PST Name: _____

ID: _____

Middle and Secondary Schooling

Professional Experience Handbook 2021

Third Year Undergraduate
First Year Master of Teaching

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

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

flinders.edu.au

Uni Week	Dates 2021 Week begins	School Dates Term	School Dates Week	FLINDERS UNIVERSITY 3rd YR UG/1st YR MTEACH PROFESSIONAL EXPERIENCE DATES	
Uni break	20 Jan		0		
Uni break	27 Jan	1	1		
Uni break	1 Feb		2		
Uni break	8 Feb		3		
Uni break	15 Feb		4		
'O' week	24 Feb		5		
1	1 Mar		6	Lecture 1 – Introduction to Prof Exp	
2	8 Mar		7	Lecture 2 -Placement experiences -2020 cohort	
3	15 Mar		8	Lecture 3- Applying for placement	
4	22 Mar		9	Lecture 4 – Teaching and the Law	
5	29 Mar		10	Lecture 5 – Effective literacy practice in secondary schools	
6	5 Apr		11	Lecture 6 -Supporting cultural and religious diversity through your teaching	
Uni break	12 Apr				
Uni break	19 Apr				
7	26 Apr	2	1	Lecture 7 -High Impact Teaching Strategies	
8	5 May		2	Lecture 8 – Responding to low and mid-level disruptive behaviours A	
9	10 May		3	Lecture 9 - Responding to low and mid-level disruptive behaviours B	
10	17 May		4	Lecture 10 – Being successful and zesty on placement	
11	24 May		5	Lecture 11 – Being mentally fit for placement	
12	31 May		6	Lecture 12 -Preparing for placement. Q & A	
13	7 June		7		
14	14 Jun		8		
Exam Week	21 Jun		9		
Exam Week	28 Jun		10	Pattern 1 Planning days	Pattern 2
Uni break	5 Jul				
Uni Break	12 Jul				
Supp. exams	19 Jul	3	1	Teaching Week 1	Planning days
1	26 Jul		2	Teaching Week 2	Teaching Week 1
2	2 Aug		3	Teaching Week 3	Teaching Week 2
3	9 Aug		4	Teaching Week 4	Teaching Week 3
4	16 Aug		5	Make up days if needed	Teaching Week 4
5	23 Aug		6		Make up days if needed
6	30 Aug		7		
7	6 Sep		8	Lecture 1: Preparation for Final Year - Feedback and reflections	
8	13 Sep		9	Lecture 2: Preparation for Final Year -Preparing for the TPA 2022	
Uni break	20 Sep		10		
Uni break	27 Sep				
9	4 Oct			Lecture 3: Preparation for Final Year - Applying for placement 2022	
10	11 Oct	4	1		
11	18 Oct		2		
12	25 Oct		3		
13	1 Nov		4		

CONTENTS	Page/s

Placement Pattern 1
- Five planning days: Week 10, Term 2
- Four-week continuous teaching block: Weeks 1-4 inclusive, Term 3

Placement Pattern 2
- Five planning days: Week 1, Term 3
- Four-week continuous teaching block: Weeks 2-5 inclusive

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

FLINDERS STAFF: CONTACT INFORMATION

WIL Placement Office   **Andy Byer**
Phone: 8201 5410
Email: mssprofexp@flinders.edu.au

WIL Academic Coordinator   **Anna Noble**
Phone: 8201 3360
Email: anna.noble@flinders.edu.au
Please contact Anna if advice is needed about PST professional conduct or achievement of learning outcomes. If Anna is unavailable, please contact Jackie Thomson.

Director of Professional Experience **Jackie Thomson**
Phone: 8201 3348 or 0418 740 215
Email: jackie.thomson@flinders.edu.au

Teacher Payments Enquiries   cepsw.placements@flinders.edu.au

Professional Experience Website:
https://staff.flinders.edu.au/colleges-and-services/epsw/education-placement-liaisons-information

WIL Coordinator   **Lalita McHenry**
Phone: 8201 5458
Email: lalita.mchenry@flinders.edu.au

SCHOOL PLACEMENT ISSUES
Please contact WIL support officer Andy Byer regarding issues about pre-service teacher injury, absenteeism or sickness. If he is unavailable, please contact Jackie Thomson.

