



Flinders
UNIVERSITY

Student Name: _____

ID: _____

Middle and Secondary Schooling

Professional Experience
Handbook

Third Year Undergraduate
First Year Master of Teaching
and
Final Year

2020

Professional Experience Website

[Staff page](#)

[Student page](#)

flinders.edu.au

Guidelines for pre-service teachers, site coordinators,
mentor teachers and university liaisons.

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Flinders Staff: Contact Information

School Placement Issues

Please contact WIL support officer Kahlene regarding issues about pre-service teacher injury, absenteeism or sickness. If she is unavailable, contact Jackie Thomson.

WIL Placement Office

Phone:

Email:

Kahlene Michalanney

8201 5282

mssprofexp@flinders.edu.au

Teacher Payments

cepsw.placements@flinders.edu.au

Academic or Pre-Service Teacher Issues

Each pre-service teacher (PST) will be assigned a university liaison to support his/her professional experience. If the university liaison has not contacted the school or pre-service teacher by the middle of the first week of the teaching block, please contact Lou Pike Pyman.

Please contact Lou if advice is needed about PST professional conduct or achievement of learning outcomes. If Lou is unavailable, contact Jackie Thomson.

Academic Coordinator

Phone:

Email:

Lou Pike Pyman

8201 3386

lou.pikepyman@flinders.edu.au

Director of Professional Experience Jackie Thomson

Phone:

Email:

8201 3348 or 0418 740 215

jackie.thomson@flinders.edu.au

Flinders University Health and Counselling Services

Phone:

After-hours support:

8201 2118

1300 512 409 or 0488 884 103

Confidential and professional health, counselling and disability services are available to all currently enrolled Flinders University students. Priority will be given to students if they indicate that they are on placement. More information regarding booking appointments can be found [here](#).



Professional Experience Website

The professional experience website has information, resources and templates for pre-service teachers, school coordinators and mentors. Find staff information [here](#), student information [here](#) or use the QR code above for mobile devices.

Overview and Timelines for Professional Experience 2020

Standard Placements

Term	Wk	Final Year Standard Pattern 1 Metro	Final Year Pattern 2 Metro/Country	3rd Yr UG 1st Yr MTeach Pattern 1	3rd Yr UG 1st Yr MTeach Pattern 2
1	0	Induction			
	1-10	Planning days			
2	1	Teaching Wk 1	Planning days		
	2	Teaching Wk 2	Planning days		
	3	Teaching Wk 3	Teaching Wk 1		
	4	Teaching Wk 4	Teaching Wk 2		
	5	Teaching Wk 5	Teaching Wk 3		
	6	Teaching Wk 6	Teaching Wk 4		
	7		Teaching Wk 5		
	8		Teaching Wk 6		
	9				
	10			Planning days	
3	1			Teaching Wk 1	Planning days
	2			Teaching Wk 2	Teaching Wk 1
	3			Teaching Wk 3	Teaching Wk 2
	4			Teaching Wk 4	Teaching Wk 3
	5				Teaching Wk 4
	6				

Most Flinders Middle School/Secondary PSTs will undertake standard placements that fit within the placement dates above.

Selected PSTs will undertake special final year placements. For more detailed calendars, please refer to page 22 for 3rd Year Undergraduate/1st Year MTeach and page 28 for Final Year.

Reporting Timelines for Professional Experience 2020

3rd Year Undergraduate/1st Year Masters of Teaching (MTeach) Placement

Term	Week	Pattern 1	Pattern 2
3	1		
	2	Mentor Interim Review, PST Interim Self-Assessment and Personal Learning Plan due. Uni liaison observes teaching.	
	3	PST Personal Learning Plan approved by mentor/s. *Interim Review *Interim Self-Assessment *Personal Learning Plan provided to uni liaison between days 16-20.	Mentor Interim Review, PST Interim Self-Assessment and Personal Learning Plan due. Uni liaison observes teaching.
	3-4	Uni liaison observes teaching and discusses completion of final report with mentor and site coordinator.	PST Personal Learning Plan (PST) approved by mentor/s. *Interim Review *Interim Self-Assessment *Personal Learning Plan provided to uni liaison between days 16-20.
	5	Final Report (after placement) completed by mentor teacher/s and school coordinator and forwarded to the uni liaison within two weeks of placement finishing. Academic coordinator sends report to PST.	Uni liaison observes teaching and discusses completion of final report with mentor and site coordinator.
	6		Final Report (after placement) completed by mentor teacher/s and school coordinator and forwarded to the uni liaison within two weeks of placement finishing. Academic coordinator sends report to PST.

*copies of all reports available [here](#) and on pages 46–55.

Mentor Interim Review

The mentor completes the Interim Review to support the PSTs development. PSTs with more than one mentor may receive a combined or separate interim review; the school can decide. Please discuss the review with the PST. They then email this form to the university liaison.

PST Interim Self-Assessment

The PST completes an independent self-assessment and compares it with the mentor's review. PSTs with more than one mentor may complete a combined or separate interim review; the PST decides. This form is emailed to the university liaison.

PST Personal Learning Plan

The PST uses the improvement feedback from the Interim Review to develop goals that will help them achieve the placement success criteria (see p.23). Goals should be developed in consultation with the mentor. The PST emails this form to the university liaison by day 16-20.

Final Report

The final report is completed by the mentor teacher/s, site coordinator and discussed with the university liaison. Please find the guidelines for completing the report and the report templates on pages 51-54. The completed report is sent to the university liaison by the site coordinator within two weeks of placement finishing.

Final Year Placement

Term	Week	Standard Final Year Placement
2	1	TPAs 1 and 2 to be signed off by mentor. Uni liaison visits school and meets staff/PSTs.
	2-3	Mentor Interim Review and PST Interim Self-Assessment due. Uni liaison observes teaching.
	3	Interim Review Interim Self-Assessment provided to uni liaison by end teaching block week 5.
	4-5	Uni liaison observes teaching and discusses completion of final report with mentor and site coordinator.
	6	Final Report completed by mentor teacher/s, school coordinator and uni liaison, then forwarded to the uni liaison within two weeks of placement finishing. TPAs 3-6 to be signed off by mentor. Academic coordinator sends report to PST.

*copies of all reports available [here](#) and on pages 46-60.

Mentor Interim Review

The Mentor completes the Interim Review form by the **end of Week 3** of the teaching block. PSTs with more than one mentor may receive a combined or separate interim review; the school can decide. Please discuss the review with the PST. They then email this review form to the university liaison.

PST Interim Self-Assessment

The PST completes an independent self-assessment and compares it with the mentor's review **at the end of Week 3** of the teaching block. PSTs with more than one mentor may complete a combined or separate interim review; the PST decides. This form is emailed to the university liaison.

Final Report

The final report is completed by the mentor teacher/s, site coordinator and discussed with the university liaison. Please find the guidelines for completing the report and the report

templates on pages 51-59. The completed report is sent to the university liaison by the site coordinator within two weeks of placement finishing.

Country and Pattern 2 Final Year Placements

Term	Week	Country and Pattern 2 Final Year Placement
2	1-2	TPAs 1 and 2 to be signed off by mentor.
	4	Mentor Interim Review and PST Interim Self-Assessment due. Uni liaison observes teaching.
	5	Interim Review Interim Self-Assessment provided to uni liaison by end teaching block week 5.
	6-7	Uni liaison observes teaching and discusses completion of final report with mentor and site coordinator.
	8	Final Report completed by mentor teacher/s, school coordinator and uni liaison, then forwarded to the uni liaison within two weeks of placement finishing. TPAs 3-6 to be signed off by mentor. Academic coordinator sends report to PST.

See page 6 for more detail.

Extended Final Year Placements (Internships, Extended Metro and Rural)

Term	Week	Extended Final Year Placement
2	1-2	TPAs 1 and 2 to be signed off by mentor. Uni liaison visits school and meets staff/PSTs.
	3-4	Mentor Interim Review and PST Interim Self-Assessment due. Uni liaison observes teaching.
	5	Interim Review Interim Self-Assessment provided to uni liaison by end teaching block week 5.
	5-6	Uni liaison observes teaching.
	7-8	Uni liaison observes teaching and discusses completion of final report with mentor and site coordinator.
	8	Final Report completed by mentor teacher/s, school coordinator and uni liaison, then forwarded to the uni liaison within two weeks of placement finishing. TPAs 3-6 to be signed off by mentor. Academic coordinator sends report to PST.

See Page 6 for more detail.

General Information for all Placements

Expectations of Pre-service Teachers (PSTs)

Flinders University values Social Justice, Intellectual Rigour and Sustainability. As a representative of Flinders University, PSTs are always expected to act in a professional and courteous way. They MUST therefore:

- Use their Flinders email account for all correspondence to and from the placement site. They must use appropriate salutations and include their Flinders email signature: Full name, Student ID, Course Year of Study and mobile number.
- Locate the school's website prior to placement to understand policies about behaviour support, use of social media and ICT, specific school foci, staff profiles etc.
- Dress professionally in neat, clean and appropriate clothes and footwear.
- Be at school from 8am-4pm **as a minimum** each day.
- Attend placement during the hours normally expected of permanent staff, including before and after school meetings.
- Wear a Flinders University name badge.
- Provide a copy of their RAN:EC/PSW and CRES/WWCC certificate on their first visit. PSTs who cannot produce this certificate upon arrival will not be allowed to proceed with this placement.
- Provide a completed copy of their **Medical Emergency Contact form** (p.51) to the school coordinator on Day 1.
- Provide contact details, including email address and mobile phone number, to the school coordinator and mentor/s.
- Negotiate teaching responsibilities with their mentor in line with the expectations of professional experience.
- Assume professional roles and responsibilities of a teacher including yard duties, staff meetings, and other reasonable task required of permanent teaching staff at the school.
- Notify the school between 7.00-7.30 am if they are ill and provide a medical certificate upon return.
- Make up any days missed due to illness within one week of the scheduled completion date. PSTs who have more than 2 sick days will be *at risk* of failing this placement. Please contact the university liaison in this case.
- Provide their mentor with copies of their unit plan one to two weeks ahead of teaching the unit, and copies of their lesson plans three to four days ahead of teaching the lesson to ensure adequate time for feedback.
- Listen openly, reflect on and respond to mentor, liaison, and school coordinator feedback.
- Undertake the interim review process and provide copies of their Professional Learning Plan to the university liaison by the deadlines on pages 5-7.
- Show appreciation to staff for their support during and at the end of the placement.

Please note, PSTs must:

- Respond to any contact from their university liaison within 24-48 hours.
- Discuss the contents of this handbook, including reports and assessments with their mentors.
- Schedule a time for the interim review.
- Provide their mentor/s with unit plans and a lesson plan for every lesson taught.

Full-time Commitment and Wellbeing

PSTs are expected to make a full-time commitment to Professional Experience placement. It is not permissible to negotiate a late arrival, a day off or an early departure. Flinders and AITSL/TRB-SA requirements mean that PSTs are expected to be at the school every day, ready to teach and ready to learn.

PSTs have been advised to put strong personal support structures in place to maintain their wellbeing so they may cope with the demands of this teaching block. Please see page 3 for Flinders Health Counselling contact information.

Placement Planning Days

Planning days are not structured as a teaching load. They are an opportunity for PSTs to:

- observe and understand the learning environment, what they will be expected to teach, and to gather information and resources in preparation for teaching
- become familiar with mentors and students, the school, its community and its policies.

During the planning days, PSTs need to undertake the following:

Meet the school coordinator/principal

- Gather general information about timetabling and behaviour policies etc.
- Tour the school and receive WHS training.
- Plan their teaching timetable.
- Find out who their mentor/s are.
- Seek useful information about the broader school community.
- Negotiate an area to undertake planning and preparation.
- Discuss hopes and what they can contribute to the school whilst on placement.
- Demonstrate an open-minded attitude and willingness to learn and improve.

Meet mentors

- Discuss what they can contribute from day one.
- Discuss with mentors what they hope to achieve on this placement.
- Discuss teaching loads with mentors. Determine topics they will be expected to teach, the achievement standards they will aim for and the resources they will need.
- Discuss expectations of their mentor and units of work they need to prepare.

Having this conversation early and understanding the desired expectations will give them insight, structure and confidence.

