp@flinders.edu.au) to request a new application.

### Responding to Abuse and Neglect

Pre-service teachers must also obtain a Responding to Abuse & Neglect - Education and Care (RAN-EC). Please see FLO for sessions held at Flinders and the Professional Experience website for a list of outside agencies.

### Immunisation Certificate of Compliance

This form verifies that you are suitably immunised to work with young children. Please download a copy from FLO or the Professional Experience website and have your doctor complete the form.

### Hand Hygiene

This short training course ensure all pre-service teachers are practicing good hand-hygiene. A certificate is awarded to upload to InPlace.

## Obtain a Name Badge

All pre-service teachers from the College of Education, Psychology and Social Work are required to wear a name badge during their Professional Experience. Please purchase your name badge from Unicards at Flinders University Student Hub.



## Seeking permission

**Observations.** Please check with your Mentor teacher/Site Coordinator as to the arrangements that are in place regarding consent for your observations. You are expected to keep confidential any information that you gather. When recording the names of children, do not include surnames or other personal information such as the child's home address and date of birth (age in years and months is adequate). A template letter for observations, photos and videos can be downloaded from the [Professional Experience website](#).

**Photographs and videos.** It is a requirement that you seek permission from a parent or guardian before taking photographs of children or making a video with children. Please check with your Mentor teacher/Site Coordinator as to the arrangements that are in place regarding consent for photographs and videos to be taken. Where appropriate, follow these processes in obtaining consent. If permission is not granted, you must not take photographs of that child and must ensure that the child does not appear in the background of another child's photograph or video. Placing a sticker over the face of a child whose family has not given consent is not acceptable. It is also advisable to ask children for their permission to take photographs. It is a child's right to say no to being photographed or video-recorded and educators value this right by honouring the child's right to refuse to be photographed or video-recorded.

Please remember that photographs and videos should only be used:

- As a teaching tool or curriculum experience that is used to enrich or extend children's learning.
- To document children's involvement and engagement in the curriculum.
- To communicate with children, families and other members of staff about children's learning.

*Photographs and videos must not be used to create 'souvenirs' of the professional experience.*

Once again, it is essential that any photographs or videos of children remain confidential and are not posted in public settings or on a public or private website (including social networking sites).

**Use of social media.** Remember it is never appropriate to discuss professional experience matters online. The consequences of inappropriate comments on or about your placement potentially have consequences for the completion of your topic or degree. Please read your site's policies on privacy and social media use carefully, and follow Flinders University's social media guidelines wisely (see: <http://www.flinders.edu.au/nursing/studentsandcourses/social-media-guidelines-and-netiquette.cfm>).

**Leaving the site with children (excursions).** Under no circumstances should a pre-service teacher leave a site with a child without gaining appropriate permissions, and being accompanied by a paid member of the site team. Pre-service teachers should follow site procedures with regards to gaining permission for children to leave the site for any reason.

## Withdrawing from Professional Experience

There are times when life does not always go to plan and a pre-service teacher may feel the need to withdraw from their Professional Experience placement. Pre-service teachers should discuss this decision with their Mentor teacher and University Liaison before contacting the Professional Experience Coordinator. The Professional Experience Coordinator will advise of the best course of action for withdrawing from the placement once this decision has been made. *Please note: International Masters students must consult with the International office before withdrawing.*

## Planning file

---

### Record of attendance

It is your responsibility to ensure that an accurate record of attendance is kept. This should be done by signing into and out of the site's visitor book on each day you attend placement. Record of Visit forms are required for Year 1, Year 2A & 2B and single-day visits for all block placements.

### Planning file – What to include

From day 1, you are required to begin keeping observational notes of the site inquiry, of children's learning and development, session/lesson plans, and reflective writing, which should go in a dedicated planning file. The planning file should be professionally compiled and well organised. Your planning file should always be with you when you are at the site and should be continuously available and up-to-date for your Mentor teacher and Site Coordinator to access and review.

Planning files may be kept in either electronic or hardcopy format.

It is important to remember that the information that is included in your planning file will provide evidence for any claims that you make about your learning during each professional experience.

Remember, too, that you will use this information in the process of compiling your Professional e-Portfolio during your course for teacher registration upon graduation. **Thus, your planning file is a critically important document and should be constructed and maintained throughout each professional experience placement with great thought and care.**

Your planning file should include:

- A cover page outlining:
  - Student name, name of site, Site Coordinator, and Mentor teacher.
  - Topic code (e.g. EDUC1225, EDUC2324, EDUC3258/3640, EDUC4740, EDUC9231).
  - Year level (if in a school).
- Site context statement, policies and relevant legislative documents to refer to.
- A range of observations and assessments of children's learning that you have carried out.
- Copies of Mentor's teaching plans (to refer to).
- Copies of learning experiences and session plans that have been carried out with the children.
- Evidence of the Inquiry (introduction, research, planning, documentation).
- Daily reflections.
- Documentation of children's learning, e.g. photos and evidence of learning experiences that have been set up and carried out/ photos of children's work or their involvement in learning.
- Feedback provided by the Mentor teacher, Site Coordinator and Liaison.
- General documentation (such as a medical certificates); signed 'Record of Visits' form verifying that you have completed the required number of professional experience days.

**Planning files are *not* submitted at the end of each placement, but *do not* destroy this file at the end of your professional experience.** It is important to remember that a planning file is not a presentation file. A planning file is a working document which means that it should be practical, neat and accessible to all who need to have access to it.

If you elect to maintain your planning file electronically, you must ensure that you print a hard copy of all of your documentation and that you ensure that the hard copies are updated as you update your electronic files. Saving your entire planning file to a USB stick each night and taking that with you to your setting will prevent a situation where you do not have your most recent work ready and available for your Mentor or University Liaison to check.

## Planning for Children's Learning

The following information is provided as a guide only. Pre-service teachers, in conjunction with their Mentor teachers, should be encouraged to develop their own planning documents. The questions in the session plan *pro forma* below are designed to stimulate your thinking and planning for teaching and learning opportunities in the early years.

While plans may vary in level of detail across the professional experience, pre-service teachers' planning documents should normally include evidence that they have given careful thought to the following:

### Session plan *pro forma*

<ul style="list-style-type: none"> <li>Date</li> <li>Time Period</li> <li>Children (year level, first names, ages)</li> </ul> <p><b>Context for the Session</b></p> <ul style="list-style-type: none"> <li>Relationship to previous and future sessions on this topic or curriculum area</li> <li>Relation to previous or future activities for the day</li> </ul>
<p><b>Session Goal</b></p> <ul style="list-style-type: none"> <li>What do you hope the children to achieve in this session? What will be the outcome?</li> </ul> <p><b>Learning Intention</b></p> <ul style="list-style-type: none"> <li>Key ideas drawn from the relevant curriculum documents (<i>Early Years Learning Framework or Australian Curriculum</i>)</li> <li>Outcomes drawn from the relevant curriculum document (<i>Early Years Learning Framework or Australian Curriculum</i>)</li> </ul> <p><u>Ask yourself:</u>  <i>What are my intended learning outcomes or purposes for this experience?</i>  <i>What knowledge, understanding, skills and/or dispositions am I targeting?</i></p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>How will I know that the intended learning outcomes have been achieved?  <i>What specifically will I be looking for to show the learning that has occurred?</i></li> <li>Is the assessment I have planned formative (for learning) or summative (of learning)?</li> <li>Are children involved in their own assessment (as learning)?</li> <li>What evidence (data) will I collect to show children's learning? (Discussion, responses to questions, samples of work, observations).</li> <li>How will I collect the above? (photos, video, anecdotal or running records etc.).</li> </ul>
<p><b>Preparation (negotiating)</b></p> <ul style="list-style-type: none"> <li>What learning experience will effectively develop the identified learning outcomes?  <i>What experiences will enable children to collect and process new information that challenges and extends existing knowledge, understandings and dispositions?</i></li> <li>What planning can I do with others? (children, colleagues, parents, community)</li> <li>How do I find out what the children already know (e.g. concept knowledge) and can already do? (e.g. physical skills such as crawling or use of scissors, or interpersonal knowledge like negotiating a shared space)</li> <li>How can I build on children's knowledge and experiences?</li> <li>How can I give children ownership of the experience by determining content?</li> <li>What choices can I offer children within the experience?</li> </ul>
<p><b>Teaching and Learning Strategies</b></p> <ul style="list-style-type: none"> <li>Outline each step to be taken during the teaching session  <i>How will I introduce the experience in ways that stimulate curiosity and interest?</i>  <i>How will I connect children with their past learning experiences and prior knowledge?</i>  <i>How will I communicate my expectations for the learning experience?</i>  <i>What is the logical sequence of the learning experience/s?</i></li> <li>Include actual instructions or explanations that you will give at any time</li> </ul>

<p><i>What instructions will I need to give?</i>  <i>Can these be demonstrated or communicated non-verbally?</i></p> <ul style="list-style-type: none"> <li>• Include examples of models you may provide to children to assist understanding  <i>What examples might I need to show?</i>  <i>How will I explain the models I am showing?</i></li> <li>• Include the expected time for each stage of the session  <i>What time allocations do the learning experiences require?</i></li> <li>• Include details concerning the organisation of children  <i>How will I differentiate the learning experience to include all children?</i>  <i>How will I prepare for fast finishers or children who lose interest?</i>  <i>How will I set up the environment for this experience?</i>  <i>What grouping arrangements are most appropriate for the intended learning outcomes?</i>  <i>Is the experience designed for the whole group, small group or independent learning?</i></li> <li>• Include dialogue for particular stages of the session  <i>What opportunities can I create for dialogue/interaction?</i>  <i>What questions can I ask to encourage exploration of concepts and big ideas?</i>  <i>What spaces can I make for children's questions and explanations about what they know and understand?</i>  <i>How will I create opportunities for children to reflect on their learning?</i></li> <li>• Include a conclusion stage for the session  <i>How will I bring closure to the experience?</i>  <i>Is this an opportunity for children to demonstrate their new knowledge and skills?</i>  <i>How will I orchestrate the transition to the next experience/routine?</i></li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Identify and source materials, equipment and space  <i>What resources will children and I need to support the experience?</i>  <i>What equipment do I need to check before the experiences?</i>  <i>What materials do I need to prepare?</i>  <i>What other arrangements are necessary? (e.g. room layout, booking multi-media, notifying others of change to routine)</i></li> </ul>
<p><b>Reflections/Evaluation</b></p> <ul style="list-style-type: none"> <li>• Which learning outcomes were met by the children and how do I know?  <i>What evidence do you have to back-up this knowledge?</i></li> <li>• How could I follow up on this experience?  <i>How could it be expanded into other domains of knowledge?</i></li> <li>• What did I do well and what is my evidence for making this claim?</li> <li>• What should I do differently? Why do I think that would work?</li> <li>• What understandings have I developed about myself as a teacher or about children as learners through this experience?</li> <li>• What understandings have I developed about particular children or groups of children through this learning experience?</li> <li>• How can I use the assessment information to improve children's learning?</li> </ul>

(Questions adapted from Churchill et al (2013) *Teaching: Making a difference*. (2<sup>nd</sup> ed.). Wiley & Sons. Milton: Qld)

Pre-service teachers are to use the above headings in developing their session/lesson plans. They should ensure that any planning *pro forma* that they create responds to the planning criteria outlined here. Please note that the way the pre-service teacher responds to these questions will reflect their own evolving teaching philosophy.