ACADEMIC or STUDENT ISSUES:

Each pre-service teacher (or school) will be assigned a University Liaison who will be responsible for supporting this person's placement. Any questions or issues can be addressed to the University Liaison in the first instance. If advice or further help is needed then the University Liaison, school staff or pre-service teacher (PST) may contact the relevant Academic Coordinator or Director of Professional Experience. Anna Noble should be contacted in the first instance. If Anna is unavailable, please contact Jackie Thomson.

If advice or support is needed during the planning days including the need to provide an At-Risk notification, please contact the Academic Coordinator -Anna Noble.

PRE-SERVICE TEACHER RESPONSIBILITIES

As a representative of Flinders University, PSTs must conduct themselves in a professional and courteous manner, at all times. This means, PSTs are expected to:

- provide the Site Coordinator with their *Introductory Form*
- use their Flinders email and include an email signature on all correspondence
- show the school a copy of their WWC and RAN:EC on their first visit. PSTs who cannot produce this certification upon arrival **will not be able to commence placement**
- wear their name badge on all school visits
- be at school from **8am-4pm as a minimum,** each day (unless directed otherwise by the principal or site coordinator)
- be punctual, attend yard duties and attend before and after school staff meetings as directed by the site coordinator or principal
- dress professionally in neat, clean and appropriate clothing and footwear
- ensure that the school has their contact details, including email address, mobile phone number and emergency contact information (see form p.17)
- advise the placement officer (Andy Byer) if their University Liaison has not made contact by the middle of week one
- respond to any contact from their university liaison within 24-48 hours**.**
- negotiate responsibilities with their mentor teacher in accordance with school and University expectations
- notify the school between 7.15-7.45a.m. if they are ill. **Please Note**: PSTs will need to negotiate to make up any days missed, with the site coordinator
- provide mentor/s with copies of their **unit** and **lesson plans** well ahead of teaching to ensure adequate time for feedback.
- provide their mentor/s with a lesson plan for every lesson taught and early enough to receive feedback
- listen actively and openly, reflect and act on mentor, liaison, and site coordinator feedback
- undertake the *interim review* process with their mentor and provide copies, together with their Professional Learning Plan, to their University Liaison
- only use mobile phones during break times and move to a private area. Discuss with their mentor if they need to answer their phone in class, due to an emergency.
- discuss the contents of this handbook, including reports and assessments with their mentors.
- schedule a time for the interim review.
- thank and show appreciation to all school staff for their support during their placement.

Full-time Commitment and Wellbeing

PSTs are expected to make a full-time commitment to this Professional Experience. 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 13 for Flinders Health Counselling contact information.

UNIVERSITY LIAISON ROLES AND RESPONSIBILITIES

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

- 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 support their planning, teaching and assessment
- be available to discuss the progress of PSTs with school staff, as necessary
- support the PSTs in reflecting upon and analysing intended learning outcomes
- monitor the interim review process
- manage and liaise with the University Academic Coordinator if issues of concern arise
- if necessary, complete an At-Risk form and offer strategies to the PST for improvement
- explain the reporting system
- add comments regarding student performance to the final report
- ensure reports are completed and submitted to the university by the deadline.

Before the first visit, the University Liaison will:
- contact the PST, site 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 PST's 'Record of School Visits' (page 16) to confirm the completion of the planning days
- observe the PSTs teaching a lesson, provide constructive written feedback and advice for the Interim Review and learning goals
- meet with the mentor(s) and Site Coordinator to discuss the PST's progress & the Interim Review and, if there are concerns, discuss and initiate the At-Risk process.

During Visit 2 the university liaison will:
- observe the PSTs teaching a lesson and provide constructive written feedback on the overall teaching performance, areas of growth observed and next steps for learning
- discuss and negotiate with the mentor and Site Coordinator the final report and assist with accessing and using the reporting system.

After the Placement:
At the end of the placement, PSTs should be **aware of their progress but not given their reports.** Reports must be submitted by liaisons to the University at mssprofexp@flinders.edu.au. PST will be advised when their reports are available.

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

INFORMATION FOR MENTOR TEACHERS

Thank you for mentoring our PST/s. The following is an overview of how placement works and some suggestions for mentoring if you are new to this process.

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 helpful to:

- Make clear your expectations concerning clear lines of communication and the preparation of units and lesson plans
- Discuss the curriculum content area/s 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 any issues of concern with their planning or organisation.
- 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.

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 this aspect 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
- 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**
- Complete and submit the **Final Report** within two weeks of the placement being completed.