- Seek permission to access mentor unit and lesson plans to understand ways of planning and student's past learning.
- Negotiate suitable unit and lesson plan formats (examples on p.64).
- Observe mentors and document instructional, social and behaviour strategies used.
- Seek feedback and advice on planning and programming.
- Arrange a preferred communication system between themselves and mentors: email, phone, weekly face-to-face meetings etc.

Meet students

- Spend time with the students they will be teaching. Find out their names, interests, abilities, cultural and language backgrounds, any special needs or preferred ways of learning.

Complete the **Planning Days Attendance Record** form on page 49.

PST Planning Days Checklist

Gather knowledge about the school and class context	
School Orientation (Guided Tour).	
School facilities.	
Record the weekly timetable (or photocopy).	
Compile a list of the students' names in your class/es.	
Determine learning needs of students you will teach	
Read relevant school policies.	
Determine the location of resources you may need.	
Gather knowledge for teaching	
Record some 'routine' teacher instructions for supporting learning and behaviour.	
Observe literacy and numeracy knowledge of students.	
Work with individual students.	
Work with small groups of students.	
Record the 'flow' of lessons e.g. How does the mentor manage transitions?	
Write down questions to ask your mentor when there is time.	
Working with your Mentor	
Undertake yard duties.	
Shadow a specialist teacher for a day (if appropriate).	
Attend staff meetings.	
Discuss unit and lesson plans for teaching.	
Plan your lesson for Day 1 of the first week of your teaching block and get feedback.	
FINAL YEAR STUDENTS: During the School Holidays (Pattern one only)	
Plan and prepare for all lessons for week one. Give or email copies of the lesson plans to your mentor for feedback during the holidays. Don't worry if you do not get feedback until the first week of your placement.	

Portfolio of Evidence

3rd Year Undergraduate/1st Year Masters of Teaching (MTeach) Placement

PSTs are required to begin to gather evidence of their impact on student learning while on their 3rd Yr Undergraduate/1st Yr MTeach placement.

This evidence will contribute to the development of an e-portfolio that will be measured against the AITSL Professional Standards for Teachers at the 'Graduate' level in their final year capstone topic EDUC4820/9401. To gather this evidence, PSTs need to begin asking critical and reflective questions, for example:

- Am I making a difference to student learning?
- How do I know?
- Am I inclusive of and responsive to student diversity/interests, abilities, cultures, languages, gender and socio-economic background?

We encourage PSTs to include their reflections in a digital journal using Mahara (available to PSTs through their OKTA dashboard) or a similar program.

Final Year Placement

All final year PSTs are required to complete a reflective journal and six Teacher Performance Assessment (TPA) activities as part of their assessment (see p.42). These six activities require PSTs to critically reflect and analyse on their teaching practice and to gather quality evidence that will then be used to develop their e-portfolio.

Quality evidence could include:

- unit and lesson plans
- student case studies
- student learning tasks and work samples
- assessment tasks (summative, formative etc)
- rubrics
- teaching observations
- self, peer and student feedback
- ICTs and other resources
- policy documents
- examples of communication with parents and families
- photos and video clips of teaching etc.

Annotated artefacts need to show student learning processes, teaching impact, and the PST's ability to reflect on and respond to feedback.

PSTs must respect school and student privacy by de-identifying all information.

Fitness for Placement

Before being placed in a school, all PSTs must self-declare they are physically, emotionally, mentally and socially fit to undertake placement. If a PST indicates that they may have difficulties fulfilling one or more of these requirements, they are required to discuss their circumstances with the academic coordinator and if desired, a university disability liaison officer or health counsellor. After this time, the academic coordinator may ask the PST to undertake a health, psychological or other check to ensure fitness before attending placement. From time to time, the school coordinator may also be contacted to discuss the circumstances of a PST, in advance of placement.

NOTE: In requesting a medical or psychological *Fitness for Placement* check, the request must be *reasonable* and:

1. Related to the requirements of the duties or functions to be carried out on the placement.
2. Consistent with University policy and Commonwealth and State Government legislation relating to equal opportunity and discrimination.

A PST who cannot demonstrate fitness to undertake the placement or who refuses to undertake a medical or psychological check or make a self-declaration of fitness may be denied a placement.

PSTs with Disabilities

A PST who has a recognised disability under the DDA (1992) may attend placement with the provision of *reasonable adjustments* (Disability Standards for Education, 2005) made in consultation with the PST and a university disability liaison officer. These adjustments enable the PST to access, participate and learn on the same basis as a PST without disabilities. In instances where a PST with disabilities seeks additional adjustments beyond those documented in his/her disability access plan, the PST must negotiate the reasonableness of further adjustments with the academic coordinator, and if desired, the university disability liaison officer, well in advance of placement.

Special Education PSTs

Final Year Special Education Pre-service Teachers ONLY: Additional Learning Opportunities Achieved

As outlined on pages 40-42, special education pre-service teachers are required to negotiate additional learning opportunities. These opportunities will strengthen your knowledge of key special and inclusive education concepts taught at university and develop knowledge of key responsibilities of the special educator. To record the additional experiences, you have over this professional experience, please tick (and annotate) the table below. Remember, a site will not be able to provide you with every opportunity listed below; whichever you achieve will be helpful for your future careers:

<p>NCCD</p> <p>I know how the new NCCD funding arrangements operate at the school/site. <input type="checkbox"/></p> <p>I reviewed NCCD; in particular, I examined Step 4. <input type="checkbox"/></p> <p>I had conversations with teachers about the benefits and challenges of the NCCD. <input type="checkbox"/></p>
<p>IEP/One Plan/ILP</p> <p>I examined how teachers develop and shared IEP information for SWD across the site. <input type="checkbox"/></p> <p>I read and implemented IEP teaching goals. <input type="checkbox"/></p> <p>I provided suggestions and sought clarity on aspects of the IEP I was unsure of. <input type="checkbox"/></p> <p>I attended and/or collaborated on an IEP (with permission). <input type="checkbox"/></p>
<p>Complex Behaviours and Social Supports for SWD</p> <p>I examined how challenging behaviours were supported and resourced in the school. <input type="checkbox"/></p> <p>I implemented behaviour and social support programs at the site. <input type="checkbox"/></p> <p>I discussed issues of mental health and SWD with staff; I implemented programs. <input type="checkbox"/></p>
<p>Behaviour Support Plan and Functional Behavioural Assessment</p> <p>I implemented a BSP. <input type="checkbox"/></p> <p>I developed an FBA; I assisted in the collection of data to help inform an FBA. <input type="checkbox"/></p> <p>I discussed the value and challenges of BSP and FBA with teachers. <input type="checkbox"/></p>
<p>Inclusive education</p> <p>I discussed the value of inclusive education with a variety of teachers and students. <input type="checkbox"/></p> <p>I sought views on the strengths and challenges of differentiating or adapting the Australian Curriculum/SACE for students with disabilities and learning difficulties. <input type="checkbox"/></p>
<p>Student Voice: Understanding the school experience for SWD</p> <p>After seeking proper authority, I discussed the benefits and challenges of learning at school with a disability. I sought feedback from SWD about how to improve my teaching and learning environments; I listened to student recommendations for improving schooling. <input type="checkbox"/></p>
<p>Educational Adjustments and Assistive Technology</p> <p>I consulted with SWD and/or caregivers in the provision and use of 'reasonable adjustments' for curriculum access. <input type="checkbox"/></p> <p>I used a variety of assistive technologies for various students and spent time investigating evidence-based technologies for a range of SWD. <input type="checkbox"/></p>

<p>Specialized Programs and Interventions</p> <p>I participated in specialized programs across the site; I developed programs. <input type="checkbox"/></p> <p>I participated in modified curriculum and/or programs such as MOVE/FLO/ABLES. <input checked="" type="checkbox"/></p> <p>I sought teacher and student viewpoints about the use of these actions/strategies. <input type="checkbox"/></p>
<p>Assessment and Reporting</p> <p>I observed and implemented a variety of screening, needs-based and progress monitoring assessments at the site. <input type="checkbox"/></p> <p>I sought information about how assessments data were used, who for and how often. <input type="checkbox"/></p> <p>I sought out reporting processes used at the site; I discussed the benefits and challenges of these processes. <input type="checkbox"/></p>
<p>Leadership</p> <p>I interviewed school leaders about special education at this site. <input type="checkbox"/></p> <p>I determined the strengths and challenges of special education and future directions at this site. <input type="checkbox"/></p> <p>I discussed the facilitators and barriers to change in the field of special education, generally. <input type="checkbox"/></p> <p>I discussed the challenges/benefits of using the Australian Curriculum. <input type="checkbox"/></p>
<p>Other</p>

The Mentor Teacher

Thank you for mentoring our PST/s.

The planning days

PSTs will spend planning days in their placement school prior to the placement teaching block and at this time, they will not have a university liaison assigned to them.

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

- Make clear your expectations concerning the preparation of units and lesson plans; discuss the topics the PST will be teaching and your preferred way of planning.
- Introduce the PST to staff and show them around the school. Ensure they know where to locate relevant school documents and be available to answer any initial questions.
- Introduce them to the students they will be teaching during placement.
- Discuss and review the PST's proposed planning of lessons and unit/s of work. Identify and communicate with them regarding any special circumstances or issues of concern.
- Encourage the PST to observe and discuss how you plan, prepare and manage student issues (learning, well-being and behaviour). Invite them to ask questions about your practice, classroom management strategies and educational philosophy.

3rd Year Undergraduate/1st Year MTeach Placement Teaching Block

At the commencement of the teaching block, PSTs are likely to be at an early level of competency in relation to classroom management, lesson preparation, delivery and timing. It would be of great assistance to their confidence and development if you could:

- Give guidance and advice on all aspects of teaching performance.
- Provide support and feedback during and after lessons. Draw attention to aspects completed successfully and those that need improvement.
- Discuss and support PSTs to gather evidence of the impact of their teaching for their portfolio (see p.12 for details).
- Contact the university liaison at any time if the learning, teaching and behavioural requirements of a beginning PST is not being achieved towards the 'Emerging' level.
- Give specific verbal and written feedback as required on unit planning, delivery of lessons, classroom management procedures and relationships.
- Complete the **Interim Review** (p.46).
- Complete and submit the **Final Report** (pp.52-55) within two weeks of the placement being completed.

Final Year Placement Teaching Block

At the commencement of the teaching block, PSTs should have completed Teacher Performance Assessment (TPA) activities 1 and 2 (see p.42) and they are required to discuss these with you. Additionally, it would of great assistance to their confidence and development if you could:

- Give guidance and verbal/written feedback on all aspects of teaching performance.
- Support PSTs to gather evidence of the impact of their teaching for their portfolio (see p.12 for examples)
- Contact the university liaison at any time if the learning, teaching and behavioural requirements of a beginning PST is not being achieved towards the 'Graduate' level.
- Give specific verbal and written feedback as required on unit planning, delivery of lessons, classroom management procedures and relationships.
- Monitor and sign off on the six TPA activities.
- Complete the **Interim Review** (p.46).
- Complete and submit the **Final Report** (pp.52-60) within two weeks of the placement being completed.
- Consider nominating the PST for the Medal for Excellence if they have been marked at Outstanding in their final report (see p.29).

Reports

Please note that PSTs should be made aware of their final grade before they leave the school but not receive a copy of their final report. This needs to be completed and returned to the university by the liaison. Once reports are processed by the academic coordinator, students will receive their report by email.

The University Liaison

A university liaison is allocated to each pre-service teacher **for the teaching block** and is expected to:

- Clarify university expectations for school coordinator/mentors as necessary.
- Facilitate communication between all parties involved in the placement.
- Work with PSTs to identify and discuss professional issues.
- Observe PSTs teaching (twice), provide written feedback and discuss all aspects of planning, teaching and learning.
- Be available to discuss the progress of PSTs with school staff as necessary.
- Support the PST in reflecting upon and analysing placement success criteria (pp.23 & 31).
- Support the assessment and reporting process by sharing observations of PST's performance.
- Manage and liaise with the university if issues of a serious nature arise.
- Be involved in the **Interim Review** process.

- Complete an 'at risk' form if there are issues of concern, notify the university academic coordinator and offer strategies to the PST for improvement.
- Undertake additional visits (by negotiation with the University) for PSTs identified as 'at risk of fail', as required.
- Explain the reporting process if necessary.
- Negotiate with the mentor and school coordinator regarding completion of the report.
- Add comments regarding student performance to the **Summary Statement**.
- **Ensure reports are completed and submitted to the university by the deadline.**

Before the first visit, the university liaison will:

- Contact the PST/s, school coordinator and mentor to negotiate suitable times to observe the first lesson and to meet with them.