## Planning templates

Session plan examples; available for download on the Professional Experience Website:

<https://students.flinders.edu.au/my-course/placements/compliance/education>

### Chart Session Plan



#### Session Plan

Flinders  
Early Childhood  
Education

<b>Date:</b>	<b>Age/year group:</b>	<b>Setting:</b> (birth-2, preschool, school, special education).	<b>Duration:</b>	<b>Group size:</b> (individual, small group, whole group).
<b>Outline of the session (including key focus areas):</b>		<b>Knowledge, skills, processes, dispositions focus:</b>		
<b>Learning intention:</b>		<b>EYLF outcomes and/or Australian Curriculum links:</b>		
<b>Sequence of teaching and learning</b>				<b>Points to remember</b>
<b>Introduction:</b> <ul style="list-style-type: none"> <li></li> <li></li> </ul>				<b>Resources:</b>  <b>Key vocabulary:</b>  <b>Key questions:</b>
<b>Experiences:</b> <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>				
<b>Conclusion:</b> <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>				
<b>Observations/assessment focus:</b>				<b>Differentiation:</b>
<b>Self-reflection/ next steps in teaching and learning:</b>				

### Cycle Session Plan

(For use with children aged birth-5)



#### Planning Cycle

Flinders  
Early Childhood  
Education

<b>Date:</b>	<b>Age/year group:</b>	<b>Setting:</b> (birth-2, preschool, school, special education).	<b>Duration:</b>	<b>Group size:</b> (individual, small group, whole group).
<b>Reflect/review:</b> what knowledge, skills, processes and dispositions were addressed in this session?		<b>Analysis:</b> What learning has taken place and what could be next?		
<b>Sequence of teaching and learning:</b>		<b>Data that informs plan (from observations):</b>		
		<b>Session context:</b>		
		<b>Resources:</b>		
		<b>Learning intention:</b>		
		<b>Curriculum/framework links:</b>		
		<b>Key questions and discussion points:</b>		

## **Year 1**

**The Year 1 Professional Experience is an introduction to teaching and learning with birth-8. It provides an opportunity for Pre-Service Teachers to engage with children and begin to understand how they learn.**

### **Educational Aims**

The aims of this topic are:

- To introduce the professional experience program, its requirements and expectations.
- To explain the professional expectations of teachers, including legal and ethical responsibilities.
- To support the transitioning from student to teaching professional, and
- To establish understandings that will lead to successful professional experiences.
- work collaboratively with children and practicing early childhood educators on a project identified by the site.

### **Expected Learning Outcomes**

On completion of this topic pre-service teachers will:

- Demonstrate understanding of the professional experience program and its requirements.
- Recognise the legal and ethical responsibilities they will assume as they enter the teaching profession.
- Transition from the role of student to that of teaching professional.
- Demonstrate awareness of the many factors that will contribute to successful professional experiences.

### **Roles and Responsibilities**

Pre-service teachers should complete the following tasks during their single day visits:

- Get to know the children and staff, the site and the room routines.
- Set up the planning file as outlined in the introduction of this handbook.
- Experiment with and try a variety of observation methods (running records, anecdotal records, Involvement Scale).
- Consider planning a short learning experience for a group of children.
- Identify some possible inquiry ideas ready to pursue in Year 2 (see Year 2 section for more info).
- Reflect after each day, using the reflection questions on p.24.

### **Assessment for Year 1 placement**

- Complete the lecture series, and evidence this by completing weekly lecture quizzes on FLO.
- Set up a professional Experience File.
- Upload some practice material to FLO.
- Complete and upload a Record of Visit form to FLO.

### **Personal Reflections (to be completed throughout the Professional Experience).**

The following questions are designed to encourage you to reflect and look more deeply at children's learning and development. The questions are organised using the Australian Professional Standards for Teachers (APST) and are relevant to the topic EDUC1221: Play, Learning & Development. Pre-service teachers should aim to respond to at least three of the reflective questions each week. Please keep these in your planning file.

## Personal Reflection Questions

Professional Knowledge	<i>Know about children and how they learn</i>	<p>What did you learn about the children you observed? What opportunities are there for children to play?</p> <p>Are there any play experiences that children seem to avoid? If so, identify the experience and consider why this might be so.</p> <p>How is the day organised in the site/classroom?</p> <p>Record the sequence of routines/lessons/activities for the day.</p> <p>How do children move from one activity to another? Are they instructed to do so or do they choose?</p> <p>What did you learn about the children you observed?</p> <p>How did you use your observations to inform your planning?</p> <p>What other research did you do to support children's learning?</p>
	<i>Know the content and how to teach it</i>	<p>How is children's literacy and numeracy development supported by the play experiences offered in your site?</p> <p>How have the EYLF and the Australian Curriculum been used to identify children's competence and plan learning experiences?</p>
Professional Practice	<i>Create and maintain supportive and safe learning environments</i>	<p>What engages children in the indoor environment? Why do you think that is the case?</p> <p>What engages children in the outdoor environment? Why do you think that is the case?</p> <p>What are the features of an outdoor environment that are designed to promote and stimulate children's learning and development and respond to their interests?</p> <p>What are the features of an indoor environment that are designed to promote and stimulate children's learning and development and respond to their interests?</p> <p>How are positive relationships developed at this site between educators, children and families? How can you contribute to these relationships?</p> <p>How do teachers help children manage conflict? Are there any strategies that appear particularly effective?</p>
Professional Engagement	<i>Engage with colleagues, parents/carers and the community.</i>	<p>What are your professional strengths and contributions to the room/class/site? How have you built upon these during your placement?</p> <p>What are some of your emerging professional learning needs or interests when considering your work with this age-group and site? How might you be able to extend on these during this placement?</p> <p>Have you got any examples of where you have accepted and worked on feedback given to you from your Mentor teacher?</p> <p>Have you got any examples of where you have communicated with, or worked alongside a parent, family member, community member or non-teaching professional (e.g. speech pathologist, physiotherapist)?</p> <p><i>After each visit, write about anything that has surprised, confronted, disappointed or enthused you.</i></p>



### Professional Experience Record of Visits 2021

Year 1 Undergraduate

**Early Childhood Education**

Pre-service Teacher's Name: .....

Site: .....

Site Mentor Teacher:.....

DAY	DATE	TIME PRESENT (e.g. 8.30am – 4pm)	SIGNATURE OF MENTOR TEACHER
1			
2			
3			
4			
5			
TOTAL NUMBER OF HOURS:			

**Please note:**

It is the responsibility of the pre-service teacher to ensure that the Record of Visits is completed and signed at the conclusion of each visit.

Five full day visits (minimum of **7.5** hours/day, Total of **37.5** hours) must be completed before **Week 16, Semester 2** in order to pass the professional experience placement. Once completed, please upload this form to the EDUC1225 FLO page.



### Overview of the Professional Experience

This is the second professional experience placement at Flinders University for students enrolled in one of our two undergraduate double-degree Early Childhood Education courses, and sees pre-service teachers continue their professional experience placement at the same site as Year 1 (EDUC1225). Year 2A and 2B are designed to work in collaboration with the university topics EDUC 2321, The Expressive Arts in Early Childhood and EDUC 2421 Literacy and Numeracy: Birth-4. In these topics, pre-service teachers develop a repertoire of ideas for enhancing children's learning and development and consider current research and ideas about how babies, infants and young children learn, develop and make meaning of their worlds. These topics aim to develop the dispositions, skills, and knowledge for engaging children in significant and challenging learning. Over both semesters, both in class and in the field, it is intended that pre-service teachers use a range of observation techniques and approaches to planning to gain insight into the ideas, experiences and communicative events that engage young children.

### Educational aims

The aims of the topic are that pre-service teachers will:

- Make a meaningful contribution to children's learning and the site's curriculum priorities
- Test and use theoretical knowledge, particularly in relation to the expressive arts and children's literacy and numeracy learning
- Interact with individual children and small groups of children and as a contributing member of an educational team
- Use a variety of observation techniques, including the 'Involvement Observation Scale' from "Reflect, Respect, Relate: Assessing for Learning and Development in the Early Years using Observation Scales", to gain insight into the types of experiences, activities and ideas that engage young children
- Plan, implement and evaluate experiences/activities designed to extend children's development in the arts and literacy and numeracy
- Reflect on the broader context of early childhood practice
- Gather evidence of their developing professional knowledge, professional practice and professional relationships

### Expected learning outcomes

The projects identified by the site provide opportunities for pre-service teachers to:

- Interact as a professional educator in an early childhood setting
- Interact with individual children and groups of children as a pre-service teacher
- Become competent observers of children's learning and development
- Demonstrate awareness of the factors that lead to high levels of involvement and engagement in curriculum experiences/activities
- Demonstrate the ability to plan, implement and evaluate experiences/activities that are responsive to the observed needs and interests of young children
- Demonstrate awareness of the broader aspects of the early childhood learning environment, including an understanding of the environment as the third teacher, the importance of relationships, working with families and organising learning.