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

- observe and understand the learning environment, the students and how they learn, 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 will undertake the following:

Meet the site coordinator/principal to:

- gather general information about timetabling, school culture inc. behaviour policies etc.
- tour the school and receive WHS training
- plan their teaching timetable
- seek information about the broader school community
- negotiate an area to undertake planning and preparation
- discuss hopes and what they can contribute to the school while on placement
- discuss hopes and learning from this experience
- seek ways to contribute and ways to be successful at this school, over placement.

Meet mentors to:

- discuss how they can contribute from day one
- discuss what they hope to achieve and their concerns on this placement
- discuss teaching loads. Determine curriculum content they will be expected to teach, the achievement standards/learning outcomes they will aim for and the resources they will need
- collaborate on unit and lesson planning. Early knowledge and expectations of planning and teaching including when to submit lesson plans for mentor review (how many days before the actual teaching of the lesson), give insight, structure and confidence
- seek permission to access information about general strengths of the class in relation to learning and achievement (assessment and wellbeing data)
- discuss behaviour support strategies and classroom management structures
- observe and document instructional, social and behaviour strategies used; note strategies/approaches for individual students or groups
- discuss preferred ways to receive feedback on programming, planning and teaching
- determine a preferred communication approach over placement: email, phone, weekly face-to-face meetings etc.

Meet students to:

- find out their names, interests, abilities, cultural and language backgrounds, any particular learning requirements/adjustments and preferred ways of learning and *being* at school.

PST: 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. Aim to:
- Teach at least 1 lesson per day (Week 1 day 3 onwards) using lessons developed by PST, during planning days
- Continue to plan units and lessons and discuss them with the mentor well in advance.
  PST who are using pre-prepared units from mentor, need to prepare lessons that demonstrate an ability to differentiate the curriculum and plan using pre-assessment of student knowledge, understanding and skill in content area (mentor will help guide you)
- adjust lessons to meet the needs of students with diverse abilities or requirements, with mentor guidance
- increase knowledge of the students in the class: interests, learning strengths & 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. Aim to:
- as per week one but plan for and teach a minimum of 2 lessons per day
- continue to observe, collect data, discuss, reflect and plan with mentor
- undertake the interim report with the mentor.
- plan for teaching in week 3 & 4

Teaching block weeks 3 & 4. Aim to:
- as per week two but now teach for between **700-800 minutes** per week
- continue to observe, reflect and plan with the mentor teacher

Teaching Load

PSTs should be teaching 60% of a full-time teacher's load (between 700=880 minutes) by the start of week 3. However, we recognise that PSTs move at different rates, and those who are not ready by week 3, will need to achieve an 80% teaching load at the start week 4. NOTE: PSTs may need to team-teach or be placed in specialist programs such as SHIP, FLO, learning support, research project, PLP etc. to support the achievement of a 60% load.

Teaching Expectation
It is expected that a PST will be performing at the 'emerging' level or above for each of the seven APST Standards by the end of this placement.

REPORTING TIMELINES FOR PLACEMENT

Term	Week	Pattern 1	Pattern 2
3	1		
	2	Mentor Interim Review PST Interim Self-Assessment Uni liaison observes teaching.	
	3	*Interim Review *Interim Self-Assessment	Mentor Interim Review, PST Interim Self-Assessment. Uni liaison observes teaching.
	3-4	Uni liaison observes teaching and discusses completion of final report with mentor and site coordinator.	*Interim Review *Interim Self-Assessment
	5	Final Report (after placement) completed by mentor teacher/s and site coordinator and forwarded to the uni liaison within two weeks of placement finishing. Report sent 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 site coordinator and forwarded to the uni liaison within two weeks of placement finishing. Report sent to PST.

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.

With consideration of *emerging* level of performance, towards the end of placement a successful PSTs will be able to:

- articulate in-depth knowledge of some individual students in their class/es with consideration of their characteristics, backgrounds and how they learn
- implement and teach the Australian Curriculum (or equivalent) with increasing independence, consistency and accuracy
- self-assess gaps in their own professional knowledge (content) and professional practice, and document ways to address these gaps
- conduct a professional discussion on how their and their mentor's classroom management and teaching methodologies support and impact student learning and wellbeing
- **apply research from course work to planning and teaching and reflect on effectiveness for student learning (TPA journal entry -see page 12)**
- plan appropriate and challenging learning experiences for all students, with increasing independence and accuracy. Should be far less reliant on mentor guidance by end of week 3.
- identify teaching and learning elements that have a positive influence on student engagement and achievement; attempt to apply this knowledge with efficacy, to their teaching practice
- Appropriately embed educational adjustments for individuals into lesson plans, for some individuals
- use a range of assessment methods to determine student learning progress and achievement
- record student learning and use this to inform planning and decision making for future lessons
- create a positive and inclusive learning environment for students over an extended period
- have sustained professional relationships with staff, students, and parents/caregivers
- **describe, with the use of artefacts (evidence), how their educational programs have responded to student learning and mentor feedback over time (TPA journal entry -see page 12)**
- evidence ways their knowledge and skills in relation to classroom practice, is at the *emerging* level of the Australian Professional Standards for Teachers, in most focus areas
- provide multiple pieces of evidence that their practice on placement has occurred in accordance with the professional code of conduct and ethical requirements of a teacher in an Australian school (maintain school, parent and student confidentiality, uphold social media privacy, safe and ethical use of ICT, lawful and safe practices at all times etc.)
- demonstrate originality and creativity in their teaching
- discuss ways they took risks in their teaching to better understand themselves as educators, students as learners and schools as communities.

The following conditions, must be met to pass the topic:
1. Final report rated as satisfactory or higher. Connected to dot points above
2. On-time submission of Journal Entries (two) and Goal Setting Planner. Connected to university requirements – see page 12

EARLY PREP FOR YOUR TEACHING PERFORMANCE ASSESSMENT (TPA) IN 2022 FORMATIVE ASSESSMENT

PSTs are required to gather some evidence of their impact on student learning while on placement. To gather this evidence, PSTs will ask critical and reflective questions, such as:

TASK: EVIDENCE OF YOUR IMPACT

1. Set up a **Digital Journal** – This will become your TPA Journal for your final placement
   Use this journal to document your observations and insights about:
   a) **designing effective designing effective teaching and learning with consideration of students' backgrounds and characteristics (300 words)**
   b) **applying research (from course work) to your planning and teaching for student learning and achievement (300 words)**

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

   Both journal entries are to be about 300 words in length (acceptable word range:270-330) and are a reflection on *your learning*. In your responses, consider the following:

   > **Description**–What do you notice? *(i.e. about effectively designed program with consideration of …..+ planning and teaching……)*

   > **Analysis**– Why might this occur? What theories might help explain your observations and evidence collected about designing and planning learning and student learning? Are there other perspectives that challenge your thoughts?

   > **Conclusions**– What does this help you understand about students and their learning and yourself as a teacher? What will you do differently and what will you apply to your teaching practice in 2022?

2. Use the **Goal Setting Planner** to identify evidence you **currently have** for Standard 1 and the evidence you will need to gather to achieve graduate level performance during your final professional experience. Complete.

TASK SUBMISSION

→ **Upload your two journal entries and goal setting planner** (Standard 1 only) onto FLO
→ **DUE DATE:** September 2, 2021 5:00 p.m.
→ **GRADED:** NGP =both tasks submitted by due date **OR** FAIL=both tasks not submitted by due date

FITNESS FOR PLACEMENT

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

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

Any such checks or declarations must be accepted by the University as reasonable and then must be:

- Applicable to all university PSTs involved in such placements,
- Related to the requirements of the duties or functions to be carried out in the placement,
- Consistent with university policy and Commonwealth and State Government Legislation relating to equal opportunity and discrimination.

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

Where there is a pre-existing medical or other condition such that the ability to practice may be impaired, the PST will provide an access plan and discuss the circumstances with the Academic Coordinator or Director of Professional Experience so, that where possible, reasonable adjustments can be discussed and applied. The PST may wish to discuss this with their Disability Advisor in the first instance.

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

FLINDERS UNIVERSITY HEALTH AND COUNSELLING SERVICES

Confidential and professional health, counselling and disability services are available to all currently enrolled Flinders University Students, including those studying completely online. Priority will be given to PSTs if they indicate that they are on placement.

More information regarding booking appointments can be found at:
Phone: 8201 2118
Website: https://students.flinders.edu.au/support/hcd
Email:Counselling@flinders.edu.au

WITHDRAWAL FROM PLACEMENT

VOLUNTARY

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

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

Please note, withdrawing **before** or **during** placement has consequences. For example, voluntary withdrawal will automatically result in an extension of degree completion by a minimum of 9 months. If the PST wishes to repeat this placement, the PST will need to complete an application form requesting another placement and 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 must be emailed to the Academic Coordinator and the Director of Professional Experience. Together, they will determine if, and under what conditions, this person may undertake another placement in the future.