During Visit 1, the university liaison will:

- Sight the PSTs Planning Days Attendance Record to confirm the completion of the planning days.
- Observe each PST teaching a lesson, provide constructive feedback and advice for the interim review and learning goals.
- Meet with the mentor (s) and school coordinator to discuss the PST's progress and the Interim Review and if there are any concerns, discuss and initiate the 'At Risk' notification process.

During Visit 2 the university liaison will:

- Observe the PST(s) teaching a lesson and provide constructive feedback on the overall teaching performance, areas of growth observed and next steps for learning.
- Meet with the mentor and school coordinator to discuss completion of the **Summary Statement** and to assist with any issues or concerns.
- Discuss and negotiate with the mentor and school coordinator the final report, proposed grade (p.56-59) and assist with accessing and using the reporting system.

If the university liaison has not contacted the pre-service teacher by the middle of the first week of the teaching block, please contact Lou Pike Pyman.

Withdrawal from Placement

Voluntary

Pre-service teachers who withdraw from placement for personal reasons need to:

1. Discuss their circumstances with the school coordinator.
2. Seek advice on the implications of this decision from the academic coordinator.
3. Confirm withdrawal from placement with the university liaison and school coordinator.
4. Return any borrowed materials such as keys, textbooks etc. to the school.
5. Send an email to the academic coordinator outlining the reasons for withdrawal.
6. Withdraw from the placement topic through the Flinders University Student Enrolment system.

Please note, withdrawing **before** or **during** placement has consequences. If a PST intends to remain in the course, his/her degree will be extended by at least 6 months. In addition, the PST will need to complete an application form requesting another placement. In this application, the PST will need to indicate why s/he withdrew and what actions s/he will take to ensure the next attempt will be successful. This application will be reviewed by the Director of Professional Experience, Jackie Thomson, who will determine if, and under what conditions, this person may undertake another placement in the future. If successful, the individual may need to provide medical and/ or psychological documentation outlining fitness to undertake another placement which will occur within nine months to one year of the original placement date, not sooner.

If the PST determines that s/he wishes to withdraw from the BEd/MTeach course, they can seek course counselling to explore available course options.

Imposed

The placement site, Director of Professional Experience or academic coordinator may remove a PST from placement for the following reasons:

1. The PST is consistently unable to achieve the duties of a teacher satisfactorily, without an inappropriate or an unattainable degree of supervision from mentors or others with respect to **teaching performance**. Despite adequate guidance and timely, detailed feedback, in the professional judgement of school staff and the university liaison, the PST is demonstrating/has demonstrated an insufficient level of growth and independence towards achieving the majority (85%) of the placement success criteria for this placement (pp.23 & 31)
2. The PST **breaches the legal, ethical, moral or professional codes of conduct** of the school providing the placement and/or the industry concerned such as the Department for Education.
3. The PST demonstrates gross negligence or misconduct in the performance of an assigned duty.
4. The school is unable to maintain an appropriate placement experience for the PST.

Where the site, Director of Professional Experience or academic coordinator withdraws a PST for reasons listed 1- 3 above, a fail grade will be recorded against the topic irrespective of when this occurs e.g. before or after census date. Where placement is terminated because of point 4 above, the PST will be assisted to find an alternative placement as soon as practicable and will receive an Interim (I) grade against the topic.

Unsatisfactory Placement: At Risk and Fail

1. At any time during placement, a PST may be issued with an ***at-risk*** notification. This will occur when, in the professional judgement of site staff and/or the university liaison, the PST is at risk of not achieving the required success criteria as documented on pages 23 and 31 and described on page 19, number 1. This notification is not a fail but indicates to the PST that *significant improvement* is needed in teaching and/or professionalism to pass the placement. If, at the end of the Professional Experience, the PST performance is still deemed **Unsatisfactory**, or if the professional experience is terminated early by the school, a grade of **Fail (F)** will be given by the academic coordinator.
2. If a PST commits a serious breach of conduct (refer to number two or three on page 19) they will not receive an *at-risk* notification. In this situation, the PST will be contacted by the academic coordinator or Director of Professional Experience and will be asked to leave the school. This will result in an immediate fail grade for this placement.

In circumstances one or two above, the PST's attention is drawn to the following procedure:

1. PSTs will be contacted by the academic coordinator and advised of the process to apply to repeat the topic **or** the requirement to withdraw from the course:
 - If identified as *able to repeat a failed placement*, the PST will apply in writing for permission to repeat a placement indicating a clear plan for improvement. This application must be sent to the academic coordinator **Lou Pike Pyman** (lou.pikepyman@flinders.edu.au) and the Director of Professional Experience, **Jackie Thomson** (jackie.thomson@flinders.edu.au).
 - The application will be assessed against the PST's academic record, reasons for the request and the ability to plan for improvement based on the APST and Flinders Graduate qualities.
 - If approved, Jackie Thomson will write to the PST granting permission to repeat placement and stating the conditions under which the topic can be repeated in the following year.
 - The MSS WIL placement officer and academic coordinator are advised of this decision.
 - The PST will need to contact 'Ask Flinders' to request a new study plan.

**3rd Year Undergraduate and
1st Year Masters of Teaching (MTeach)
Placement**

Uni Week	Dates 2020 Week begins	School Dates		FLINDERS UNIVERSITY 3 rd YR UG/1 st YR MTEACH PROFESSIONAL EXPERIENCE DATES	
		Term	Week		
Uni break	20 Jan		0		
Uni break	27 Jan	1	1	27 th January (PH)	
Uni break	3 Feb		2		
Uni break	10 Feb		3		
Uni break	17 Feb		4		
'O' week	24 Feb		5		
1	2 Mar		6	Lecture 1	
2	9 Mar		7	Lecture 2	
3	16 Mar		8	Lecture 3	
4	23 Mar		9	Lecture 4	
5	30 Mar		10	Lecture 5	
6	6 Apr		11	Lecture 6	
Uni break	13 Apr				
Uni break	20 Apr				
7	27 Apr	2	1	27 April (PH) Lecture 7	
8	4 May		2	Lecture 8	
9	11 May		3	Lecture 9	
10	18 May		4	Lecture 10	
11	25 May		5	Lecture 11	
12	1 Jun		6	Lecture 12	
13	8 Jun		7	8 June (PH)	
14	15 Jun		8		
Exam Week	22 Jun		9		
Exam Week	29 Jun		10	Pattern 1 Planning days	
Uni break	6 Jul				
Uni Break	13 Jul				
Supp. exams	20 Jul	3	1	Teaching Week 1	Pattern 2 Planning days
1	27 Jul		2	Teaching Week 2	Teaching Week 1
2	3 Aug		3	Teaching Week 3	Teaching Week 2
3	10 Aug		4	Teaching Week 4	Teaching Week 3
4	17 Aug		5	Make up days if needed	Teaching Week 4
5	24 Aug		6		Make up days if needed
6	31 Aug		7		
7	7 Sep		8	Preparation for Final Year Lecture 1	
8	14 Sep		9	Preparation for Final Year Lecture 2	
Uni break	21 Sep		10		
Uni break	28 Sep				
9	5 Oct			Preparation for Final Year Lecture 3	
10	12 Oct	4	1		
11	19 Oct		2		
12	26 Oct		3		
13	2 Nov		4		
Exam Week	9 Nov		5		
Exam Week	16 Nov		6		
Uni break	23 Nov		7		
Uni break	30 Nov		8		

3rd Year Undergraduate/1st Year Masters of Teaching (MTeach)

It is anticipated that a PST will be performing at the 'Emerging' level or above for each of the 7 APST Standards by the end of this placement. The Bachelor of Education and Master of Teaching (MTeach) PSTs are required to complete a total of 25 days Professional Experience. This generally occurs in one of two ways:

Pattern 1

- Five planning days: Week 10, Term 2 (29 June – 3 July)
- Four-week continuous teaching block (20 July - 14 August)

Pattern 2

- Five planning days: Week 1, Term 3 (20 July - 24 July)
- Four-week continuous teaching block (27 July – 21 August)

MTeach students have completed an undergraduate degree but have no classroom teaching experience to date. Year 3 undergraduates have 15 days classroom experience. This means all PSTs will require support and significant guidance during the first 10 days of placement to settle into the school and classroom. The first five days are planning days. Please see page 9 for more details.

By day 11, PSTs should be well settled, demonstrating growth and be working towards some independence in planning and teaching.

Placement Success Criteria

Towards the end of the 3rd year Undergraduate/1st Year MTeach placement, it is expected that PSTs will be able to critically reflect on their effectiveness as a teacher against the Emerging level of the Australian Professional Standards for Teachers, and the values of the school community. They are expected to:

- Understand the main roles and responsibilities of teachers, students, families and other staff within the school community.
- Articulate their classroom management strategies and pedagogical choices and their impact on student learning and wellbeing.
- Use the curriculum with increasing independence to plan and implement challenging learning experiences for most students.
- Independently select instructional strategies that consider learner diversity.
- Identify and develop programs that improve student learning.
- Independently apply assessment techniques that inform personal planning and teaching effectiveness.
- Record student learning to inform future planning and decision making.
- Create positive and inclusive learning environments for students over an extended period.

- Demonstrate application of feedback from mentors to improve teaching practice.
- Develop professional relationships with all staff, students, and parents/caregivers.
- Evaluate how their educational programs (unit plans, lessons and resources) have been informed by student learning, assessment results and learner diversity.
- Show evidence of growth towards becoming an effective teacher including improved use of ICT and behaviour support.
- Demonstrate knowledge and understanding of the professional and ethical requirements of a teacher in an Australian school.
- Demonstrate originality, creativity, and risk taking in their teaching.

Placement teaching block overview

During the four-week teaching block, it is expected that the PSTs will increasingly assume the role of the teacher, according to the suggested guidelines below:

Teaching block week 1

- Teach at least 2 lessons per day using plans prepared in planning days.
- Plan units and lessons and discuss them with the mentor well in advance.
- Know the students in the class: interests, learning abilities, learning preferences.
- Gather data from classroom observations and discussions with the mentor
- Reflect on teaching performances with mentor.
- Plan for teaching in week 2.

Teaching block week 2

- Assume greater teaching responsibility.
- Plan for and teach a minimum of 2 lessons per day.
- Continue to observe, collect data, discuss, reflect and plan with mentor.
- Plan for an increased teaching load in Week 3.
- Undertake the Interim Report with the mentor and develop a Professional Learning Plan (PLP).

Teaching block weeks 3 / 4

- Professional Learning Plan (PLP) to be discussed and approved by mentor.
- Teach approximately 60% of a fulltime teacher's load (700-800 minutes per week).
- Continue to observe, reflect and plan with the mentor teacher, using the PLP.

Teaching Load

By the start of teaching block week 3, PSTs should be teaching 60% of a full-time teacher's load. However, we recognise that PSTs move at different rates, and those who are not ready to begin a 60% load will need to achieve an 80% teaching load at they start teaching block week 4. See pages 25 and 26 for some timetable examples.

PSTs with additional space in their timetables can observe or team teach in their major, minor or other learning areas in the upper or lower years. Alternatively, they may be placed in **specialist programs** (e.g. SHIP, FLO, learning support, coding) or **generic programs** (research project, PLP etc.).

60% Teaching Load Examples (approx. 700-800 minutes per week)

Secondary School Setting

Example only: This PST is an MTeach student working towards a double teaching **Major:** Physics and Math. The aim for this placement is to receive a *report* against one major (Physics/junior science).