## Learning Strands

By completing these Learning Strands, Pre-service teachers will be addressing and evidencing the Australian Professional Standards for Teachers (APST) and the Australian Children's Education and Care Quality Authority's (ACECQA's) National Quality Standard (NQS) requirements.

### 1. A Context Statement - Knowing and understanding the context

Pre-service teachers are required to complete a context statement in order to develop an understanding of the setting and the children and families who use the setting. A draft context statement should be completed prior to day 1 of the professional experience. The statement should be filed in the pre-service teacher's planning file and added to as they develop more familiarity with the site. The context statement should describe the setting, including socio-economic/cultural background, number of children, organisation of different age groups (rooms/classes), facilities available for the setting to use etc. It should then detail the children that the pre-service teacher is working with, including the learning environment e.g. age, gender ratios, number of special education children, languages spoken, resources available in the room, interests, existing planning and documentation processes etc.

### 2. The Inquiry - A curriculum investigation

The curriculum goals and priorities of the early childhood setting provide a focus to the pre-service teacher's plans for learning for the duration of the professional experience. In all placements, pre-service teachers engage in a shared process of inquiry that emphasises the importance of praxis, or theoretically informed teaching. This inquiry project provides opportunities to document children's involvement in the curriculum and assess their learning. The inquiry process enables pre-service teachers to apply and test the theoretical understandings that they are developing in relation to children and their learning and to reflect on and evaluate the impact and effectiveness of their approach to teaching. Further, as they collaborate with Mentor teachers and other educators, pre-service teachers are positioned as valuable members of an early childhood team. Pre-service teachers should consider the following schedule:

Visit	Focus	Task
1 and 2	Identify an inquiry focus	<ul style="list-style-type: none"><li>Work with the Mentor teacher to identify inquiry project goal/s to contribute to. These can be drawn from the identified site/classroom priorities or from children's interests and pre-service teacher observations (for example, supporting a child/group of children to explore a question that they have).</li><li>Carry out observations and collect evidence (photos, dialogue, drawings etc.)</li></ul>
After visits 1 and 2	Research this area	<ul style="list-style-type: none"><li>Analyse all observations.</li><li>Research the agreed upon focus and share the findings of this research with the Mentor teacher.</li></ul>
3	Analyse and share the observations	<ul style="list-style-type: none"><li>Based on the findings of the research, identify the contribution that will be made and negotiate this contribution with the Mentor teacher.</li><li>Discuss your ideas with the children. What questions do they have?</li><li>Collaborate with the Mentor teacher to decide on the approach (for example, an emergent curriculum, play-based curriculum, integrated curriculum, project-approach, etc.)</li><li>The Mentor teacher should sign to say that the above tasks have been carried out.</li></ul> <p>Signature 2a: .....</p> <p>Signature 2b: .....</p>

After visit 3	Planning for learning	Develop a basic program 'map' and timeline that provides a framework for developing the inquiry project. What will be planned to develop the children's interests? What learning will be achieved?
Visit 4 onward	ongoing emergent planning and reflection	Pre-service teachers continue working with the Mentor teacher to plan and implement at least one learning opportunity for an identified individual, or groups of children, each visit. As each session plan is implemented, a reflection should be completed on what worked, what didn't and potential changes. These reflections should be kept in the planning file.
Visit 9 & 10	Finishing off	Consider how the inquiry can be presented in the planning file and to the site for them to use as evidence of children's learning.

*Please note that the above schedule is flexible and all tasks should be carried out in negotiation with the site, children and Mentor.*

### 3. Planning for learning

Pre-service teachers should develop a plan for stimulating, extending and sustaining a child or children's interest in a particular idea, activity or experience. This should occur from visit 4 onward (or earlier if the pre-service teacher is ready). They should remember to:

- Use a session plan pro forma as a guide (see p.19-21).
- Discuss the written plan with the Mentor teacher prior to implementation
- Record the session using audio, visual or written observational tools

Reflections on the effectiveness of the plan and ideas for extending the learning further should be recorded.

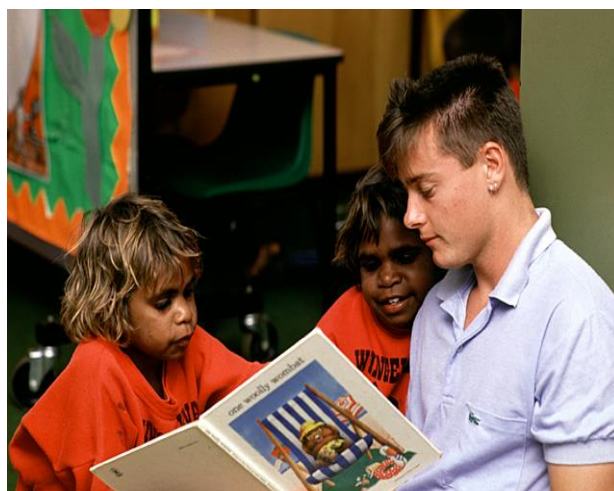
Building on the inquiry, pre-service teachers plan and assess learning experiences that will sustain and deepen a child or children's involvement in significant learning.

Planning for teaching is recognised as an important component of professional experience.

### 4. Documenting and assessing children's learning

Pre-service teachers are required to document and assess children's learning using a variety of strategies that enable them to:

- Gather evidence of children's learning in relation to the curriculum outcomes (i.e. monitor children's progress).
- Recognise difficulties faced by individual children or small groups of children and respond to these appropriately (make judgements about future teacher and learning).
- Identify opportunities for new levels of learning (enhancing learning).
- Reflect on teaching (self-evaluation).
- Demonstrate accountability to children, parents, families, Mentor teachers, Site Coordinators and University Liaisons (accountability for learning).



The number of children whose learning should be documented and assessed is not specified by the university. Rather, pre-service and Mentor teachers should make a joint decision about which children to focus on. In some instances, it may be appropriate for pre-service teachers to focus on two or three

children over an extended period; in others it may be appropriate for pre-service teachers to focus on different groups of children.

In making this decision, Mentor teachers should consider which children they would like to know more about so that the documentation and assessment of children's learning undertaken by pre-service teachers is able to contribute to the Mentor teachers' understanding of the children. Pre-service teachers should try a range of assessment strategies in order to develop their experience of these processes.

## 5. Communicating with families

During professional experience placements, pre-service teachers are required to investigate different ways of communicating with families about children's learning and development. This might involve communicating with families on an individual basis or communicating more generally with all of the families involved in the setting. The decision about who and how the pre-service teacher should communicate with is at the discretion of and in negotiation with the Mentor teacher and should be appropriate and relevant to the context of the setting. Depending on the context, strategies may include informal conversations, displays, portfolios, newsletter articles, flyers, written reports or video recordings of classroom/centre events. This should include an introductory letter/poster for parents to see.

## Assessment

---

### Tasks

The pre-service teacher is required to:

- Maintain a planning file, including ongoing personal reflections, as supporting evidence for certification as a registered teacher.
- Complete a Record of Visits form for Year 2A & 2B and email it to the University Liaison.
- Complete the pre-service teacher section of the final report in collaboration with the Mentor teacher & University Liaison.

## 1. Ongoing Discussion, Reflection and Monitoring of Progress

Throughout the professional experiences, there is ongoing reflection on practice by the pre-service teacher. Daily reflections should be written at the end of every day and session plan reflections should be written after each teaching activity. Pre-service teachers make notes of successes they have had and challenges they have faced and record their progress in their planning file as personal reflections. They use the Australian Professional Standards for Teachers as a guide to set goals and evaluate their development as professional educators. Mentor teachers respond to these reflective notes to provide oral and written feedback to pre-service teachers in relation to the learning experiences they have presented and their development as early childhood educators.

The following questions are designed to encourage pre-service teachers to reflect and look more deeply at children's learning and development. The questions are organised using the *Australian Professional Standards for Teachers (APST)*. Pre-service teachers should aim to answer a minimum of three questions at the end of each day of professional experience.

## Personal Reflection Questions

Professional knowledge	<i>Know about children and how they learn</i>	<p>What did you learn about the children you observed? What opportunities are there for children to play?</p> <p>Are there any play experiences that children seem to avoid? If so, identify the experience and consider why this might be so.</p> <p>How is the day organised in the site/classroom?</p> <p>Record the sequence of routines/lessons/activities for the day.</p> <p>How do children move from one activity to another? Are they instructed to do so or do they choose?</p> <p>What did you learn about the children you observed?</p> <p>How did you use your observations to inform your planning?</p> <p>What other research did you do to support children's learning?</p>
	<i>Know the content and how to teach it</i>	<p>How is children's literacy and numeracy development supported by the play experiences offered in your site?</p> <p>How have the EYLF and the Australian Curriculum been used to identify children's competence and plan learning experiences?</p>
Professional Practice	<i>Create and maintain supportive and safe learning environments</i>	<p>What engages children in the indoor environment? Why do you think that is the case?</p> <p>What engages children in the outdoor environment? Why do you think that is the case?</p> <p>What are the features of an outdoor environment that are designed to promote and stimulate children's learning and development and respond to their interests?</p> <p>What are the features of an indoor environment that are designed to promote and stimulate children's learning and development and respond to their interests?</p> <p>How are positive relationships developed at this site between educators, children and families? How can you contribute to these relationships?</p> <p>How do teachers help children manage conflict? Are there any strategies that appear particularly effective?</p>
Professional Engagement	<i>Engage with colleagues, parents/carers and the community.</i>	<p>What are your professional strengths and contributions to the room/class/site? How have you built upon these during your placement?</p> <p>What are some of your emerging professional learning needs or interests when considering your work with this age-group and site? How might you be able to extend on these during this placement?</p> <p>Have you got any examples of where you have accepted and worked on feedback given to you from your Mentor teacher?</p> <p>Have you got any examples of where you have communicated with, or worked alongside a parent, family member, community member or non-teaching professional (e.g. speech pathologist, physiotherapist)?</p> <p><i>After each visit, write about anything that has surprised, confronted, disappointed or enthused you.</i></p>

## Reports

Towards the end of each professional experience, the pre-service teacher, in discussion with the Mentor teacher and University Liaison, completes a final report<sup>1</sup>. Pre-service teachers will receive support for writing their report during topic lectures.