If the PST determines that s/he wishes to withdraw from the BEd/MTeach course altogether, this person is encouraged to 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 (Page 11) for this placement
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 page 11. 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, 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 Director of Professional Experience, **Jackie Thomson** jackie.thomson@flinders.edu.au and the Course Coordinator- currently **Dr Troy Piechnick** troy.piechnick@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 is required to contact 'Ask Flinders' to request a new study plan.

3RD YEAR AND YEAR 1 MASTER OF TEACHING
RECORD OF NUMBER OF SCHOOL VISITS
Planning Days

PST Name		Student ID	
Site			
Mentor/s		Year Level/s	

RECORD OF SCHOOL VISITS

Visit	Date of Attendance	Hours Attended e.g., 8am – 4pm	Signature of School Staff Member
1.			
2.			
3.			
4.			
5.			

- **It is the responsibility of the PSTs to ensure that this record is completed after each school visit.**
- **Provide this record to your university liaison.**
- **Please keep a copy of this document as evidence of successfully completing 5 days.**

Mentor/ Liaison signature:

Date:

PST Signature:

Date:

PSTs are expected to complete 5 planning days

Flinders UNIVERSITY
ADELAIDE · AUSTRALIA

EMERGENCY CONTACT FORM

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

PSTs, please give this form to your Site Coordinator and discuss your individual circumstances. In the case of an emergency, the school will follow the advice provided by you.

Pre-service teacher's name: _____

Contact Person(s) Name: _____

Contact Phone Number(s): _____

Relationship to pre-service teacher: _____

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

Signature:	
Medicare Number:	
Ambulance Subscription:	
Allergies:	
Important Medical Information:	
(E.g., Asthmatic, Diabetic etc.)	
Are you presently on Medication?	YES/NO
If yes, please list with dosage	
Blood Group:	

INTERIM REVIEW: MENTOR TEACHER

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

To be completed by Friday, end of Week 2.

Please select the appropriate statement below:

    .___.   At this stage, I am highly satisfied with the progress of this Pre-service Teacher.

    .___.   At this stage, I am satisfied with the progress of this Pre-service Teacher.

    .___.   At this stage, I have some concerns about the progress of this Pre-service Teacher.

    .___.   I consider this Pre-service Teacher may be *At Risk* of not being able to meet the requirements of the Australian Professional Standards for Teachers.

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

Professional Knowledge
Strengths:

Development required in the areas of:

Professional Practice
Strengths:

Development required in the areas of:

Professional Engagement
Strengths:

Development required in the areas of:

Mentor: ....Date:

I have read this interim review.

Pre-service Teacher: ....Date:

PST, please scan and email *Interim Reviews* to the university liaison on Monday of Week 3.

INTERIM REVIEW: PST SELF-ASSESSMENT

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

Reflect on then summarise your progress towards the Graduate Standards: *Professional Knowledge, Professional Practice and Professional Engagement* and identify your goals for the remainder of your placement. Discuss your summary with your mentor teacher and University Liaison.

EXAMPLE Page only

Pre-service Teacher: ....   Date:

I have discussed and approve this learning plan:

Mentor: …………………… ....   Date:

I have discussed and approve this learning plan:

University Liaison: …………………………   Date:

FULL REPORT FORMS & INFORMATION

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

GUIDELINES FOR COMPLETING THE REPORTS

It is anticipated that a PST will be performing at the 'Emerging' level or above for each of the 7 APST Standards (see continuum rubric on pp.) by the end of this placement.

PROFESSIONAL KNOWLEDGE	
Standard 1	*Know students and how they learn*

I		I	X	I .
Complete Novice		***Emerging***		Graduate

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/Site 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 PST'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.

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, PST 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.