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Science Year 8	**PLP support	**Research project support	Observe Year 11 Maths (IB)	Science Year 10
2	Science Year 8	**PLP support	NIT	Observe Year 11 Maths (IB)	Science Year 10
Recess					
3	NIT	Science year 10	NIT	Maths Year 9	Science Year 8
4	NIT	**Learning Centre Support	NIT	Maths Year 9	NIT
Lunch					
Period	Science Year 9	NIT	Science Year 9	Observe: Physics Year 12 (SACE)	Observe Physics Year 11
6	Science Year 9	NIT	Maths Year 9	Observe: Physics Year 12 (SACE)	NIT

Middle School Setting (Years 6-9)

Example only: This PST is an undergraduate student working towards a **Major** in History and a **Minor** in English. The aim is to have the PST receive a *report* against English (minor) only in this placement.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	History Year 6	English Year 6	NIT	NIT	English Year 8
2	History Year 6	English Year 6	English Year 8	NIT	English Year 8
Recess					
3	Learning Centre or any specialist program	Observe geography Year 6	NIT	History Year 6	English Year 7
4	NIT	Observe geography Year 6	NIT	Learning Centre	NIT
Lunch					
5	English Year 6	English Year 7	Observe History Year 9	English Year 9	English Year 7
6	NIT	NIT	Observe History Year 9	English Year 9	NIT

Year 6-7 in a Primary or R-12 School Setting

Example only: This PST is an undergraduate student working towards a Double **Major:** Physical Education and Math. The PST would receive a report against Math - one of his/her double majors - not both.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Physical Education (PE) Year 7	Math Year 6	Math Year 7	NIT	Math Year 7
2	PE Year 7	Math Year 6	Math Year 7	NIT	Math Year 7
Recess					
3	Math Year 6	Team-teaching PE Year 3- 5	NIT	PE Year 6	Math Year 6
4	NIT	Team-teaching PE Year 3- 5	NIT	Observe health	NIT
Lunch					
5	Contribute to a specialist program	PE Year 7	Team-teaching PE Year 3-5	PE Year 6	Observe Health
6	NIT	NIT	Team-teaching PE Year 3-5	PE Year 6	NIT

Final Year Placement

Uni Week	Dates 2020 Week begins	School Dates		FLINDERS UNIVERSITY FINAL YEAR PROFESSIONAL EXPERIENCE DATES				
		Term	Wk	Pattern 1	Pattern 2 Metro & Country	Extended 10-week Metro	Extended Country	Internship
				Induction		Induction		Induction
Uni break	20 Jan		0	Planning Days 28 th Jan (PH)		Planning Days 28 th Jan (PH)		Planning Days 28 th Jan (PH)
Uni break	27 Jan	1	1	Planning Days		Planning Days		Planning Days
Uni break	3 Feb		2	Planning Days		Planning Days		Planning Days
Uni break	10 Feb		3	Planning Days		Planning Days		Planning Days
Uni break	17 Feb		4	Planning Days		Planning Days		Planning Days
'O' week	24 Feb		5	Planning Days		Planning Days		Planning Days
1	2 Mar		6	Planning Days		Planning Days		Planning Days
2	9 Mar		7	Planning Days		Planning Days		Planning Days
3	16 Mar		8	Planning Days		Planning Days		Planning Days
4	23 Mar		9	Planning Days		Planning Days		Planning Days
5	30 Mar		10	Planning Days		Planning Days		Planning Days
6	6 Apr		11	Planning Days		Planning Days		Planning Days
Uni break	13 Apr			Employment workshops organised by Flinders Career Centre. Dates to be confirmed.				
Uni break	20 Apr							
7	27 Apr	2	1	Teaching Wk 1 27 April (PH)	Planning Days 27 April (PH)	Teaching Wk 1 27 April (PH)	Planning Days 27 April (PH)	Teaching Wk 1 27 April (PH)
8	4 May		2	Teaching Wk 2	Planning Days	Teaching Wk 2	Planning Days	Teaching Wk 2
9	11 May		3	Teaching Wk 3	Teaching Wk 1	Teaching Wk 3	Teaching Wk 1	Teaching Wk 3
10	18 May		4	Teaching Wk 4	Teaching Wk 2	Teaching Wk 4	Teaching Wk 2	Teaching Wk 4
11	25 May		5	Teaching Wk 5	Teaching Wk 3	Teaching Wk 5	Teaching Wk 3	Teaching Wk 5
12	1 Jun		6	Teaching Wk 6	Teaching Wk 4	Teaching Wk 6	Teaching Wk 4	Teaching Wk 6
13	8 Jun		7	8 June (PH)	Teaching Wk 5 8 June (PH)	Project 8 June (PH)	Teaching Wk 5 8 June (PH)	Teaching Wk 7 8 June (PH)
14	15 Jun		8		Teaching Wk 6	Project	Teaching Wk 6	Teaching Wk 8
Exam Week	22 Jun		9			Project	Teaching Wk 7	Teaching Wk 9
Exam Week	29 Jun		10			Project	Teaching Wk 8	Teaching Wk 10
Uni break	6 Jul							
Uni Break	13 Jul							
Supp. exams	20 Jul	3	1					Special Project
1	27 Jul		2					Special Project
2	3 Aug		3					Special Project
3	10 Aug		4					Special Project
4	17 Aug		5					Special Project
5	24 Aug		6					Special Project
6	31 Aug		7					Special Project
7	7 Sep		8					Special Project (cont)

Medal for Excellence in Beginning Teaching

It is with pleasure that we draw your attention to the **Medal for Excellence in Beginning Teaching**.

This award is presented to a Bachelor of Education/Master of Teaching graduating student who demonstrates exemplary performance in their **final year professional experience**.

The criteria for nomination of this award include:

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

Nomination procedure

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

- a mentor
- the principal or coordinator
- the university liaison

The call for nominations will be sent to school coordinators as the final Professional Experience is nearing its conclusion. If a Flinders pre-service teacher is an outstanding beginning teacher (Outstanding Graduate level), school personnel and university liaisons will be invited to submit a brief nomination.

Flinders University will short list applicants based on the information provided in the nomination form, final professional experience and other reports, together with their academic achievement.

The Medal for Excellence ceremony will be held on Friday 20 November 2020.

Final Year Placement

It is anticipated that a PST will be performing at the **Graduate** level or above for each of the 7 APST Standards by the end of this placement.

Academic Study Links

During school Term 1, PSTs are also completing their academic studies in the topics below and are being taught and assessed in connection with the final school professional experience.

PSTs study Senior Years Teaching (year 11 and 12) within their specialist learning areas and mentors can discuss the theoretical approaches presented in these topics and encourage PSTs to implement the strategies and understandings to evaluate their impact on student learning and development.

EDUC4720: Differentiation for Diverse Learners

Facilitating strong progress in learning is a fundamental skill of an effective teacher in the 21stC. During School Term 1, PSTs will engage with the key principles, practices and philosophies of Differentiation to develop understanding around ways of designing learning that is cognizant of the needs of all students. MTeach students however may undertake this topic after their final placement. The Differentiation topic asks PSTs to explore and examine inclusive practices across a range of contexts so that learning experiences enable individuals with disabilities, linguistic/cultural differences, giftedness or learning differences to participate fully and achieve.

PSTs are required to plan differentiated learning tasks for the students they will be teaching. Part of this practice is to critically review the role of curriculum design, instructional planning and assessment. Mentors are encouraged to discuss this process and review unit and lesson plans so the PST will be well prepared.

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

This topic examines research in the area of curriculum development for individuals with developmental disabilities. The topic presents literature with a focus on outcomes-based curriculum development from an ecological perspective and how this influences educational programming.

Students will demonstrate the process of designing a functional curriculum based on ecological assessment of current and future environments using a variety of assessment tools. Through this process students will develop and prioritise learning objectives and demonstrate an understanding of how functional skills can be embedded within the general curriculum to promote inclusive practice.

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

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

This topic examines theories of learning, formal and informal assessments, curriculum design, and effective teaching strategies for students with special learning needs. Practical application in educational settings is required.

Please contact Carol Le Lant carol.lelant@flinders.edu.au if you have any suggestions or concerns.

Spending time in the Senior Years on Final Placement

In the final year placement, middle/secondary PSTs need to spend some of their time teaching in the senior school (Year 11 and/or 12) and some of the time in the middle school (Years 6 - 10). However, we appreciate the concern that senior years teachers have about handing these classes over to PSTs. We have communicated these concerns to our PSTs, and they have been told that teaching in the senior school can look like the following:

- observation visits to senior years classes (with potential opportunity to speak with the teacher about their pedagogy and curriculum planning at a mutually convenient time)
- collaborative/team teaching
- teaching a small group of students who require differentiation of the curriculum.

Pre-service teachers are aware that given the responsibility involved with teaching senior year students, that senior years mentor teachers may feel more inclined to work with them once they prove their professional capabilities while on placement.

The other areas where PSTs are encouraged to build their professional practice are in other programs like Personal Learning Project (PLP), Research project, Flexible Learning Options (FLO), English as Additional Dialect (EALD) etc.

Placement Success Criteria

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

- critically discuss roles and responsibilities of teachers, students, families and staff within a school community
- articulate how their teaching methodologies impact student learning and wellbeing
- use the curriculum to plan appropriate and challenging learning experiences for all students
- differentiate the curriculum and instructional strategies to cater for the diversity of learners
- identify and use evidence-based instructional materials and pedagogies to support the intended student learning
- effectively use a range of assessment methods to determine student learning progress and achievement
- record student learning to inform planning and decision making

- create a positive and enabling learning environment for students over an extended period
- develop professional relationships with staff, students, and parents/caregivers
- evaluate and describe how their educational programs have responded to student learning and mentor feedback over time
- critically reflect and make judgments on their effectiveness as a teacher in this context
- show knowledge and understanding of the professional and ethical requirements of a teacher in Australian schools
- demonstrate originality, creativity, collaboration and risk taking in their teaching as well as growth and development over time.

Final Year Placement Overviews

In this placement, the majority of the Bachelor of Education and Master of Teaching (MTeach) PSTs complete a standard placement comprising of a minimum of 40 days Professional Experience. This usually occurs in one of two ways:

Standard Placements

Pattern 1 – Metro

- Week 0 - to be negotiated by individual schools (January 20 – 25)
- Ten planning days: Weeks 1-10, Term 1 (January 27 – April 9)
- Six-week continuous teaching block: Weeks 1-6, Term 2 (April 27 – June 5)

Pattern 2 – Metro and Country

- Ten planning days: Weeks 1-2, Term 2 (April 27 – May 8)
- Six-week continuous teaching block: Weeks 3-8, Term 2 (May 11 – June 19)

Extended Metro, Extended Rural and Internships

Selected PSTs will complete special placements including Internships, Extended Metro and Extended Rural placements. While there are unique requirements for the extra activities that PSTs engage in while on these placements, the placement teaching blocks are as follows:

Extended Metro

- Induction: Week 0
- Planning days: Weeks 1-10, Term 1 (January 27 – April 9)
- Six-week continuous teaching block: Weeks 1-6, Term 2 (April 27 – June 5)
- Four-week cross curriculum project: Weeks 7-10, Term 2 (June 8 – July 3)

Extended Rural South Australia and Interstate

- Ten planning days: Weeks 1-2, Term 2 (April 27 – May 8)
- Eight-week continuous teaching block: Weeks 3-8, Term 2 (May 11 – July 3)

Dates may differ for Interstate placements.

Internships

- Induction: Week 0
- Planning days: Weeks 1-10, Term 1 (January 27 – April 9)
- Ten-week continuous teaching block: Term 2 (April 27 – July 3)

Placement explanations and teaching loads

Pattern 1 Standard Metro Placement

Week 0 Term 1

Pre-service teachers (PSTs) may attend induction, orientation and professional development as specified by the school.

Planning Days

10 planning days from Week 1 -10 (to be negotiated with school) of Term 1.

Six-week continuous teaching block

Weeks 1-6 of Term 2.

During the 6-week teaching block in Term 2, PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they do this will depend on the context and individual readiness.

However, all PSTs are expected to be organised and ready to teach at least two lessons each day, from the third day of Term 2, and by the beginning of Week 3, PSTs should be teaching 900+ minutes a week (approximately 4-5 classes).

A suggested progression of responsibilities for the teaching block is as follows:

Teaching block weeks 1 and 2

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

PST and mentor undertake the interim review process at the end of week 2.

Teaching block weeks 3 to 6

- send a copy of the Interim Review reports to the university liaison
- continue responsibility for home group/care group
- plan for and teach at least 4 lessons each day, ensuring assessment of and feedback on student learning is embedded within the lesson design (about 180 – 200 mins per day)
- continue to observe, discuss, reflect and plan with the mentor
- ensure unit plans and any major assignments conclude either at the end of week 5 or early week 6 to ensure all assignments and work is graded and returned to school by the end of placement
- complete TPAs 3,4,5 and 6 (refer to pages 42-44 for details).