The report is completed using the Professional Experience Reporting System:

<http://ehlt.flinders.edu.au/pers/>

There are two components to the Year 2A and 2B reports:

- a) A site context statement; Pre-service teachers write a short context statement of the site, guided by information presented in the lecture series.
- b) A self-assessment outlining what has been learned in the Year 2A and 2B placements. Pre-service teacher writes how they have met *Novice* level of the Australian Professional Standards for Teachers (APST).
  - 1) Pre-service teachers take responsibility for gathering evidence of their development in their Professional Experience file. They consider both the quality and quantity of evidence that will support the claims that they make in the areas of Professional Knowledge, Professional Practice and Professional Engagement.
  - 2) The Pre-service teacher writes a draft report and shares this with the Mentor teacher and University Liaison to gain feedback.
  - 3) The Pre-service teacher edits and refines the report before clicking 'sign-off' in PERS. (Note that this can be edited after saving, and can be signed off when edits are completed).
  - 4) The Mentor and University Liaison then comment and finalise the report.

See the Final Report section in the assessment flow chart on p.13 for more information on the reporting process.

Please note that all final reports must be signed off by the Mentor, Site-Coordinator and University Liaison, one of these parties needs to be a registered teacher.

Please contact the WIL Support Officer (see p. 4) for any PERS related issues (log-in information, report changes, errors etc.).

<sup>1</sup> A copy of the final report can be found in the appendices at the end of this section of the handbook. All parties can find further support on the [Professional Experience website](#).

## Record Of Visits 2A



### Professional Experience Record of Visits 2021

Year 2A Undergraduate

Early Childhood Education

Pre-Service Teacher's Name:	
Placement Site:	
Name of Mentor Teacher:	

NEGOTIATED PLACEMENT DAY for S1 (circle):		MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY	
DAY	DATE	UNI WEEK	SIGNATURE OF MENTOR TEACHER
1	1 <sup>st</sup> - 5 <sup>th</sup> March	1	
2	9 <sup>th</sup> - 12 <sup>th</sup> March (8 <sup>th</sup> = Public Holiday)	2	
3	15 <sup>th</sup> - 19 <sup>th</sup> March	3	
4	22 <sup>nd</sup> - 26 <sup>th</sup> March	4	
5	29 <sup>th</sup> Mar - 2 <sup>nd</sup> April	5	
6	6 <sup>th</sup> - 9 <sup>th</sup> April (10 <sup>th</sup> = Good Friday)	6	
<b>Mid-semester break &amp; School holidays (12<sup>th</sup> - 25<sup>th</sup> April)</b>			
7	27 <sup>th</sup> - 30 <sup>th</sup> April (26 <sup>th</sup> = Public Holiday)	7	
8	3 <sup>rd</sup> - 7 <sup>th</sup> May	8	
9	10 <sup>th</sup> - 14 <sup>th</sup> May	9	
10	17 <sup>th</sup> - 21 <sup>st</sup> May	10	
If absent, fill in the make-up day/s date & time here, putting a line through the date/week absent.			

**Please note:** It is the responsibility of the pre-service teacher to ensure that the Record of Visits is completed and signed at the conclusion of each visit.

Ten full day visits (minimum of 7.5 hours/day – total 75 hours) must be completed before **Week 14, Semester 1**, in order to pass the professional experience placement. Once completed, forward a **copy** to the Site Mentor teacher and University Liaison (**Not** the Professional Experience office) when finalising the online PERS Report.

## Record Of Visits 2B



### Professional Experience Record of Visits 2021

Year 2B Undergraduate

Early Childhood Education

Pre-Service Teacher's Name:	
Placement Site:	
Name of Mentor Teacher:	

NEGOTIATED PLACEMENT DAY for S1 (circle):		MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY	
DAY	DATE	UNI WEEK	SIGNATURE OF MENTOR TEACHER
1	26 <sup>th</sup> – 30 <sup>th</sup> July	1	
2	2 <sup>nd</sup> – 6 <sup>th</sup> Aug	2	
3	9 <sup>th</sup> – 13 <sup>th</sup> Aug	3	
4	16 <sup>th</sup> – 20 <sup>th</sup> Aug	4	
5	23 <sup>rd</sup> – 27 <sup>th</sup> Aug	5	
6	30 <sup>th</sup> Aug – 3 <sup>rd</sup> Sep	6	
7	6 <sup>th</sup> – 10 <sup>th</sup> Sep	7	
8	13 <sup>th</sup> - 17 <sup>th</sup> Sep	8	
9	20 <sup>th</sup> – 24 <sup>th</sup> Sep	<b>MSB</b>	
<b>Mid-Semester break - 20<sup>th</sup> September – 3<sup>rd</sup> October</b> <b>School Holidays – 27<sup>th</sup> September – 10<sup>th</sup> October</b>			
10	5 <sup>th</sup> - 9 <sup>th</sup> Oct (4 <sup>th</sup> = Public Holiday)	9	
If absent, fill in the make-up day/s date & time here, putting a line through the date/week absent.			

**Please note:** It is the responsibility of the pre-service teacher to ensure that the Record of Visits is completed and signed at the conclusion of each visit.

Ten full day visits (minimum of **7.5 hours/day** – total **75 hours**) must be completed before **Week 14, Semester 2**, in order to pass the professional experience placement. Once completed, forward a **copy** to the Site Mentor teacher and University Liaison (**Not** the Professional Experience office) when finalising the online PERS Report.



## Block Placements

### *For all Year 3 and 4 Undergraduate students and Masters students.*

A professional experience block placement at Flinders University is for students enrolled in one of our two undergraduate double-degree Early Childhood Education courses in their third or final year of study and also our Masters of Education (Early Childhood) students.

The block placements provide pre-service teachers with an extended opportunity to work as a teacher in an early childhood setting and to make a meaningful contribution to children's learning. This is achieved through an inquiry project process focussed on one or more of the curriculum goals and/or priorities of the early childhood setting. Once identified, pre-service teachers research the selected topics, share their findings with their Mentor teacher and negotiate the contribution that they can make towards the realisation of these goals through the program that they will plan, implement and evaluate. Where there is more than one pre-service teacher in a classroom or centre, they are encouraged to work in partnership with each other and to negotiate the contribution that they can make by working together.

Across the block placement, pre-service teachers are required to:

- Work within, and support, the policies of the setting. They are expected to demonstrate their commitment, enthusiasm, initiative, effort and professionalism in a full-time capacity.
- Take an increasing degree of responsibility for planning, implementing and evaluating a curriculum that engages and involves children in deep and meaningful learning related to each of the curriculum goals or priorities that they are contributing to.
- Gradually assume full responsibility for the running of an early childhood classroom.

In addition, opportunities to document children's involvement in the curriculum and assess their learning enable pre-service teachers to apply and test the theoretical understandings that they are developing in relation to children and their learning and to reflect on and evaluate the impact and effectiveness of their approach to teaching on children's learning.

The opportunity exists for two-way learning as pre-service teachers and Mentor teachers share their knowledge about children, their experiences within the setting and inquiry project into children's learning. The development of a collaborative relationship between the pre-service teacher and the Mentor teacher enables positive, honest and open discussion and allows problem-solving to occur which can enhance the learning of the pre-service teacher and the Mentor teacher.

The provision of constructive, balanced feedback is appreciated, and is an important task for the Mentor teacher. Pre-service teachers place high importance on written feedback which is accompanied by the opportunity to discuss that feedback. It is important that regular written and oral feedback continues throughout the professional experience.

## Educational aims

This professional experience placement provides pre-service teachers with the opportunity to work collaboratively with children and practicing early childhood educators on a project identified by the site. This will enable pre-service teachers to:

- Make a meaningful contribution to children's learning and the setting's curriculum goals and priorities.
- Deepen their understandings of how children learn and develop through a process of praxis, in which they research, inquire, test and use the theoretical knowledge that they have acquired and are acquiring.
- Use a variety of observation techniques to gain insight into the types of experiences, activities and ideas that engage young children.

- Plan, implement and evaluate a curriculum that involves and engages children in deep and meaningful learning.
- Engage in praxis, or theoretically informed teaching.
- Document children's involvement and engagement in the curriculum and assess their learning over an extended period.
- Recognise the importance of families in children's lives and learning.
- Work as a constructive, collaborative and cooperative team member.
- Document and organise evidence of their developing professional knowledge, professional practice and professional relationships.

## **Expected learning outcomes**

The projects identified by the site provide opportunities for pre-service teachers to:

- Make a meaningful contribution to children's learning and the setting's curriculum goals and priorities.
- Deepen their understandings of how children learn and develop through a process of praxis, in which they research, inquire, test and use the theoretical knowledge that they have acquired and are acquiring.
- Use a variety of observation techniques to gain insight into the types of experiences, activities and ideas that engage young children.
- Plan, implement and evaluate a curriculum that involves and engages children in deep and meaningful learning.
- Engage in praxis, or theoretically informed teaching.
- Document children's involvement and engagement in the curriculum and assess their learning over an extended period.
- Recognise the importance of families in children's lives and learning.
- Work as a constructive, collaborative and cooperative team member.
- Document and organise evidence of their developing professional knowledge, professional practice and professional relationships.

## **Single day visits**

The single day visits form an important component of this professional experience. It is highly recommended that pre-service teachers talk with Mentor teachers about how best to use these days. Being clear about the details of the tasks that comprise the Learning Strands for each block placement will enable pre-service teachers to decide how to structure and plan these single days. It is essential that the single day visits are verified as complete prior to the commencement of each professional experience block.

Prior to the first day, it is important that pre-service teachers read through the Administrative and Professional responsibilities for pre-service teachers (pages 11-21) carefully.

All teaching sessions should be planned in detail and developed using the relevant curriculum documents for the birth-to-eight age-range. Evaluations/reflections should be completed at the end of each day with information gathered through the teaching and learning process. Ongoing plans should be informed by what has been learned through the evaluation and reflection on the previous plan.

Although they bring some experience of programming and planning for children's learning, pre-service teachers will need support for planning from Mentor teachers and their University Liaisons. As the

placement proceeds, and as the pre-service teacher's responsibilities increase, Mentor teachers and University Liaisons should negotiate with pre-service teachers to explore ways of documenting the planning process using a clear, manageable approach (for example, by developing a weekly overview with detailed plans for specific experiences, rather than all experiences).