Flinders University

3rd Year Undergraduate/Year 1 MTeach
Professional Experience Report

PST		Student ID
School		

| **Mentor Teacher(s)** | Name: | Learning Area: | Year Level |
| | Name: | Learning Area: | Year Level |

School Co-ordinator		
University	Liaison	Coordinator Anna Noble
Teaching Days	5 planning days + 20-day block: 25 days	

EXAMPLE

CONTEXT	**Please add brief context statements about the school and class:** *School sector; size and composition of campus (R-12, Area, Primary); features or unique characteristics; index of disadvantage.*
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 — *Know students and how they learn*

Novice	Emerging	Towards Graduate

Standard 2 — *Know the content and how to teach it*

Novice	Emerging	Towards Graduate

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

Site Coordinator/Principal	
Name:	**Date:**
University Liaison	
Name:	**Date:**

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

Mentor	
RE: (PST name)	**Learning Area:**
Professional Knowledge	
Professional Practice	EXAMPLE
Professional Engagement	
Written by:	**Date:**

SUMMARY ASSESSMENT (*To be agreed by the Site coordinator and the University Liaison*)
In our opinion (Insert PST's full name)
(Please click on appropriate box below)
☐ **has** attained the level of 'Emerging' against the Flinders standards for pre-service teachers and is ready to progress to the final professional experience.
☐ **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.

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

LESSON PLANNING

- What is the purpose of this lesson?
- Where does it fit within the sequence of curriculum knowledge, skills and understanding expected for this group of learners?
- Why is this lesson and its content important for students? How will they use this knowledge beyond this lesson and after they have completed school?

Lesson objectives

Clear, curriculum-based statements of what students should be able to know, do and understand by the end of the lesson:

- 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 <u>you</u> know if the students have successfully achieved the learning intentions?
- How will <u>the students</u> 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 FEEDBACK SHEET

For Mentors, Liaisons & Site Coordinators

PST Name:		Date: __/__/21
Name of Reviewer		
Learning Area:		**Year level:**
Unit Title:		**Learning focus:**

	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.)
	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.)
	Content Knowledge:
	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.)

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.) |
	General Comments and focus for next lesson:
	PST: From this feedback, I intend to work on…
	Feedback given by: **Date:**

GUIDELINES FOR INCLUSIVITY AND STUDENT 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.

		Considerations for teaching
• ATSI • Economic disadvantage • Learning difficulties-literacy/numeracy • Disengaged • Mental health/trauma. • *Other?*	• NESB • Rural or remote • Disability • Learning disability • Neurodiverse/behavioural • Gender • Gifted &Talented	

Reflective questions for lesson planning

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 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 successfully?
- Have I planned for the safe, responsible and ethical use of ICT with students in this unit?

Lesson Evaluation Questions for the PST

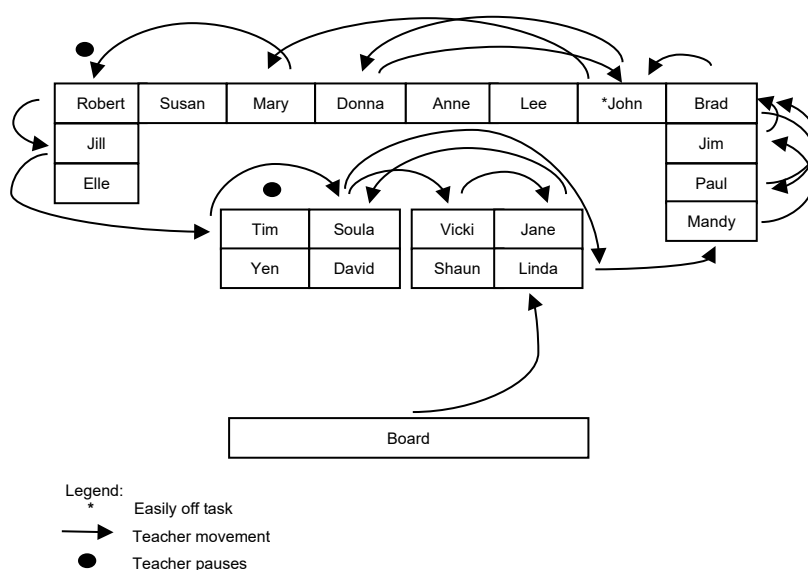Once you have completed a lesson, consider the following questions:
- Was the content and flow of my lesson organised into a logical and suitable sequence?
- Did I select and use appropriate examples and resources so that all students understood and could engage in the task, reasonably independently?
- 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 not at 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 students could engage in the lesson or main task?
- Was I effective in demonstrating the safe, responsible and ethical use of ICT with students?
- Did I respond to student queries with suitable detail and confidence
- For self: Did I demonstrate risk taking by exploring new ideas to engage students in their learning and boost their performance? How did it go?

Classroom Movement Feedback

Feedback tool for mentors, Site 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?