At some time during placement:

- Teach two lessons in front of the university liaison
- Teach at least one lesson in front of the school coordinator

After placement:

- upload TPAs 3,4,5 and 6 to FLO with reflective journal.

Mentor/s and site coordinator complete report and send to university liaison within 2 weeks of placement finishing.

Pattern 2 Standard Metro or Country Placement**Planning days**

10 planning days in weeks 1-2 of Term 2

Six-week continuous teaching block

Weeks 3-8 of Term 2

During the 6-week teaching block in Term 2, PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they do this will depend on the context and individual readiness.

However, all PSTS are expected to be organised to teach at least two lessons each day, from the third day of Week 3 of Term 2. By the **beginning of Week 4**, PSTs should be teaching 900+ minutes a week (approximately 4-5 classes). A suggested progression of responsibilities is as follows:

Weeks 3 and 4

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

PST and mentor undertake the interim review process at the end of Week 4.

Weeks 5 to 8

- send a copy of the Interim Review reports to the university liaison
- continue responsibility for home group/care group
- plan for and teach at least 4 lessons each day, ensuring assessment of and feedback on student learning is embedded within the lesson design; (about 180 – 200 mins per day)
- continue to observe, discuss, reflect and plan with the mentor

- ensure unit plans and any major assignments conclude either at the end of week 6 or early week 7 to ensure all assignments and work is graded and returned to school by the end of placement
- complete TPAs 3,4,5 and 6 (refer to pages 42-44 for details).

At some time during placement:

- Teach two lessons in front of the university liaison
- Teach at least one lesson in front of the school coordinator

After placement:

- upload TPAs 3,4,5 and 6 to FLO with reflective journal.

Mentor/s and site coordinator complete report and send to university liaison within 2 weeks of placement finishing.

Extended 10 Week Metro Placement

This special placement follows the same pattern as Standard Pattern 1 placement (pp31-2), with the addition of a curriculum project in Weeks 7-10 of Term 2. This project is negotiated with individual school sites.

Extended Rural South Australia and Interstate

Planning days

10 planning days in weeks 1-2 of Term 2

Eight-week continuous teaching block

Weeks 3-10, Term 2

During the 8-week teaching block in Term 2, PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they do this will depend on the context and individual readiness.

However, all PSTS are expected to be organised to teach at least two lessons each day, from the third day of Week 3 of Term 2. By the **beginning of Week 4**, PSTs should be teaching 900+ minutes a week (approximately 4-5 classes). A suggested progression of responsibilities is as follows:

Weeks 3 and 4

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

PST and mentor undertake the interim review process at the end of Week 4.

Weeks 4 to 6

- undertake the interim review with the mentor at the end of week 4
- send a copy of the Interim Review reports to the university liaison
- continue responsibility for home group/care group
- plan for and teach at least 4 lessons each day, ensuring assessment of and feedback on student learning is embedded within the lesson design (about 180 – 200 mins per day)
- continue to observe, discuss, reflect and plan with the mentor.

Weeks 7 to 10

- continue responsibility for home group/care group
- plan for and teach at least 4 lessons each day, ensuring assessment and feedback on student progress in learning is embedded within the lesson design (about 180 – 200 mins per day)
- continue to observe, discuss, reflect and plan with the mentor
- ensure unit plans and any major assignments conclude in time to ensure all assignments and work is graded and returned to school by the end of placement
- complete TPAs 3,4,5 and 6 (refer to pages 42-44 for details).

In Weeks 9 and 10, there may be semester changeover (especially for SACE subjects). This will allow you the opportunity to either set up a new classroom for a new subject or go and observe other teaching styles and areas that you may be interested in seeing.

-

At some time during placement:

- Teach two lessons in front of the university liaison
- Teach at least one lesson in front of the school coordinator

After placement:

- upload TPAs 3,4,5 and 6 to FLO with reflective journal.

Mentor/s and site coordinator complete report and send to university liaison within 2 weeks of placement finishing.

Internship

Week 0 Term 1

Induction, orientation and professional development (as specified by the school)

Planning Days

10 planning days from Week 1 -10 (to be negotiated with school) of Term 1

Ten-week continuous teaching block

Weeks 1-10 of Term 2

During the 10-week teaching block in Term 2, PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they do this will depend on the context and individual readiness.

However, all PSTS are expected to be organised and ready to teach at least two lessons each day, from the third day of Term 2, and by the beginning of Week 3, PSTs should be teaching 900+ minutes a week (approximately 4-5 classes). A suggested progression of responsibilities is as follows:

Weeks 1 and 2

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

PST and mentor undertake the interim review process at the end of week 2.

Weeks 3 to 6

- undertake the interim review with the mentor at the end of week 4
- send a copy of the Interim Review reports to the university liaison
- continue responsibility for home group/care group
- plan for and teach at least 4 lessons each day, ensuring assessment of and feedback on student learning is embedded within the lesson design (about 180 – 200 mins per day)
- continue to observe, discuss, reflect and plan with the mentor.

Weeks 7 to 10

- continue responsibility for home group/care group
- plan for and teach at least 4 lessons each day, ensuring assessment and feedback on student progress in learning is embedded within the lesson design (about 180 – 200 mins per day)
- continue to observe, discuss, reflect and plan with the mentor
- ensure unit plans and any major assignments conclude in time to ensure all assignments and work is graded and returned to school by the end of placement
- complete TPAs 3,4,5 and 6 (refer to pages 42-44 for details).

In Weeks 9 and 10, there may be semester changeover (especially for SACE subjects). This will allow you the opportunity to either set up a new classroom for a new subject or go and observe other teaching styles and areas that you may be interested in seeing.

At some time:

- Teach two lessons in front of the university liaison
- Teach at least one lesson in front of the school coordinator

After placement:

- upload TPAs 3,4,5 and 6 to FLO with reflective journal.

Mentor/s and site coordinator complete report and send to university liaison within 2 weeks of placement finishing.

Example of a final year placement teaching timetable

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Physics Year 11	PLP support	Research project support	Observe Year 11 Maths (IB)	Science Year 10
2	Physics Year 11	PLP support	NIT	Observe Year 11 Maths (IB)	Science Year 10
Recess					
3	NIT	Science year 10	NIT	Maths Year 9	Science Year 8
4	NIT	Learning Centre Support	NIT	Maths Year 9	NIT
Lunch					
5	Science Year 9	NIT	Science Year 9	Observe: Physics Year 12 (SACE)	Observe Physics Year 11
6	Science Year 9	NIT	Physics Year 12 (this may be team teaching).	Observe: Physics Year 12 (SACE)	NIT

Special and Inclusive Placement Requirements

A pre-service teacher undertaking an education double degree / MTeach in the field of **special and inclusive education** will typically undertake one of three placements.

Special School placement.

Pre-service teachers will be assigned to a class and undertake the same duties as the mentor teacher or as instructed by the coordinator of programs***. In addition, pre-service teachers undertake **additional experiences** delineated in the box below. There is no required number of **experiences** and opportunities are to be negotiated between the PST and the site coordinator.

District Special Class or Disability Unit placement.

Pre-service teachers will be assigned to a class and undertake the same duties as the mentor teacher or as instructed by the coordinator of programs***. In addition, pre-service teachers undertake **additional experiences** delineated in the box below. There is no required number of **experiences** and opportunities are to be negotiated between the PST and the site coordinator.

Mainstream Education placement.

Pre-service teachers will be assigned to classes where there are a significant number of children/students with disabilities** who require educational adjustments to access and participate in their education on the same basis as students without disabilities. In these classroom, preservice teachers undertake the same duties as the mentor teacher or as instructed by the coordinator of programs***. In addition, pre-service teachers undertake **additional experiences** delineated in the box below. There is no required number of **experiences** and opportunities are to be negotiated between the PST and the site coordinator.

***A special education mainstream placement involves teaching in classes where more than 25% of students are provided with 'reasonable adjustments' at QDTP or higher.*

****Preservice teachers can also provide targeted and personalised instruction to small groups and individuals as required by the site, under the guidance of the special education teacher or learning support coordinator.*

Example of a Special Education teaching timetable

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Learning Centre	Math Year 8	Numeracy Support Program	General* Science Year 9	Learning Centre
2	Learning Centre	Math Year 8	NIT	NIT	Learning Centre
Recess					
3	NIT	General* Science Year 9	Math Year 8	Learning Centre	General* Science Year 10
4	NIT	Numeracy Support Program	Math Year 8	Learning Centre	NIT
Lunch					
5	Modified English	PLP Individual Support	General* Science Year 8	PLP Whole Class	History Year 11
6	Modified English	PLP Individual Support	General* Science Year 8	PLP Whole Class	History Year 11

Please negotiate the workload and adjust to meet the requirements of the school setting.

*Over the placement, 'general' subjects provide a range of teaching experiences for the pre-service teacher. That is, whole class teaching, small group teaching and individual teaching.

During whole class teaching, the PST must demonstrate competency with differentiating the curriculum to meet the needs of all learners. They must plan, using the Australian curriculum/SACE, and develop high-quality teaching and learning programs to meet the achievement/performance standards as required.

During the small group teaching experience, the PST may be assigned to work with groups of students with identified SEN in targeted intervention programs such as speech and language, social/emotional or literacy/numeracy programs or within-class support. In the case of the latter the pre-service teacher must demonstrate collaborative practices related to upcoming lesson content and learning outcomes with the subject area teacher. The pre-service teacher must design resources and experiences that remove barriers around understanding the lesson content. In the case of the small group learning environment the PST must demonstrate the capacity to plan worthwhile learning experiences that continue or develop identified learning, skills and behaviours as set down by the NEP/IEP or individual curriculum learning area.

During individual sessions the pre-service teacher needs to demonstrate their capacity to plan challenging and relevant programs or provide ways of connecting the curriculum to the individual needs of the learner. Secondary schools typically provide this experience through pairing the pre-service teacher with a student who may be completing the Research Project,

PLP, or who attends a learning centre for social, academic or behavioural learning reasons. The pre-service teacher is once again expected to collaborate with subject area teachers along with the special education coordinator to ensure the planned learning experiences are appropriate.

Recommended Additional Experiences: Special Education

NCCD – STEP 4 School support.	Individual/small group support.	Under guidance, implementing speech and language programs recommendations.
Participating in wellbeing programs.	IEP/One Plan/ILP construction and implementation.	Personalised learning and support-programs.
Conducting Functional Behavioural Assessments.	Social network analysis: ECH/primary.	Positive behaviour support.
Developing and supporting appropriate educational adjustments.	Ecological inventories	Multitiered systems of support/RTI.
Implementing direct instruction.	Creating resources e.g. Task analysis.	DSE (2005) collaboration.
Supporting students with learning disabilities e.g. dyslexia, dysgraphia, dyscalculia	Programming for SWD/transition.	Curriculum adjustment for students with ID, ASD, LD, ADHD, physical, sensory...
Supporting school-wide inclusive practices.	Supporting social inclusion strategies across the curriculum.	Supporting social skills and strategies.
Literacy and numeracy assessments and analysis.	Implementing programs under the direction of a special education teacher.

This list is not exhaustive.

Teaching Performance Activities (TPA) Overview

PLEASE REFER TO THE FULL DOCUMENT ON THE FLO SITE EDUC4742/9308

Please check FLO site for individual submission dates for the activities.

Activities 1 & 2 To be completed during planning days.			
<p>Activity 1. Self-assess and plan your professional learning using the Australian Professional Standards for Teachers at the Graduate Level.</p> <p>Commencement of journal.</p>			
<p>Activity 2. Investigate the context for learning.</p> <p>Use the provided questions in the TPA document to guide your investigation.</p> <p>Write your findings in your learning journal.</p> <p>Discuss with your Mentor teacher or University Liaison.</p>			
Activities 3-6 to be completed during placement teaching block.			
These activities have connections to other academic topic requirements such as The Professional Educator EDUC4820/9401 and Differentiation for Diverse Learners EDUC4720/9406.			
Activity 3.	Activity 4.	Activity 5.	Activity 6.
Plan for teaching and assessment	Teach and manage student learning	Assess, provide feedback and report on student learning	Presentation: Reflect on and communicate your impact on student's learning.
Examples of evidence to be collected			
Unit plan and 3-5 sequenced lesson plans	Video clip	Assessment tool and criteria	Presentation file and notes
Teaching materials	Liaison and mentor feedback	Analysis of whole class achievement	Mentor and colleague feedback
Differentiated tasks	Self and peer analysis and feedback	Student work samples and analysis of learning needs	Journal reflections
Individual Student Plans	Journal reflections	Student feedback	
Journal reflections		Journal reflections	

Teaching Performance Assessment (TPA) Record

Activity 1 (undertaken during planning days)

Mentor/ University Liaison comment:

Signed.....