## Learning Strands

**By completing these Learning Strands you will be addressing and evidencing the Australian Professional Standards for Teachers (APST) and the Australian Children's Education and Care Quality Authority's (ACECQA's) National Quality Standard (NQS) requirements.**

### 1. A Context Statement - Knowing and understanding the context

Pre-service teachers are required to complete a context statement in order to develop an understanding of the setting and the children and families who use the setting. A draft context statement should be completed prior to the commencement of the professional experience block. The statement should be filed in the pre-service teacher's planning file and added to as they develop more familiarity with the site. The context statement should describe the setting, including socio-economic/cultural background, number of children, organisation of different age groups (rooms/classes), facilities available for the setting to use etc and should consider legislative, administrative and organisational policies and processes. It should then detail the children that the pre-service teacher is working with, including the learning environment e.g. age, gender ratios, number of special education children, learning plans, languages spoken, resources available in the room, interests, existing planning and documentation processes, etc.

### 2. The Inquiry – a curriculum investigation

The curriculum goals and priorities of the early childhood setting provide a focus to the pre-service teacher's plans for learning for the duration of the professional experience block. In all block placements, pre-service teachers engage in a shared process of inquiry that emphasises the importance of praxis, or theoretically informed teaching. This inquiry project provides opportunities to document children's involvement in the curriculum and assess their learning. The inquiry process enables pre-service teachers to apply and test the theoretical understandings that they are developing in relation to children and their learning and to reflect on and evaluate the impact and effectiveness of their approach to teaching. Further, as they collaborate with Mentor teachers and other educators, pre-service Teachers are positioned as valuable members of an early childhood team.

Pre-service teachers should:

- Work with the Mentor teacher to identify inquiry project goal/s to contribute to. These can be drawn from the identified site/classroom priorities or from children's interests and pre-service teacher observations (for example, supporting a child/group of children to explore a question that they have).
- Carry out observations and collect evidence (photos, dialogue, drawings etc.)
- Analyse all observations.
- Research the agreed upon focus and share the findings of this research with their Mentor teacher.
- Based on the findings of the research, identify the contribution that will be made and negotiate this contribution with the Mentor teacher.
- Collaborate with the Mentor teacher to decide on the approach (for example, an emergent curriculum, play-based curriculum, integrated curriculum, project-approach, etc.)

- Develop a basic program 'map' and timeline that provides a framework for developing the inquiry project. What will be planned to develop the children's interests? What learning will be achieved?
- Pre-service teachers should continue working with the Mentor teacher to plan and implement learning opportunities for an identified individual, or groups of children. A written reflection should accompany each session plan, considering what worked, what didn't and potential changes. These reflections should be kept in the planning file.
- Consider how the inquiry can be presented in the planning file and to the site for them to use as evidence of children's learning.

### 3. Planning for learning

Across the professional experience, pre-service teachers are required to take an increasing degree of responsibility for planning, implementing and evaluating a curriculum that involves and engages children in deep and meaningful learning.

The following table shows the recommended allocation of teaching time for pre-service teachers. When pre-service teachers are not taking responsibility for the learning/teaching program, they should support the work in the classroom/centre under the direction of the Mentor. Variations from this schedule may be negotiated between the Mentor, pre-service teacher and University Liaison.

Session plans (p.19-21) should be created for each teacher-focussed learning experience that is carried out. Pre-service teachers are encouraged to develop their own planning that suits the learning environment that they are working in.

	Expected Teaching Load for Pre-Service Teachers
Single day visits	<ul style="list-style-type: none"> <li>▪ Research, gather and document information regarding the children, site and the inquiry.</li> <li>▪ Observe, document and assess the children's current learning and interests.</li> <li>▪ Write a daily reflection using the reflection questions on p.39.</li> <li>▪ Seek parental permission for observations and photos where necessary.</li> </ul>
Week 1	<ul style="list-style-type: none"> <li>▪ Observe/assess and participate in and support children's learning.</li> <li>▪ Take responsibility for planning, implementing and evaluating at least 5-6 <i>learning experiences</i> during the week (<i>these may or may not be linked to the inquiry</i>).</li> <li>▪ Participate and support routine tasks alongside your mentor.</li> <li>▪ Write daily reflections.</li> </ul>
Weeks 2-3	<ul style="list-style-type: none"> <li>▪ Take responsibility for planning, implementing and evaluating <i>approximately half</i> the learning experiences for the week.</li> <li>▪ Participate in and begin to lead <i>some</i> of the routine activities and tasks of the class/centre, gradually taking over the role from the Mentor.</li> <li>▪ Document children's learning following site documentation methods.</li> <li>▪ Write daily reflections.</li> </ul>
Weeks 3-5	<ul style="list-style-type: none"> <li>▪ Take responsibility for planning and implementing learning experiences for the <i>majority</i> of the week (<i>these may or may not be linked to the inquiry</i>).</li> <li>▪ In consultation with the Mentor, lead the majority of the daily routine tasks/activities, taking over this role from the Mentor. (<i>N.B: pre-service teachers are not required to lead sessions that other staff members are usually responsible for, only the mentor teacher</i>).</li> <li>▪ Document children's learning.</li> <li>▪ Write daily reflections.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>▪ Take full responsibility for leading the children's learning; this includes planning, teaching and implementing the learning experiences for the week, documenting children's learning and communicating with parents.</li> <li>▪ Lead all of the daily activities and routines of the class/centre.</li> <li>▪ Document children's learning.</li> <li>▪ Write daily reflections.</li> </ul>

## 4. Documenting and Assessing Children's Learning

Pre-service teachers are required to document and assess children's learning using a variety of strategies that enable them to:

- Gather evidence of children's learning in relation to the curriculum outcomes (i.e. monitor children's progress) and interpret data to evaluate children's learning and inform teaching.
- Recognise difficulties faced by individual children or small groups of children and respond to these appropriately by differentiating teaching and learning to meet the specific learning, emotional and behavioural needs of children.
- Identify opportunities for new levels of learning (enhancing learning).
- Reflect on teaching (self-evaluation) to improve children's learning.
- Demonstrate accountability to children, parents, families, Mentor teachers, Site Coordinators and University Liaisons (accountability for learning).

The number of children whose learning should be documented and assessed is not specified by the university. Rather, pre-service and Mentor teachers should make a joint decision about which children to focus on. In some instances, it may be appropriate for pre-service teachers to focus on two or three children over an extended period of time; in others it may be appropriate for pre-service teachers to focus on different groups of children at different times during the placement.



In making this decision, Mentor teachers should consider which children they would like to know more about so that the documentation and assessment of children's learning undertaken by pre-service teachers is able to contribute to the Mentor teachers' understanding of the children. Pre-service teachers should try a range of assessment strategies in order to develop their experience of assessment processes.

## 5. Communicating with Families

During professional experience placements, pre-service teachers are required to understand strategies of communicating with and working effectively, sensitively and confidentially with parents/carers. This might involve communicating with families on an individual basis or communicating more generally with all of the families involved in the setting. The decision about who and how the pre-service teacher should communicate with is at the discretion of, and in negotiation with, the Mentor teacher and should be appropriate and relevant to the context of the setting. Depending on the context, strategies may include informal conversations, displays, portfolios, newsletter articles, flyers, written reports or video recordings of classroom/centre events. This should also include an introductory letter/poster for parents to see.

### Tasks

The pre-service teacher is required to:

- Maintain a planning file, including ongoing reflections, as supporting evidence for certification as a registered teacher.
- Complete an interim review, in collaboration with the Mentor teacher & University Liaison.
- Complete the pre-service teacher section of the PERS report.

Assessment in all Flinders University Early Childhood professional experiences is linked to the Australian Professional Standards for Teachers (*APST*). These standards articulate the professional knowledge, professional practice and professional engagement that a newly qualified teacher is required to demonstrate in order to apply for full registration as a teacher in South Australia. Thus, pre-service teachers and Mentor teachers should be guided by these standards at each stage of the assessment process.

Assessment is a collaborative exercise involving the pre-service teacher, Mentor teacher, site co-ordinator (where appropriate) and University Liaison, undertaken in three stages (as below).

### 1a. Ongoing Discussion, Reflection and Monitoring of Progress

Throughout the professional experiences, there is ongoing reflection on practice by the pre-service teacher. Daily reflections should be written at the end of every day and session plan reflections should be written after each teaching activity. Pre-service teachers make notes of successes they have had and challenges they have faced and record their progress in their planning file as personal reflections. They use the Australian Professional Standards for Teachers as a guide to set goals and evaluate their development as professional educators. Mentor teachers respond to these reflective notes to provide oral and written feedback to pre-service teachers in relation to the learning experiences they have presented and their development as early childhood educators.

The following questions are designed to encourage pre-service teachers to reflect and look more deeply at children's learning and development. Considering professional and ethical responsibilities, pre-service teachers also identify their own professional learning needs through continuous self-reflection. The questions are organised using the *Australian Professional Standards for Teachers (APST)*. Pre-service teachers should aim to answer a minimum of three questions at the end of each day of professional experience.

### 1b. Teacher Performance Assessment (TPA) (final years only)

Developed by the Australian Institute for Teaching and School Leadership (AITSL), the Teaching Performance Assessment (TPA) is a tool used to assess the practical skills and knowledge of pre-service teachers against the Graduate Teacher Standards in the final year of their initial teacher education program. All final year pre-service teachers will need to complete and pass the TPA tasks outlined in the next section of this handbook. To pass the final placement topic, students must pass both the practical component of the placement and all TPA tasks.