Robert	Susan	Mary	Donna	Anne	Lee	*John	Brad
Jill							Jim
Elle							Paul
							Mandy

| Tim | Soula | | Vicki | Jane |
| Yen | David | | Shaun | Linda |

| Board |

Legend:
*   Easily off task
→   Teacher movement
●   Teacher pauses

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 Site 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.

FOCUS	NOVICE	EMERGING	GRADUATE
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.
1.2 Understand how students learn	Can articulate how research informs an understanding of how students learn.	**Begins to draw on knowledge of current research into how students learn when planning for teaching.**	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Discusses the diverse linguistic, cultural, religious and socioeconomic backgrounds that students may have and seeks to understand the potential implications for their learning.	**Begins to plan teaching strategies that will meet the need of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.**	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Able to verbalise that Aboriginal and Torres Strait Islander students need teachers with a deep understanding of the impact of their backgrounds on their educational needs.	**Can discuss the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds and attempts to address such issues when planning for learning.**	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Identifies and discusses instructional strategies used by teachers to meet the needs of students across the full range of abilities.	**Seeks guidance and help in differentiating teaching to meet the specific learning needs of the students in a particular class.**	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

1.6 Strategies to support full participation of students with disability	Describes some school and teaching practices that support the participation and learning progress of students with disabilities.	**Shows awareness of legislation about students with disabilities in Australian schools. Asks for help in selecting teaching strategies that support the participation and learning of students with disability in a particular class**.	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
FOCUS	**NOVICE**	**EMERGING**	**GRADUATE**
2.1 Content and teaching strategies of the teaching area	Demonstrates some knowledge of the curriculum, its content and effective teaching strategies.	**Applies and adapts teaching strategies appropriate to the curriculum content.**	Demonstrates knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2 Content selection and organisation	Analyses curriculum content Selection with mentor/s to understand impact on student learning.	**Able to organise a series of lessons for the content of a particular teaching area.**	Organises content into an effective learning and teaching sequence.
2.3 Curriculum, assessment and reporting	Begins to connect assessment practices with teacher judgement about student learning.	**Attempts to plan assessment as an integral component of the teaching and learning process and to gather data for reporting purposes.**	Uses curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Expresses respect for Aboriginal and Torres Strait Islander people and understanding that reconciliation between Indigenous and non-Indigenous Australians is an important attitude to inculcate in the curriculum.	**Looks for opportunities to include notions of indigenous culture and reconciliation between indigenous and non-indigenous Australian into teaching plans and teaching content**	Demonstrates broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5 Literacy and numeracy strategies	Examines literacy and numeracy strategies across the curriculum.	**Intentionally selects teaching strategies that enhance literacy and numeracy development across teaching areas and begins to use incidental 'teachable moments' as opportunities to further enhance students' literacy and numeracy.**	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

2.6 Information and Communication Technology (ICT)	Investigates how ICT supports effective teaching and learning.	**Looks for opportunities to employ ICTs to enhance learning across the curriculum and for developing ICT literacy and etiquette.**	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

FOCUS	NOVICE	EMERGING	GRADUATE
3.1 Establish challenging learning goals	Discusses some teaching strategies that establish challenging learning goals for students.	**Establishes learning goals that provide achievable challenge for some but not all students.**	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2 Plan, structure and sequence learning programs	Identifies some core elements of an effective lesson.	**Able to plan effective lesson sequences that will scaffold student learning in a topic or teaching area.**	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3 Use teaching strategies	With support, can apply a range of effective teaching strategies for individual, small group and/or whole class teaching.	**Aware of a range of teaching strategies and shows increasing independence in selecting and trying new teaching strategies from a limited, but growing repertoire.**	Include a range of teaching strategies.
3.4 Select and use resources	Selects appropriate resources to the teaching context and area.	**Shows increasing independence in locating and selecting resources appropriate for the context and the content. Seeks resources, including ICT resources that will engage and motivate student learning.**	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5 Use effective classroom communication	Uses a range of effective communication strategies to support student learning.	**Uses a growing range of communication styles and techniques in the classroom that reflect their own personality and teaching style.**	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
3.6 Evaluate and improve teaching programs	Reviews teaching strategies to evaluate personal teaching performance to improve student learning	**Considers and applies a limited but growing range of evaluation strategies that consider both personal teaching performance and student learning achievements as indicators of teaching effectiveness.**	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7 Engage parents/ carers in the educative process	Discusses the involvement of parents/carers in the educative process.	**Describes a growing range of strategies for engagement with or contributions from parents and carers.**	Describe a broad range of strategies for involving parents/carers in the educative process.