Activity 2 (undertaken during planning days)

Mentor/University Liaison comment:

Signed.....

Activity 3 (undertaken during the placement block)

Mentor/ University Liaison comment:

Signed.....

Activity 4 (undertaken during the placement block)

Mentor/ University Liaison comment:

Signed.....

Teaching Performance Assessment (TPA) Record (cont.)

Activity 5 (undertaken during the placement block)

Mentor/ University Liaison comment:

Signed.....

Activity 6 (towards end of placement)

Mentor comment:

Signed.....

Please upload TPA activities to the individual submission points on your professional experience topic FLO site (4742/9308) by submission deadlines.

When all TPA activities are completed, signed off and uploaded to FLO, scan these pages from your handbook and upload them with your journal to the final submission point on your professional experience topic FLO site (4742/9308) within two weeks of your placement ending.

Templates and Resources



Professional Experience Interim Review: Mentor Teacher

Please tick one:

- 3rd Yr Undergraduate/1st Yr Masters of Teaching PST
- Final Year PST

PST	EXAMPLE	Student ID:
Mentor		Learning Area:
University Liaison		Date:

To be completed by day 15

Please select the appropriate statement below:

- At this stage, I am highly satisfied with the progress of this PST.
- At this stage, I am satisfied with the progress of this PST.
- At this stage, I have some concerns about the progress of this PST.
- I consider this PST may be at risk of not being able to meet the requirements of the Australian Professional Standards for Teachers (see 'at risk' notification on page 50).

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

Professional Knowledge
Professional Practice
Professional Engagement

PST, please scan and email *Interim Reviews* to the university liaison.

Professional Experience Interim Review: PST Self-Assessment

Please tick one:

- 3rd Yr Undergraduate/1st Yr Masters of Teaching PST
- Final Year PST

PST	EXAMPLE	Student ID:
Mentor		Learning Area:
University Liaison		Date:

To be completed by day 15

Please select the appropriate statement below:

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

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

Professional Knowledge
Professional Practice
Professional Engagement

PST, please scan and email *Interim Reviews* to the university liaison.

Professional Experience Interim Review: PST Professional Learning Plan

Please tick one:

- 3rd Yr Undergraduate/1st Yr Masters of Teaching PST

PST	EXAMPLE	Student ID:
Mentor		Learning Area:
University Liaison		Date:

A copy of this plan should be shown to your mentor, discussed and approved by day 15 of teaching block. Please scan and email a copy to your university liaison by day 20 of the teaching block.

Please provide a list of your learning goals for the remaining weeks of this professional experience together with a brief explanation of how you plan to achieve them (hand-written or typed):

All report templates are available [here](#).

Professional Experience

Name of PST: _____ Student ID: _____

Name of School: _____ Mentor: _____

Planning Days Attendance Record

3 rd Yr/ 1 st Yr	Final	Date of Attendance	Hours Attended	Signature of School Staff Member
1	1			
2	2			
3	3			
4	4			
5	5			
	6			
	7			
	8			
	9			
	10			

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

At the completion of the planning days, forward this record to your University Liaison or show him/her at the first visit. Please keep a copy of this document as evidence of successfully completing 5 (3rd Yr/1st Yr) or 10 (Final) days.

Mentor/School Coordinator Signature

Date:

PST Signature:

Date:

Professional Experience: At Risk Notification

Student Name:

School:

Date:

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

<p>PROFESSIONAL RELATIONSHIPS</p> <p>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.</p>
<p>PROFESSIONAL KNOWLEDGE</p> <p>Learning Processes <i>(Teachers know students and how they learn)</i></p>
<p>Learning Content <i>(Teachers know the content and how to teach it)</i></p>
<p>PROFESSIONAL PRACTICE</p> <p>Planning & Teaching <i>(Teachers plan for and implement effective teaching and learning)</i></p>
<p>Learning Environment <i>(Teachers create and maintain supportive and safe learning environments)</i></p>
<p>Provide Feedback and report on student learning <i>(Provide timely and appropriate feedback to students about their learning)</i></p>

Please Note:

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

University Liaison Signature :

Date :

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

Pre-service Teacher Signature :

Date :

Medical Emergency Contact Form

This information is confidential. Please shred this form after the placement has concluded.

Pre-service teachers need to complete this form, give it to the school coordinator and if necessary, discuss their individual circumstance. In the case of an emergency, the school will follow the advice provided on this form.

Pre-service teacher's name: _____

Contact Person(s) Name: _____

Contact Phone Number(s): _____

Relationship to pre-service teacher: _____

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

Signature: _____

Medicare Number: _____

Ambulance Subscription: _____

Allergies: _____

Important Medical Information: _____

(E.g. Asthmatic, Diabetic etc.) _____

Are you presently on Medication? YES/NO _____

If yes, please list with dosage _____

Blood Group: _____

Guidelines for Completing the Reports

3rd Year Undergraduate/1st Year Masters of Teaching (MTeach)

It is anticipated that a PST will be performing at the ‘Emerging’ level or above for each of the 7 APST Standards (find a standard continuum rubric on pp.69-81) by the end of this placement.

PROFESSIONAL KNOWLEDGE	
Standard 1	<i>Know students and how they learn</i>

Please place an ‘X’ at the point along each continuum that best represents the development of the PST for each of the standards. It is not expected that PSTs will reach the same level for every standard. In the case of a PST having more than one mentor, mentors will need to agree on continuum marks for each standard, and the overall level achieved for the placement.

If there is more than one standard below Emerging, the PST has not passed the placement.

Summary Statements: Mentor/School Coordinator/ University Liaison

The summary statements need to convey an explicit summary of the performance of the beginning teacher. Please indicate the strengths, achievements and the student’s readiness to continue in his/her studies and to **undertake the final professional experience** in which s/he must assume the role of the classroom teacher.

Final Year

It is anticipated that a PST will be performing at the Graduate level or above for each of the 7 APST Standards (find a standard rubric on pp.69-81) by the end of this placement.

PROFESSIONAL KNOWLEDGE	
Standard 1	<i>Know students and how they learn</i>

Please place an ‘X’ at the point along each continuum that best represents the development of the PST for each of the standards. It is not expected that PSTs will reach the same level for every standard. In the case of a PST having more than one mentor, mentors will need to agree on continuum marks for each standard, and the overall level achieved for the placement.

If there is more than one standard below Graduate, the PST has not passed the placement.

The summary statements convey an explicit summary of the current performance of the beginning teacher. They need to indicate the strengths, achievements and the student’s readiness to assume the role of a classroom teacher.

The mentor statement may be used by the PST as evidence in their portfolio.

PSTs receiving reports

Please note that PSTs should be made aware of their final grade before they leave the school but not receive a copy of their final report. This needs to be completed and returned to the university by the liaison.

Once reports are processed by the academic coordinator, students will receive their report by email.

Note: If the PST has more than one mentor, the mentors may choose to write separate reports, or they may collaborate and write a combined report that includes a separate summary in relation to the learning area.



Third Year Undergraduate/First Year Master of Teaching Secondary PROFESSIONAL EXPERIENCE REPORT 2020

PST				Student ID
School				
Mentor Teacher(s)	Name:	Learning Area:	Year Level	
	Name:	Learning Area:	Year Level	
School Co-ordinator				
University	Liaison		Coordinator Lou Pike Pyman	
Teaching Days	5 introductory days + 20-day block:		25 days	

EXAMPLE

CONTEXT	Please add brief context statements about the school and class: <i>School sector; size and composition of campus (R-12, Area, Primary); features or unique characteristics; index of disadvantage.</i>
School	
Class (including children with special needs)	

ASSESSMENT AGAINST THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Please place an 'X' at the point along each continuum that best represents the development of the PST towards each of the standards at this time.

PROFESSIONAL KNOWLEDGE	
Standard 1	<i>Know students and how they learn</i>
<div style="text-align: center;"> </div>	
Standard 2	<i>Know the content and how to teach it</i>
<div style="text-align: center;"> </div>	

SUMMARY STATEMENTS (Please comment on both personal and professional characteristics)

School Coordinator/Principal	
Name:	Date:

University Liaison	
Name:	Date:

SUMMARY STATEMENT(S) (May be used as a referee statement)

Mentor	
RE: (PST name)	Learning Area:
<p><u>Professional Knowledge</u></p> <p><u>Professional Practice</u></p> <p><u>Professional Engagement</u></p>	
Written by:	Date:

EXAMPLE

Mentor	
RE: (PST name)	Learning Area:
<u>Professional Knowledge</u>	
<u>Professional Practice</u>	
<u>Professional Engagement</u>	
Written by:	Date:

SUMMARY ASSESSMENT <i>(To be agreed by the School Coordinator and the University Liaison)</i>
<p><i>In our opinion (Insert PST's full name)</i></p> <p style="text-align: center;"><i>(Please click on appropriate box below)</i></p> <p><input type="checkbox"/> has attained the level of 'Emerging' against the Flinders standards for pre-service teachers and is ready to progress to the final professional experience.</p> <p><input type="checkbox"/> has not attained the level of 'Emerging' against the Flinders standards for pre-service teachers and is not ready to undertake the final professional experience.</p>

NOTES FOR COMPLETING THIS REPORT

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

Please keep an electronic copy of this report and submit the report to the university liaison.

If this is not possible then please email it directly to: mssprofexp@flinders.edu.au

Final Professional Experience Assessment Rubric: To Support Judgement of Overall Grade

Grade	UNSATISFACTORY	SATISFACTORY	ACCOMPLISHED	OUTSTANDING
AITSL Graduate Standard	Performance is at or near the emerging level or below for more than one Standard.	Performance is at or just below the graduate level for all Standards.	Performance is at or just above the graduate level for all Standards	Performance is at the Graduate to Proficient level for all Standards
Integrating theory and practice	Poor understanding and use of theories of learning to inform teaching. Heavily reliant on mentor guidance.	Understands and can apply learning theory in teaching Mainly relies on advice from and imitates mentor teacher/s.	Capable of application of theoretical concepts into practice with minimal guidance. Exhibits independence and initiative in planning and teaching.	Demonstrates in depth knowledge of theory and can integrate into effective practice. Demonstrates professional practice that is highly independent, but also highly collaborative
Level of Trust	Not able to be left unsupervised with students. Requires a high degree of mentor support to ensure maintenance of safe practices within the classroom.	Can be left unsupervised but needs support for more complex teaching situations.	Demonstrates ability to assume full teaching responsibilities. Shows competence in classroom management.	Can confidently manage complex teaching situations. Demonstrates highly skilled positive, classroom management.
Teaching practice	Unable to reflect accurately on own teaching performance. Not able to implement advice or feedback	Teaching performance is satisfactory. Able to differentiate the curriculum to meet most students' needs. Needs guidance to reflect on and plan for professional learning.	Able to develop new approaches that engage and motivate all learners. Responds readily to learner interests and differences. Able to accept and implement feedback and plan for professional learning.	Practice is creative, and critically reflective. Able to generate new ideas and engage learners through high level differentiation and inclusive practices. Actively seeks new learning experiences and challenges to expand teaching repertoire.
Communication and relationships	Professional communication and relationships are limited, unsociable or inappropriate.	Requires advice and support to communicate and interact professionally in some situations.	Interacts and communicates effectively and professionally at all times	Demonstrates high level communication and interpersonal skills. Presents a very positive professional image. Builds opportunities to engage across the whole school community.