Professional knowledge	<i>Know about children and how they learn</i>	<p>What did you learn about the children you observed? What opportunities are there for children to play?</p> <p>Are there any play experiences that children seem to avoid? If so, identify the experience and consider why this might be so.</p> <p>How is the day organised in the site/classroom?</p> <p>Record the sequence of routines/lessons/activities for the day.</p> <p>How do children move from one activity to another? Are they instructed to do so or do they choose?</p> <p>What did you learn about the children you observed?</p> <p>How did you use your observations to inform your planning?</p> <p>What other research did you do to support children's learning?</p>
	<i>Know the content and how to teach it</i>	<p>How is children's literacy and numeracy development supported by the play experiences offered in your site?</p> <p>How have the EYLF and the Australian Curriculum been used to identify children's competence and plan learning experiences?</p>
Professional Practice	<i>Create and maintain supportive and safe learning environments</i>	<p>What engages children in the indoor environment? Why do you think that is the case?</p> <p>What engages children in the outdoor environment? Why do you think that is the case?</p> <p>What are the features of an outdoor environment that are designed to promote and stimulate children's learning and development and respond to their interests?</p> <p>What are the features of an indoor environment that are designed to promote and stimulate children's learning and development and respond to their interests?</p> <p>How are positive relationships developed at this site between educators, children and families? How can you contribute to these relationships?</p> <p>How do teachers help children manage conflict? Are there any strategies that appear particularly effective?</p>
Professional Engagement	<i>Engage with colleagues, parents/carers and the community.</i>	<p>What are your professional strengths and contributions to the room/class/site? How have you built upon these during your placement?</p> <p>What are some of your emerging professional learning needs or interests when considering your work with this age-group and site? How might you be able to extend on these during this placement?</p> <p>Have you got any examples of where you have accepted and worked on feedback given to you from your Mentor teacher?</p> <p>Have you got any examples of where you have communicated with, or worked alongside a parent, family member, community member or non-teaching professional (e.g. speech pathologist, physiotherapist)?</p> <p><i>After each visit, write about anything that has surprised, confronted, disappointed or enthused you.</i></p>

## Personal Reflection Questions

---

### 2. Interim Review

Mid-way through the professional experience placement (by the end of Week 3 of the 6-week block), an interim review<sup>1</sup> is completed by the pre-service teacher and the Mentor teacher. The purpose of this review is to ensure that pre-service teachers receive oral and written feedback on their progress at the mid-point of the placement. It provides an opportunity for pre-service teachers and Mentor teachers to highlight and celebrate areas of strength and achievement and to identify areas that require improvement in the second half of the professional experience block. It is also an opportunity for pre-service teachers to check their perception about the progress that they are making at the half-way point of the professional experience block.

#### Interim review process:

1. The pre-service teacher writes the interim review, assessing their own learning against the Australian Professional Standards for Teachers (APST). They should ensure that any claims that they make in relation to their learning can be substantiated.
2. The pre-service teacher arranges a time to discuss the report with their Mentor teacher.
3. The Mentor teacher verifies that the assessment of learning made by the pre-service teacher is accurate.
4. The Mentor teacher marks on the review where they consider the pre-service teacher to be sitting on the APST continuum (novice, emerging, graduate or working towards one of these).
5. Comments are added to each section. Areas requiring attention are noted, and together, plans are made to ensure that the pre-service teacher successfully completes the professional experience block.
6. A copy of the interim review is emailed to the University Liaison.

Where there is disagreement about the progress made by the pre-service teacher, the University Liaison should meet with both parties in an attempt to resolve the issue. If there is no resolution, the course coordinator and Site Coordinator will meet with the pre-service teacher and Mentor teacher to find a resolution to the issue.

### Pre-Service teachers 'At Risk' of failing the professional experience block

All pre-service teachers should aim to achieve an **Emerging grade (Year 3 and 1<sup>st</sup> Year Mteach)** or **Graduate grade (final year)** in each of the APST areas. However, If a pre-service teacher is assessed as not meeting the required grade in two or more APST standards during the interim review, s/he should be informed that s/he is consider to be 'at risk'<sup>2</sup> of failing the professional experience block. A pre-service teacher can also be identified as 'at risk' prior to or after the interim review. In these instances, the processes shown in the Flow Chart on p. 13 should be implemented and the Professional Experience Coordinator must be contacted by the University Liaison or Mentor teacher as soon as possible.

For pre-service teachers, a notification of 'At Risk' is a serious indication that a significant amount of work may be required in order to achieve a satisfactory grade for the professional experience placement. However, it should not be assumed that pre-service teachers cannot overcome the difficulties that have culminated in an 'At Risk' assessment. Rather, the assumption is that if pre-

---

<sup>1</sup> A copy of the interim review can be found at the end of this section of the handbook. Pre-service teachers can download an electronic copy of the framework from the [Professional Experience website](#). But should complete the final report in [PERS](#).

<sup>2</sup> A copy of the At Risk form can be found in the appendix and on the [Professional Experience website](#).



service teachers are given specific feedback about those aspects of their work that is unsatisfactory, they will be well positioned to make the necessary changes and to complete their professional experience successfully.

### 3. Final Report (PERS)

In the final week of the professional experience block, the final report<sup>3</sup> is completed by the pre-service teacher in discussion with the Mentor teacher and University Liaison. This report is completed using the Professional Experience Reporting System: <http://ehlt.flinders.edu.au/pers/>

Pre-service teachers are expected to use the final report to assess their own learning before meeting with their Mentor teachers. They should expand on the information gathered in the interim review and ensure that any claims that they make are supported with evidence.

There are two components to the final report:

- a) A site context statement; Pre-service teachers write a short context statement of the site, guided by information presented in the lecture series.
- b) A self-assessment outlining what has been learned. Pre-service teacher writes how they have met *Emerging* level (3<sup>rd</sup> year and 1<sup>st</sup> year Mteach) or *Graduate* level (Final year) of the Australian Professional Standards for Teachers (APST).
  - 1) Pre-service teachers take responsibility for gathering evidence of their development in their Professional Experience file. They give consideration to both the quality and quantity of evidence that will support the claims that they make in the areas of Professional Knowledge, Professional Practice and Professional Engagement.
  - 2) The Pre-service teacher writes a draft report and shares this with the Mentor teacher and University Liaison to gain feedback.
  - 3) The Pre-service teacher edits and refines the report before clicking 'sign-off' in PERS. (Note that this can be edited after saving, and can be signed off when edits are completed).
  - 4) The Mentor and University Liaison then comment and finalise the report.

See the Final Report section in the assessment flow chart on p.13 for more information on the reporting process.

Please note that all final reports must be signed off by the Mentor, Site-Coordinator and University Liaison, one of these parties needs to be a registered teacher.

Please contact the WIL Support Officer (see p. 4) for any PERS related issues (log-in information, report changes, errors etc.)

### Medal for Excellence in Beginning Teaching (final year only)

The Medal for Excellence in Beginning Teaching is awarded to a Bachelor of Education/Master of Teaching graduating student who demonstrates exemplary performance in their final year professional experience. Criteria include excellent professional conduct, sound content knowledge and exceptional professional practice. Mentor teachers, University Liaisons or Site Coordinators can nominate pre-service teachers for these awards. More information and nomination forms can be found on the [Professional Experience website](#).

<sup>3</sup> A copy of the final report can be found in the appendices at the end of this section of the handbook. All parties can find further support on the [Professional Experience website](#).



### Professional Experience Record of Visits 2021

All Block placement students

*3<sup>rd</sup> year undergraduate, final year undergraduate*

*1<sup>st</sup> year Mteach, final year Mteach*

#### Early Childhood Education

Pre-Service Teacher's Name:	
Placement Site:	
Name of Mentor Teacher:	

DAY	DATE	HOURS PRESENT	SIGNATURE OF MENTOR TEACHER
1			
2			
3			
4			
5			
TOTAL NUMBER OF HOURS:			

#### Please note:

It is the responsibility of the pre-service teacher to ensure that the Record of Visits is completed and signed at the conclusion of each visit.

Five full day visits (minimum of **7.5** hours/day) must be completed in order to commence the 6-week block.

Once completed, forward a **copy** to the University Liaison (**Not** the Professional Experience team) when finalising the online PERS Report.

## Final Year Teaching Performance Assessments (TPA)

### Overview

<b>To be completed before the last single-day visit. (APST: 6.1, 6.3)</b>			
<b>Activity 1. Self-Reflection</b> <p>Assess your own professional learning needs, and align these with the Australian Professional Standards for Teachers (Graduate Level).</p> <p>Looking at each of the standards, identify your strengths and challenges (this process is part of standard 6.1).</p> <p>Upload a reflection to FLO and discuss with your University Liaison (in person or via email).</p>			
<b>Undertaken during the single-day visits. (APST 4.4, 5.4, 7.1, 7.2)</b>			
<b>Activity 2. Site Context Statement</b> <p>Upload a copy of your written Site Context Statement to the FLO page.</p> <p>Use the handbook guidelines on p. 35 for support.</p>			
<b>Undertaken during the final professional experience teaching block.</b>			
<b>Activity 3</b>	<b>Activity 4</b>	<b>Activity 5</b>	<b>Activity 6</b>
Plan→Teach→Assess.	Teaching video - observation and reflection.	Assess, report and provide feedback on learning.	Final presentation – undertaken at the university after placement.
<b>Evidence to be collected.</b>			
<ul style="list-style-type: none"> <li>Learning overview</li> <li>3-5 session plans</li> <li>Resources</li> <li>Examples of children's work</li> </ul>	<ul style="list-style-type: none"> <li>Video clip</li> <li>Mentor statement and signature in handbook (then uploaded to FLO)</li> </ul>	<ul style="list-style-type: none"> <li>The assessment method used</li> <li>Evidence of its use with two children</li> <li>Subsequent analysis and critical reflection</li> <li>Next steps for learning.</li> </ul>	<ul style="list-style-type: none"> <li>A culminating presentation that brings together evidence from TPA activities 1-5</li> <li>Demonstration of professional learning and reflection.</li> <li>Evidence of impact on children's learning</li> </ul>
<b>Links to Australian Professional Standards for Teachers.</b>			
1.1, 1.3, 1.4 ( <i>if applicable</i> ), 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, & 4.5	3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 6.3	3.6, 3.7, 5.1, 5.2, 5.3, 5.4, 5.5	1.2, 6.2, 6.4, 7.3, & 7.4

## Activity 1: Self-Reflection

(Undertaken before the final single-day visit)

- ✓ *Assess your own professional learning needs using the Australian Professional Standards for Teachers in the Handbook.*

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

Receiving feedback on this reflection and learning from it is a critical part of the process. This process works towards addressing 6.3 (as will ongoing feedback from the mentor teacher).