FOCUS	NOVICE	EMERGING	GRADUATE
4.1 Support student participation	Identifies effective strategies for enabling student participation.	**Beginning to identify and plan for inclusive learning events that will engage and motivate student participation and learning.**	Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2 Manage classroom activities	Independently manages some classroom activities	**Beginning to demonstrate the capacity to independently organize classroom activities and is developing the skill of giving clear directions.**	Demonstrate the capacity to organize classroom activities and provide clear directions.
4.3 Manage challenging behaviour	Applies existing classroom rules and school-based behaviour management policies.	**Beginning to practice proactive, ethical and pedagogical strategies for preventing challenging behaviour amongst students and can apply a growing range of strategies to manage challenging behaviour.**	Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4 Maintain student safety	With support, implements policies and practices that maintain student safety.	**Shows awareness of school, system, curriculum and legislative requirements and is increasingly able to maintain student safety and support for student well-being.**	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
4.5 Use ICT safely, responsibly and ethically	Follows established school protocols for the safe, responsible and ethical use of ICT.	**Recognises the need to practice safe, responsible and ethical use of ICT in learning and teaching.**	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
FOCUS	**NOVICE**	**EMERGING**	**GRADUATE**
5.1 Assess student learning	Investigates and reviews a range of assessment approaches to make inferences about pedagogy, curriculum and student learning.	**Uses an array of formative and summative assessment strategies, including informal and formal approaches.**	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

5.2 Provide feedback to students on their learning	Uses a range of feedback techniques and discusses impact of advice on the quality of student work and learning.	**Shows increasing ability to provide constructive and timely feedback that is linked to the student's ongoing development.**	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3 Make consistent and comparable judgements	Can identify effective assessment moderation that enable teachers to make fair judgements about student progress and the achievement standards.	**Beginning to use protocols to independently assess, interpret, and moderate student learning products and performances, in order to make consistent, comparable and reasonable judgments regarding students' achievements.**	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.
5.4 Interpret student data	Discusses student achievement data to pinpoint achievement and determine relevant changes to teaching practices.	**Able to modify teaching plans after reflection on student assessment data, both formal and informal.**	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5 Report on student achievement	Investigates and analyses approaches to report student learning.	**Demonstrates ability to keep accurate and reliable records of student achievement, understanding the value of using these in reporting to students, parents/carers.**	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.
FOCUS	**NOVICE**	**EMERGING**	**GRADUATE**
6.1 Identify and plan professional learning needs	Engages in professional dialogue to reflect upon and make decisions about future professional learning needs.	Is aware of the Australian Professional Standards for Teachers as a way of identifying professional learning needs.	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.2 Engage in professional learning and improve practice	Plans and initiates ways to build personal capacity to improve teaching practice.	Is aware of multiple sources to improve practice and meet professional learning needs.	Understand the relevant and appropriate sources of professional learning for teachers.

6.3 Engage with colleagues and improve practice	Able to discuss aspects of their teaching practice with a supervising teacher/mentor.	**Able to identify major areas of practice where improvement is needed and discuss these with a supervisor/mentor.**	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4 Apply professional learning and improve student learning	With support, can identify professional learning opportunities to improve student learning.	**Identifies professional learning needs to improve personal teaching practices that could lead to improved student learning.**	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

FOCUS	NOVICE	EMERGING	GRADUATE
7.1 Meet professional ethics and responsibilities	Can articulate the professional practices of Australian teachers and can act responsibly and ethically at all times.	**Is understanding of the ethical expectations of the teaching profession. and making decisions.**	**Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.**
7.2 Comply with legislative, administrative and organisational requirements	Gains and provides mandatory certification to work with students.	**Considers the implications of relevant legislative, administrative and organizational policies and processes, particularly when planning student activities.**	**Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage.**
7.3 Engage with the parents / carers	Establishes positive rapport with parents/carers under the guidance of supervising teachers.	**Communicates with parents/carers in relation to children's issues or learning, seeking guidance if needed.**	**Understand strategies for working effectively, sensitively and confidentially with parents/carers.**
7.4 Engage with professional teaching networks and broader communities	Initiates engagement with peers, mentors and university staff.	**Seeks relevant sources of information and support related to their teaching.**	**Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.**