Final Professional Experience Report 2020

Pre-service Teacher		Student ID
School		
Mentor Teacher(s)		Year Level
School Co-ordinator		
University Liaison		Academic Coordinator Lou Pike Pyman
Teaching Days	Please delete those not applicable Term 1, 10 planning days + 30 day teaching block: Term 2, 8-week Country/Metro Placement: Extended Placement:	Please select <input type="checkbox"/> 40 days <input type="checkbox"/> 40 days <input type="checkbox"/> Up to 65 days

CONTEXT	Please add brief context statements about the school and class: <i>School sector; size and composition of campus (R-12, Area, Primary); particular features or unique characteristics; index of disadvantage.</i>
School	
Class (including children with special needs)	

ASSESSMENT AGAINST THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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

PROFESSIONAL KNOWLEDGE	
Standard 1	<i>Know students and how they learn</i>
<i>Novice</i>	<i>Emerging</i>
Graduate	Proficient
Standard 2	<i>Know the content and how to teach it</i>
<i>Novice</i>	<i>Emerging</i>
Graduate	Proficient

PROFESSIONAL PRACTICE	
Standard 3	<i>Plan for and implement effective teaching and learning</i>
<i>Novice</i>	<i>Emerging</i>
Graduate	Proficient
Standard 4	<i>Create and maintain supportive and safe learning environments</i>
<i>Novice</i>	<i>Emerging</i>
Graduate	Proficient
Standard 5	<i>Assess, provide feedback and report on student learning</i>
<i>Novice</i>	<i>Emerging</i>
Graduate	Proficient

EXAMPLE

PROFESSIONAL ENGAGEMENT	
Standard 6	<i>Engage in professional learning</i>
<i>Novice</i>	<i>Emerging</i>
Graduate	Proficient
Standard 7	<i>Engage professionally with colleagues, parents/carers and the community</i>
<i>Novice</i>	<i>Emerging</i>
Graduate	Proficient

SUMMARY STATEMENTS (You may choose to comment on both personal and professional characteristics)

School Coordinator/Principal	
Name:	Date:

University Liaison	
Name:	Date:

SUMMARY STATEMENT (May be used as a referee statement)

Classroom Teacher/Mentor	
Student Name:	
EXAMPLE	
<u>Professional Knowledge</u>	
<u>Professional Practice</u>	
<u>Professional Engagement</u>	
Written by:	Date:

SUMMARY STATEMENT (May be used as a referee statement)

Classroom Teacher/Mentor	
Student Name:	
<u>Professional Knowledge</u>	
<u>Professional Practice</u>	
<u>Professional Engagement</u>	
Written by:	Date:

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

In our opinion (Insert student's full name)

has demonstrated the following overall level of performance in this final professional experience:
(Please click on appropriate box below)

Unsatisfactory

Satisfactory

Accomplished

Outstanding

All 6 TPA activities have been sighted and completed YES NO

If marked at Outstanding, do you wish to nominate this PST for the Medal for Excellence? Yes No

NOTES FOR COMPLETING THIS REPORT

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

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

If this is not possible then please email it directly to: mssprofexp@flinders.edu.au

PST Self-Evaluation of Teaching

Lesson Taught: _____

Date: ___/___/___

1. Learning intentions/outcomes	Met / Not Met By whom? All/ Most/ Some / None What evidence do I have of this?						
2. Effectiveness of teaching strategies	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Strategy name</td> <td style="width: 40%;">Was this Effective?</td> </tr> <tr> <td>1.</td> <td>Yes / No</td> </tr> <tr> <td>2.</td> <td>Yes / No</td> </tr> </table> General Comments: What will I try or repeat next time?	Strategy name	Was this Effective?	1.	Yes / No	2.	Yes / No
Strategy name	Was this Effective?						
1.	Yes / No						
2.	Yes / No						
3. Effectiveness of <i>classroom management</i> strategies on student behaviour and emotional wellbeing	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Strategy name</td> <td style="width: 40%;">Was this Effective?</td> </tr> <tr> <td>1</td> <td>Yes / No</td> </tr> <tr> <td>2.</td> <td>Yes / No</td> </tr> </table> General Comments: What will I try or repeat next time?	Strategy name	Was this Effective?	1	Yes / No	2.	Yes / No
Strategy name	Was this Effective?						
1	Yes / No						
2.	Yes / No						
4. Effectiveness of my <i>task design</i> and explanation of content	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Curriculum content learnt</td> <td style="width: 40%;">Yes / No</td> </tr> <tr> <td>By whom?</td> <td>All/ Most/ Some / None</td> </tr> </table> What worked well? / What will I try next time?	Curriculum content learnt	Yes / No	By whom?	All/ Most/ Some / None		
Curriculum content learnt	Yes / No						
By whom?	All/ Most/ Some / None						
5. Adjustments for learner diversity (G&T, EAL/D, learning disabilities, intellectual disabilities, attention etc.)	How effectively did I cater for the range of learning needs in this class today? Very / somewhat / not at all / I don't know What do I need to find out for next time? 1. 2.						
6. Assessments used	1. 2. Were these effective in determining what students learned today? Yes / No Did they identify any misconceptions related to the content? Yes/No Did they enable me to measure individual progress? Yes / No Did they enable me to measure my effectiveness? Yes / No Did they enable students to measure their own progress? Yes / No What assessments will I use next time?						



Lesson Feedback

For use by Mentors, Coordinators or University Liaisons

PST Name:		Date: __/__/__	
Name of Reviewer			
Learning Area:			Year level:
Unit Title:		Learning focus:	
<p>Preparation: (e.g. Lesson outline provided to reviewer, used appropriate resources, was well organised, learning outcomes were visible to students, suitable adjustments were provided for learners with diverse needs, use of technology, had a plan b if necessary etc.)</p>			
<p>Presentation: (Appropriate tone for the lesson and audience, well sequenced, scaffolding provided if necessary, effective use of questioning, gave clear explanations, resources accessible for all learners, friendly, relaxed, good pace, built in thinking skills, reflection and consolidation etc.)</p>			
Content Knowledge:			
<p>Managing student learning: (addressed prior knowledge, assessed for misconceptions, provided constructive, timely feedback, used suitable teaching strategies and methods, set learning to appropriate level of challenge, offered timely support, reinforced growth mindset etc.)</p>			
<p>Enabling student wellbeing and behaviour (demonstrated fair and consistent practices, used prompt corrective feedback, noticed appropriate/inappropriate behaviours, remained calm, provided clear behavioural expectations, showed empathy etc.)</p>			
General Comments and focus for next lesson:			
PST: From this feedback, I intend to work on...			
Feedback given by:			Date:

Unit and Lesson Planning Guidelines for PSTs

Planning for learning and teaching encompasses some of the following components:

- Curriculum content and knowledge.
- Classroom management and behaviour support.
- Resources and materials.
- Interpersonal and intrapersonal skills.
- Knowledge of human development.
- Planning skills.
- Teaching and learning strategies.
- Knowing your student

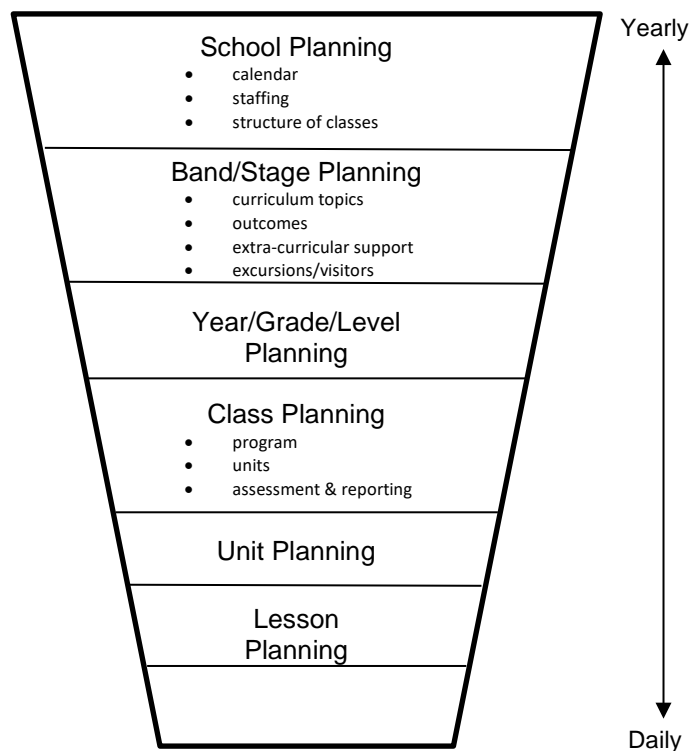
PSTs will be involved in sequential planning at two different levels: unit planning and lesson planning.

Unit Planning (Level 1)

The unit plan considers all the components of learning and teaching that will occur within a content or learning area over a period of time. It takes account of the abilities and year levels and is planned by a team of teachers who share their knowledge and experience. The PST can participate in planning and be informed and guided by their mentor(s).

Lesson planning (Level 2)

A lesson plan is an outline of intended teaching and learning with resources, pedagogy and sequential and differentiated learning experiences. It includes strategies for personalising learning for individuals.



(Ref: Whitton et al (2010). *Learning for teaching, teaching for learning*. Cengage Learning, Australia, p131)

There are **many ways** of developing and writing unit and lesson plans. The following is an example of **one way** to think through the lesson planning process. Your school may prefer a different approach, or you may want to use a lesson plan from your topic specialisation.

Aim

This is based on the Australian Curriculum learning area/s achievement standards, general capabilities and cross-curriculum priorities. Use the following questions:

- What is the purpose of this lesson?
- Sub questions: Why is knowing this important for students? How will they use this knowledge beyond this lesson and after they have completed school?

Lesson outcomes

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

- What will students learn as a result of your lesson? How might this knowledge be transferred or integrated into other aspects of their schooling or life?

Lesson intentions

Describe what students are expected to learn in terms of the skills, knowledge, attitudes and values within the lesson:

- What method will you use to communicate the purpose of the lesson and its success criteria to students?

Lesson success criteria

Describe what students are expected to demonstrate in terms of the skills, knowledge, attitudes and values within the lesson:

- How will you know if the students have successfully achieved the learning intentions?
- How will the students know if they have been successful?

Lesson content is what all students will be taught to achieve the desired learning outcomes.

Lesson introduction encompasses gaining learner attention, arousing motivation, explaining the purpose of the lesson and reviewing any requisite knowledge.

The teaching-learning phase is written up with a guiding timeline and includes specific instruction and tasks such as explicit teaching or demonstration based on the most effective and efficient way to support learning for this class in this school.

Student Assessment: How will you know if students have learned it or not?)

Self-Assessment: (How will you assess your own performance and student learning?)

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

Examples of lesson plans linked to the Australian Curriculum can be found [here](#)

Lesson Plan (Example Only)

Learning area:	Year level:
Unit Title:	Time:
Lesson topic:	

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

STUDENT LEARNING OUTCOMES: (What will students learn?)

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

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

KEY REFERENCES & RESOURCES:

TEACHING PROCESS

TIME	STEPS	COMMENTS
	INTRODUCTION (whole class)	
	EXPLICIT TEACHING (whole class) and/or GUIDED DISCOVERY (whole class)	
	EXPLORATION (group/individual learning activities)	
	CONCLUSION (whole class share/reflect)	

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

Guidelines for Inclusivity and Students Engagement

Gathering knowledge about the diversity of your students during the planning days will support you to develop lessons that foster inclusion and engage students. Use this table as an example to record your observations about student diversity.

Types of students	Diversity	Learner diversity in my class	Possible adjustments
<ul style="list-style-type: none"> • ATSI • Economic disadvantage • Learning difficulties- literacy/numeracy • Disengaged • Severe mental health/trauma. • <i>Other?</i> 	<ul style="list-style-type: none"> • NESB • Rural or remote • Disability • Learning disability • Neurobehavioral (e.g. ADD, ADHD) • Gender • Gifted & Talented • Socio-economic 	1.	1.

Reflective questions for lesson planning (example)

Once you have completed a lesson plan, consider the following questions:

- Is the content and flow of my lesson organised into a logical sequence?
- Have I selected and used appropriate examples and resources so that **all** students can access and engage in the planned tasks reasonably independently?
- Have I planned effectively for students who already have deep knowledge about this subject matter?
- Do my resources consider the needs of students whose literacy/numeracy abilities are not yet at year level?
- Is this lesson plan inclusive of students' interest and learning preferences?
- Have I selected appropriate ICT resources so that **all** students can engage successively?
- Have I planned for the safe, responsible and ethical use of ICT with students in this unit?