**Evidence:** Written Self-Reflection (500 words minimum) and include in the Professional Experience file and upload to FLO prior to commencing the block-placement.

## Activity 2: Site Context Statement

(undertaken during the single-day visits)

- ✓ *Write a statement that outlines the key information for the site (500 word minimum). Use the guidelines on p. 35 to support in writing this document.*

**Evidence:** Finished statement placed in Professional Experience File and uploaded to FLO prior to commencing the block-placement.

## Activity 3: Plan → Teach → Assess

(Undertaken during the placement block)

- ✓ *Develop an overview and a sequence of 3-5 session plans.*

Develop an overview of the session sequence to show the intended development and progression of learning. Use the session plans on p.19-21 of the handbook to support planning. How does your teaching align with the relevant curriculum (Early Years Learning Framework, Australian Curriculum)? Ensure each plan shows how previous assessment has informed the current session. Gain feedback from the Mentor and University Liaison, especially early on.

**Evidence:** Upload TPA task 3 rubric to FLO. Overview and session plan sequence should be placed in Professional Experience file and uploaded to FLO.

## Activity 4: Teaching video - observation and reflection.

(undertaken during the placement block)

- ✓ *Record at least one 10-minute unedited video segment of your teaching for self and peer review.*

Use this video to support a professional discussion with the Mentor or University Liaison. Use a site device to do this and make sure that the video is deleted after it has been used. Document the discussion with the Mentor/University Liaison after reviewing the video (a suitable time for this

would be the University Liaison's second visit). The mentor should write a brief comment below and sign to verify that this video and reflection have been completed.

**Discussion point with Mentor Teacher and/or University Liaison:**

- What surprised you about your teaching?
- Does the video segment show that you engaged children? How did you manage any challenging behaviour?
- What strategies did you use to address the needs of the whole group and the specific needs of individual children?
- How did you monitor understanding and learning during the session?
- Does the video show that you extended children's knowledge and skills and engaged them in learning relevant key concepts? How?
- What worked well and what might you work on future?

**Evidence:** upload TPA task 4 rubric to FLO.

**Activity 5: Assess, report and provide feedback on learning.**

(undertaken during the placement block)

✓ *Evidence the assessment of children's learning and how it informs future teaching.*

Complete the following:

- Identify/create a method for assessing children that aligns with the curriculum learning outcomes currently being addressed (Pre-service teachers should consider the possible assessment methods used at the site or those introduced at university).
- Use the identified assessment method to analyse children's learning.
- Use the analysis to identify next steps in teaching the whole group and individuals.

**Discussion points with Mentor Teacher and/or University Liaison:**

- How does your chosen assessment monitor children's learning?
- What gaps in children's learning do you notice?
- What do most students appear to understand and, are there misconceptions or confusions that you want to address?
- Can you identify any specific needs (such as the need for extra support or greater challenge)?
- What feedback did you provide to individual children and to the group as a whole?
- Based on this assessment, how will you adapt your planning now?

**Evidence:** upload TPA task 5 rubric to FLO.

Accompanying documents:

- 1) The assessment method used
- 2) Evidence of its use with two children
- 3) Subsequent analysis
- 4) Next steps for learning.



**All pre-service teachers are encouraged to read and make use of this information.**

### **Inclusion and Diversity**

As a pre-service teacher, you will undoubtedly teach a diverse range of children during your professional experience, including children with disabilities. While the educational rights of Australian children with a disability are clearly stated within the Disability Standards for Education, it is the way in which diverse students are valued and actively engaged in early childhood settings that is the foundation of inclusion.

Educators should be mindful of providing early intervention and special education practices in a way that is least likely to result in students feeling they don't belong with their peers. This might mean questioning or challenging the separation and segregation of students and considering how additional or differentiated supports might be provided whilst children are learning with their peers.

Some children may have very complex needs, and could be receiving supports from many different people, including family, paraprofessionals (teacher's aides), educators, and additional professionals, such as therapists.

If you begin working with a child who challenges your thinking - in terms of their educational needs and how they could be met - then you might consider making this the subject of your inquiry project. (Speak to your site about this, they may have questions or thoughts of their own.) Similarly, you might consider how such students are best included, ways their transitions might be supported, or how barriers to their learning are reduced, perhaps by making alteration to their physical environment. If you are in your third year of the BEd (ECE) Spec Ed Disabilities course, then this might be a good way to explore your interest in this area whilst you are doing your general education placement.

### Final Year Placement

For those students who are studying the Bachelor of Education (Early Childhood)/ Bachelor of Special Education degree, the final year placement is the “Special Education” placement. This means pre-service teachers will be placed in a Special School, Special Unit, Special Classroom, or an ‘inclusive placement’ in a mainstream setting. Some may have opportunities to work across these different settings, which might provide opportunities for a richer, varied professional experience placement.

### Categories of Special Education Professional Experiences

*(Information for Final Year Bachelor of Education (Early Childhood)/ Bachelor of Special Education degree only).*

#### Category 1: Special Placement

The pre-service teacher is placed entirely in a special schooling environment. This type of placement enables pre-service teachers to fully immerse themselves in the role of a special educator within such a context.

Example: *Daphne St (Autism), The Briars, JP class at Modbury Special School.*

#### Category 2: Special Unit or Class Placement

This placement is within a mainstream setting, but teaching occurs in a class/unit designated specifically for students with additional learning needs. The pre-service teacher can work full-time in these classrooms, or share their time between special and general classrooms. As a minimum, they must be working 40% of their working week as a special educator within this placement.

Example: *2-5 days p/week in a JP special class/unit. Remaining days can be mainstream JP.*

#### Category 3: Inclusive Placement

Many special educators work within mainstream settings - where most students with additional learning needs are placed. An inclusive placement would see the pre-service teacher working in a mainstream school, within general education classrooms, but operating as a special educator for a minimum of 40% of the time. When they are working as a special educator they are specifically focused on teaching (not coordinating or overseeing) students with additional learning needs.

Example: *Spend at least 40% (e.g. 2 days p/week) of the placement on programs, such as early intervention/transition, and/or working with those students with identified disabilities/learning difficulties. Pre-service teachers will likely collaborate with therapists and other related professionals during this type of placement.*

Students, please note: Although your site has acknowledged that they are welcoming you as a special educator, it is up to you to negotiate a timetable with them that meets your placement requirements. If you are in an Inclusive Placement (Category 3), then this negotiation should commence during your planning days in order to identify any difficulties in meeting the 40% requirement. For assistance during this period, Anna Noble can be contacted via email. If you encounter difficulties within the block, however, your University Liaison is the initial university contact.

## Appendices

### Interim review template (to be Word Processed by the Pre-service teacher).

Year 3 Undergraduate	Year 1 MTeach	Final Year Undergraduate	Final Year MTeach	Elective – Y/N If Y, topic code:	
Name of Pre-Service Teacher			ID		
Name of Mentor Teacher			Name of Site		
Name of University Liaison					

The pre-service teacher writes the interim review, assessing their own learning against the Australian Professional Standards for Teachers (APST). They should ensure that any claims that they make in relation to their learning can be substantiated.

1. The pre-service teacher arranges a time to discuss the report with their Mentor teacher.
2. The Mentor teacher verifies that the assessment of learning made by the pre-service teacher is accurate.
3. The Mentor teacher marks on the review where they consider the pre-service teacher to be sitting on the APST
4. Comments are added to each section, areas requiring attention are noted, and together, plans are made to ensure that the pre-service teacher successfully completes the professional experience block.
5. A copy of the interim review is emailed to the University Liaison.
6. Weeks 4-6: The interim review becomes a point-of-reference for ongoing reflection, discussion and monitoring of progress, and can help to begin the process of documenting the final report (in PERS).

The pre-service teacher writes the interim review, assessing their own learning against the Australian Professional Standards					
<b>PROFESSIONAL KNOWLEDGE</b>					
1. <u>Know students and how they learn.</u>			2. <u>Know the content and how to teach it.</u>		
Novice	Emerging	Graduate	Novice	Emerging	Graduate
Mentor comment:			Mentor comment:		
<b>PROFESSIONAL PRACTICE</b>					
3. <u>Plan and implement effective teaching and learning.</u>			4. <u>Create and maintain supportive and safe learning environments.</u>		
Novice	Emerging	Graduate	Novice	Emerging	Graduate
Mentor comment:			Mentor comment:		
<b>PROFESSIONAL PRACTICE</b>			<b>PROFESSIONAL ENGAGEMENT</b>		
5. <u>Assess, provide feedback and report on student learning.</u>			6. <u>Engage in professional learning.</u>		
Novice	Emerging	Graduate	Novice	Emerging	Graduate
Mentor comment:			Mentor comment:		
<b>PROFESSIONAL ENGAGEMENT</b>			Overall comment from mentor (optional):		
7. <u>Engage professionally with colleagues, parents/carers and the community.</u>					
Novice	Emerging	Graduate			
Mentor comment:					
Pre-service teacher:					
Mentor Teacher:					
University Liaison:					

**NOTES:** Both performance ratings and comments are needed and should be made in terms of what may reasonably be expected of pre-service teachers during this teaching experience in an early childhood site against the APST and requirements outlined in the Handbook.

Novice	Working below the expected level for this Professional Experience
Between Novice & Emerging	Moving towards emerging but not quite reaching emerging standard
Emerging	Achieving Emerging standard - expected at the end of the 3 <sup>rd</sup> year undergraduate/ 1 <sup>st</sup> year MTeach degree
Between Emerging and graduate	Moving past emerging but not quite reaching graduate standard
Graduate	Achieving Graduate standard – expected at the end of the final Professional Experience



## Final Report template



Professional Experience  
Office  
College of Education,  
Psychology and Social Work  
Email: [eceprofexp@flinders.edu.au](mailto:eceprofexp@flinders.edu.au)

PROFESSIONAL EXPERIENCE REPORT 2021

Early Childhood

PRE-SERVICE TEACHER NAME		STUDENT ID:	
SITE		AGE GROUP	Drop Down
SITE MENTOR TEACHER	Drop Down	SUBJECT	Drop Down
SITE CO-ORDINATOR		UNIVERSITY LIAISON	Drop Down

<b>Site Context</b>	<b>Pre-Service Teacher –Statement</b>
Write a brief statement about the site you have worked in during your placement.	
<b>Australian Professional Standards for Teachers (APST)</b>	<b>Pre-Service Teacher – Summary Statements</b>
<b>Professional Knowledge</b>	<b>Comments</b>
<b>APST 1</b> Know students and how they learn.	
<b>APST 2</b> Know content and how to teach it.	
<b>Professional Practice</b>	<b>Comments</b>
<b>APST 3</b> Plan and implement effective teaching and learning.	
<b>APST 4</b> Create and maintain effective teaching and learning.	
<b>APST 5</b> Assess, provide feedback and report on student learning.	

Professional Engagement	Comments
<b>APST 6</b> Engage in professional learning.	
<b>APST 7</b> Engage professionally with colleagues, parents/carers and the community.	

**Mentor Teacher: Summary Statement**

**University Liaison: Summary Statement**  
The preservice teacher has completed a minimum of 10 days Birth-2 years on this placement. YES  
The preservice teacher has completed a minimum of 10 days Birth-2 years on this placement. NO

**SITE COORDINATOR**

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

Name of Site Mentor Teacher (s) \_\_\_\_\_ Date: \_\_\_\_\_

Name of Site Coordinator \_\_\_\_\_ Date: \_\_\_\_\_

Consideration has been given to the complexity and degree of challenge of the professional experience context in evaluating the pre-service teacher's ability to meet the assessment criteria for the professional experience.

In our opinion, the pre-service teacher –  
**HAS** demonstrated competency in the professional standards indicated in this report,  
and is ready to undertake Professional Experience Final Year. **SATISFACTORY**

**HAS NOT** demonstrated competency in the professional standards indicated in this report,  
and is not ready to undertake Professional Experience Final Year. **NOT SATISFACTORY**

**UNIVERSITY LIAISON**

Name of University Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

**Report ID:**

Site (Site Coordinator/Site Mentor Teacher)	
Pre-Service Teacher	
University Liaison	

## Professional Experience: At Risk Notification

Available for download:

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



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:*

<b>PROFESSIONAL RELATIONSHIPS</b>
Engages professionally with the school community. <i>(Works effectively, sensitively and confidentially with parents/carers)</i> Demonstrates an understanding of the codes of ethics and conduct for the teaching profession in their behaviours.
<b>PROFESSIONAL KNOWLEDGE</b>
Learning Processes <i>(Teachers know students and how they learn)</i>
Learning Content <i>(Teachers know the content and how to teach it)</i>
<b>PROFESSIONAL PRACTICE</b>
Planning & Teaching <i>(Teachers plan for and implement effective teaching and learning)</i>
Learning Environment <i>(Teachers create and maintain supportive and safe learning environments)</i>
Provide Feedback and report on student learning <i>(Provide timely and appropriate feedback to students about their learning)</i>

**Please Note:** *These issues need to be addressed if you are to complete this professional experience satisfactorily. You may contact your university Liaison or 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 :

## Notes

---

(Please use this page for notetaking if required).



## **AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS**

### **ASSESSING PRE-SERVICE TEACHER DEVELOPMENT**

#### **NOVICE TO GRADUATE**

Copyright, College of Education, Psychology and Social Work, Flinders University 2021.

All rights reserved.

## PRE-SERVICE TEACHER DEVELOPMENTAL ASSESSMENT GUIDE

### PURPOSES

To develop guidelines for use by Mentor teachers, school coordinators and University Liaisons in the assessment of a pre-service teacher undertaking professional experiences in schools while studying for a degree that leads to registration as a teacher in South Australia.

To increase pre-service teachers' understanding of their own learning through the provision of illustrations of teacher knowledge, practice and professional engagement leading up to the Graduate stage.

### BACKGROUND

This document has been written to demonstrate the developmental process expected of pre-service teachers at Flinders University as they develop the knowledge, skills and attributes that have been defined as the core or essential attributes of a graduating teacher. In a sense it completes a developmental continuum for our pre-service teachers from their entry into a teaching degree at Flinders University through to graduation and beyond.

### CONSIDERATIONS

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

- Pre-service teachers will be at different stages of development across the years of their pre-service courses of study as they prepare for a teaching career;
- **“Novice”** level is the point where they demonstrate a beginning development in the knowledge, skills and attitudes expected of a graduate teacher, and this stage should be reached at some time during the first two years of the four-year double degrees;
- **“Emerging”** is the level of performance expected by the end of the block of professional experience in the 3<sup>rd</sup> year undergraduate or 1<sup>st</sup> year MTeach degrees;
- **“Graduate”** is the level expected at the end of the final Professional Experience.
- The descriptors have been developed with the academic program as well as the professional experience components of the degrees in mind, and
- The attributes are written so that Mentor teachers, school coordinators and University Liaisons can use this guide in making their individual judgements about the development of pre-service teachers while on professional experience: to help those judgements have validity and reliability across the many different sites and assessors.

PROFESSIONAL STANDARDS FOR TEACHERS: A PRE-SERVICE TEACHER DEVELOPMENTAL CONTINUUM				
DOMAIN 1: PROFESSIONAL KNOWLEDGE				
Standard 1 Know students and how they learn				
Focus	Novice	Emerging	Graduate	Proficient
<b>1.1 Physical, social and intellectual development and characteristics of students</b>	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.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning

<b>1.2 Understand how students learn</b>	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.	Structure teaching programs using research and collegial advice about how students learn.
<b>1.3 Students with diverse linguistic, cultural, religious and socio economic backgrounds</b>	Discusses the diverse linguistic, cultural, religious and socioeconomic backgrounds of students and seeks to understand the potential implications for learning.	Begins to plan teaching strategies that will meet the need of students with diverse linguistic, cultural, religious and socio-economic 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.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
<b>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</b>	Can discuss and identify teaching that positively influences Aboriginal and Torres Strait Islander students learning outcomes.	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.	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.
<b>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b>	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.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
<b>1.6 Strategies to support full participation of students with disability</b>	Describes some school and teaching practices that work towards supporting 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 with disability.	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

<b>Standard 2 Know the content and how to teach it</b>				
<b>Focus</b>	<b>Novice</b>	<b>Emerging</b>	<b>Graduate</b>	<b>Proficient</b>
<b>2.1 Content and teaching strategies of the teaching area</b>	Demonstrates some knowledge of the structure 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.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
<b>2.2 Content selection and organisation</b>	Analyses curriculum content selection with mentor/s to understand or reveal advantages for 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.	Organise content into coherent, well-sequenced learning and teaching programs.
<b>2.3 Curriculum, assessment and reporting</b>	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.	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
<b>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b>	Expresses respect for Aboriginal and Torres Strait Islander people and understanding that reconciliation between Indigenous and non-Indigenous Australians is 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.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
<b>2.5 Literacy and numeracy strategies</b>	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.	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
<b>2.6 Information and Communication Technology (ICT)</b>	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.	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.



<b>Domain 2 Professional Practice</b>				
<b>Standard 3 Plan for and implement effective teaching and learning</b>				
<b>Focus</b>	<b>Novice</b>	<b>Emerging</b>	<b>Graduate</b>	<b>Proficient</b>
<b>3.1 Establish challenging learning goals</b>	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.	Set explicit, challenging and achievable learning goals for all students.
<b>3.2 Plan, structure and sequence learning programs</b>	Names several 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.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
<b>3.3 Use teaching strategies</b>	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.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
<b>3.4 Select and use resources</b>	Selects appropriate resources to the teaching context and learning 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.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.
<b>3.5 Use effective classroom communication</b>	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.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
<b>3.6 Evaluate and improve teaching programs</b>	Reviews teaching strategies to accurately evaluate personal teaching performance for 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.	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
<b>3.7 Engage parents/carers in the educative process</b>	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.	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

<b>Standard 4 Create and maintain supportive and safe learning environments</b>				
<b>Focus</b>	<b>Novice</b>	<b>Emerging</b>	<b>Graduate</b>	<b>Proficient</b>
<b>4.1 Support student participation</b>	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.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
<b>4.2 Manage classroom activities</b>	Independently manages some classroom activities.	Beginning to demonstrate the capacity to independently organise classroom activities and is developing the skill of giving clear directions.	Demonstrate the capacity to organize classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
<b>4.3 Manage challenging behaviour</b>	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.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
<b>4.4 Maintain student safety</b>	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 wellbeing.	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and Legislative requirements.	Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.
<b>4.5 Use ICT safely, responsibly and ethically</b>	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.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

<b>Standard 5 Assess provide feedback and report on student learning</b>				
<b>Focus</b>	<b>Novice</b>	<b>Emerging</b>	<b>Graduate</b>	<b>Proficient</b>
<b>5.1 Assess student learning</b>	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.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
<b>5.2 Provide feedback to students on their learning</b>	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.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
<b>5.3 Make consistent and comparable judgements</b>	Identifies effective assessment moderation practices that enable teachers to make fair judgement around student progress and the national 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.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
<b>5.4 Interpret student data</b>	Discusses student assessment 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.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
<b>5.5 Report on student achievement</b>	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.	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Domain 3 Professional Engagement				
Standard 6 Engage in professional learning				
Focus	Novice	Emerging	Graduate	Proficient
<b>6.1 Identify and plan professional learning needs</b>	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.	Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.
<b>6.2 Engage in professional learning and improve practice</b>	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.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
<b>6.3 Engage with colleagues and improve practice</b>	Able to discuss aspects of 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.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
<b>6.4 Apply professional learning and improve student learning</b>	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.	Undertake professional learning programs designed to address identified student learning needs.

<b>Standard 7: Engage professionally with colleagues, parents/carers and the community</b>				
<b>Focus</b>	<b>Novice</b>	<b>Emerging</b>	<b>Graduate</b>	<b>Proficient</b>
<b>7.1 Meet professional ethics and responsibilities</b>	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 when making decisions.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools
<b>7.2 Comply with legislative, administrative and organisational requirements</b>	Gains and provides mandatory certification to work with students.	Considers the implications of relevant legislative, administrative and organisational 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.	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
<b>7.3 Engage with the parents/carers</b>	Establishes a 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.	Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.
<b>7.4 Engage with professional teaching networks and broader communities</b>	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.	Participate in professional and community networks and forums to broaden knowledge and improve practice.