Lesson Evaluation Questions for PSTs (Example)

Once you have completed a lesson, consider the following questions:

- Was the content and flow of my lesson organised into a logical and suitable sequence?
- Did I select and use appropriate examples and resources so that **all** students understood and could engage in the task reasonably independently?
- Did I plan effectively for students who have already deep knowledge about this subject matter?
- Were the resources used in this lesson accessible and suitably challenging for the students whose literacy/numeracy abilities are working towards year level?
- Did I create a learning environment that considered the needs of students who required *emotional support* to help them participate effectively in the lesson?
- Did I select and use appropriate ICT resources so that **all** students could engage in the lesson or main task?
- Was I effective in demonstrating the safe, responsible and ethical use of ICT with students?

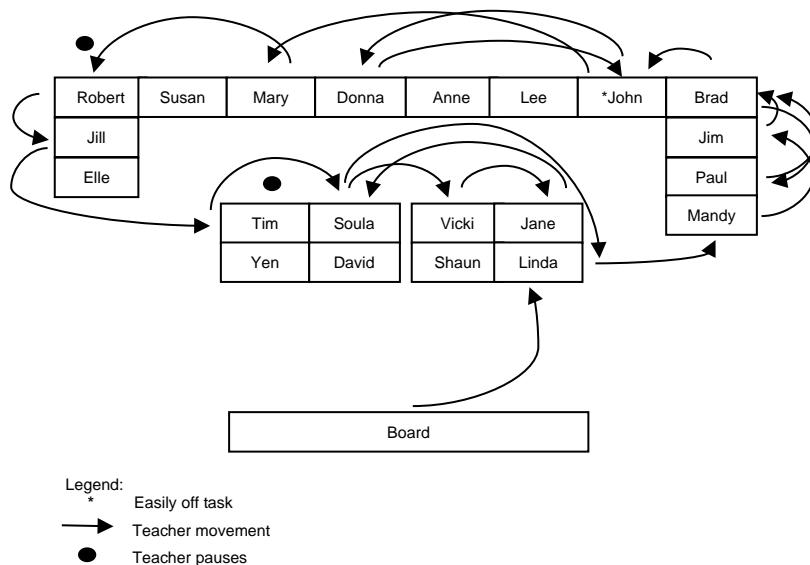
Classroom Movement Feedback

Feedback tool for mentors, school coordinators and/or university liaisons.

1. Draw classroom layout.

2. Track the pre-service teacher to show their movement around the classroom during their lesson or part of the lesson (see example below). Show both the travel path and the places where they stopped to interact with students.
3. Discuss. Which students were given least or most attention? Why? Were some areas of the class used more than others? Why? What can be learnt from this feedback?

4.



McBurney-Fry G 2002. *Improving Your Practicum*. Social Sciences Press, Australia, p



'Novice to Graduate' Assessment Continuum

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Purpose

To enable pre-service teachers to assess, evaluate, document then monitor their growth towards **APST: Graduate**.

To enable school coordinators and mentors to provide guidance and feedback to PSTs and to assess their performance on placement for the final report.

As a guide:

'Novice' level is the point where PSTs 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 Undergraduate double degrees.

'Emerging' is the level of performance expected by the end of the teaching block in the 3rd Year Undergraduate/1st Year MTeach placements.

'Graduate' is the level of performance expected by the end of the teaching block in the Final Year Undergraduate and MTeach placements.

Professional Standards for Teachers: A PST Developmental Continuum

Domain 1: Professional Knowledge

Standard 1 Know students and how they learn

Focus	Novice	Emerging	Graduate	Proficient
1.1 Physical, social and intellectual development and characteristics of students	Identifies and discusses ways in which student characteristics may affect learning.	Realises that physical, social and intellectual development and characteristics of students may affect learning and attempts to apply this understanding when planning for and facilitating learning.	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning
1.2 Understand how students learn	Can articulate how research informs an understanding of how students learn.	Begins to draw on knowledge of current research into how students learn when planning for teaching.	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Discusses the diverse linguistic, cultural, religious and socioeconomic backgrounds that students may have and seeks to understand the potential implications for their learning.	Begins to plan teaching strategies that will meet the need of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

<p>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</p>	<p>Able to verbalise that Aboriginal and Torres Strait Islander students need teachers with a deep understanding of the impact of their backgrounds on their educational needs.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p>	<p>Identifies and discusses instructional strategies used by teachers to meet the needs of students across the full range of abilities.</p>	<p>Seeks guidance and help in differentiating teaching to meet the specific learning needs of the students in a particular class.</p>	<p>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</p>	<p>Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.</p>
<p>1.6 Strategies to support full participation of students with disability</p>	<p>Describes some school and teaching practices that support the participation and learning progress of students with disabilities.</p>	<p>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.</p>	<p>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</p>	<p>Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.</p>

Standard 2 Know the content and how to teach it				
Focus	Novice	Emerging	Graduate	Proficient
2.1 Content and teaching strategies of the teaching area	Demonstrates some knowledge of the curriculum, its content and effective teaching strategies.	Applies and adapts teaching strategies appropriate to the curriculum content.	Demonstrates knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
2.2 Content selection and organisation	Analyses curriculum content Selection with mentor/s to understand impact on student learning.	Able to organise a series of lessons for the content of a particular teaching area.	Organises content into an effective learning and teaching sequence.	Organise content into coherent, well-sequenced learning and teaching programs.
2.3 Curriculum, assessment and reporting	Begins to connect assessment practices with teacher judgement about student learning.	Attempts to plan assessment as an integral component of the teaching and learning process and to gather data for reporting purposes.	Uses curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Expresses respect for Aboriginal and Torres Strait Islander people and understanding that reconciliation between Indigenous and non-Indigenous Australians is an important attitude to inculcate in the curriculum.	Looks for opportunities to include notions of indigenous culture and reconciliation between indigenous and non-indigenous Australian into teaching plans and teaching content	Demonstrates broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

<p>2.5 Literacy and numeracy strategies</p>	<p>Examines literacy and numeracy strategies across the curriculum.</p>	<p>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.</p>	<p>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p>	<p>Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement.</p>
<p>2.6 Information and Communication Technology (ICT)</p>	<p>Investigates how ICT supports effective teaching and learning.</p>	<p>Looks for opportunities to employ ICTs to enhance learning across the curriculum and for developing ICT literacy and etiquette.</p>	<p>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p>	<p>Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</p>

Domain 2 Professional Practice				
Standard 3 Plan for and implement effective teaching and learning				
Focus	Novice	Emerging	Graduate	Proficient
3.1 Establish challenging learning goals	Discusses some teaching strategies that establish challenging learning goals for students.	Establishes learning goals that provide achievable challenge for some but not all students.	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.
3.2 Plan, structure and sequence learning programs	Identifies some core elements of an effective lesson.	Able to plan effective lesson sequences that will scaffold student learning in a topic or teaching area.	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
3.3 Use teaching strategies	With support, can apply a range of effective teaching strategies for individual, small group and/or whole class teaching.	Aware of a range of teaching strategies and shows increasing independence in selecting and trying new teaching strategies from a limited, but growing repertoire.	Include a range of teaching strategies.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
3.4 Select and use resources	Selects appropriate resources to the teaching context and area.	Shows increasing independence in locating and selecting resources appropriate for the context and the content. Seeks resources, including ICT resources that will engage and motivate student learning.	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.

<p>3.5 Use effective classroom communication</p>	<p>Uses a range of effective communication strategies to support student learning.</p>	<p>Uses a growing range of communication styles and techniques in the classroom that reflect their own personality and teaching style.</p>	<p>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p>	<p>Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.</p>
<p>3.6 Evaluate and improve teaching programs</p>	<p>Reviews teaching strategies to evaluate personal teaching performance to improve student learning</p>	<p>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.</p>	<p>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p>	<p>Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</p>
<p>3.7 Engage parents/carers in the educative process</p>	<p>Discusses the involvement of parents/carers in the educative process.</p>	<p>Describes a growing range of strategies for engagement with or contributions from parents and carers.</p>	<p>Describe a broad range of strategies for involving parents/carers in the educative process.</p>	<p>Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.</p>

Standard 4 Create and maintain supportive and safe learning environments				
Focus	Novice	Emerging	Graduate	Proficient
4.1 Support student participation	Identifies effective strategies for enabling student participation.	Beginning to identify and plan for inclusive learning events that will engage and motivate student participation and learning.	Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
4.2 Manage classroom activities	Independently manages some classroom activities	Beginning to demonstrate the capacity to independently organize classroom activities and is developing the skill of giving clear directions.	Demonstrate the capacity to organize classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
4.3 Manage challenging behaviour	Applies existing classroom rules and school-based behaviour management policies.	Beginning to practice proactive, ethical and pedagogical strategies for preventing challenging behaviour amongst students and can apply a growing range of strategies to manage challenging behaviour.	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.

<p>4.4 Maintain student safety</p>	<p>With support, implements policies and practices that maintain student safety.</p>	<p>Shows awareness of school, system, curriculum and legislative requirements and is increasingly able to maintain student safety and support for student well-being.</p>	<p>Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</p>	<p>Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.</p>
<p>4.5 Use ICT safely, responsibly and ethically</p>	<p>Follows established school protocols for the safe, responsible and ethical use of ICT.</p>	<p>Recognises the need to practice safe, responsible and ethical use of ICT in learning and teaching.</p>	<p>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.</p>	<p>Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</p>

Standard 5 Assess provide feedback and report on student learning

Focus	Novice	Emerging	Graduate	Proficient
<p>5.1 Assess student learning</p>	<p>Investigates and reviews a range of assessment approaches to make inferences about pedagogy, curriculum and student learning.</p>	<p>Uses an array of formative and summative assessment strategies, including informal and formal approaches.</p>	<p>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p>	<p>Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</p>
<p>5.2 Provide feedback to students on their learning</p>	<p>Uses a range of feedback techniques and discusses impact of advice on the quality of student work and learning.</p>	<p>Shows increasing ability to provide constructive and timely feedback that is linked to the student’s ongoing development.</p>	<p>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p>	<p>Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.</p>
<p>5.3 Make consistent and comparable judgements</p>	<p>Can identify effective assessment moderation that enable teachers to make fair judgements about student progress and the achievement standards.</p>	<p>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.</p>	<p>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.</p>	<p>Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.</p>

<p>5.4 Interpret student data</p>	<p>Discusses student achievement data to pinpoint achievement and determine relevant changes to teaching practices.</p>	<p>Able to modify teaching plans after reflection on student assessment data, both formal and informal.</p>	<p>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p>	<p>Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</p>
<p>5.5 Report on student achievement</p>	<p>Investigates and analyses approaches to report student learning.</p>	<p>Demonstrates ability to keep accurate and reliable records of student achievement, understanding the value of using these in reporting to students, parents/carers.</p>	<p>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.</p>	<p>Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.</p>

Domain 3 Professional Engagement				
Standard 6 Engage in professional learning				
Focus	Novice	Emerging	Graduate	Proficient
6.1 Identify and plan professional learning needs	Engages in professional dialogue to reflect upon and make decisions about future professional learning needs.	Is aware of the Australian Professional Standards for Teachers as a way of identifying professional learning needs.	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.
6.2 Engage in professional learning and improve practice	Plans and initiates ways to build personal capacity to improve teaching practice.	Is aware of multiple sources to improve practice and meet professional learning needs.	Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
6.3 Engage with colleagues and improve practice	Able to discuss aspects of their teaching practice with a supervising teacher/mentor.	Able to identify major areas of practice where improvement is needed and discuss these with a supervisor/mentor.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
6.4 Apply professional learning and improve student learning	With support, can identify professional learning opportunities to improve student learning.	Identifies professional learning needs to improve personal teaching practices that could lead to improved student learning.	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programs designed to address identified student learning needs.

Standard 7: Engage professionally with colleagues, parents/carers and the community				
Focus	Novice	Emerging	Graduate	Proficient
7.1 Meet professional ethics and responsibilities	Can articulate the professional practices of Australian teachers and can act responsibly and ethically at all times.	Is understanding of the ethical expectations of the teaching profession. and making decisions.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools
7.2 Comply with legislative, administrative and organisational requirements	Gains and provides mandatory certification to work with students.	Considers the implications of relevant legislative, administrative and organizational policies and processes, particularly when planning student activities.	Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage.	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
7.3 Engage with the parents / carers	Establishes positive rapport with parents/carers under the guidance of supervising teachers.	Communicates with parents/carers in relation to children's issues or learning, seeking guidance if needed.	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.
7.4 Engage with professional teaching networks and broader communities	Initiates engagement with peers, mentors and university staff.	Seeks relevant sources of information and support related to their teaching.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.