Student Name: _____

Student ID: _____

Middle School Secondary

Final Year Professional Experience Handbook 2024

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

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

CONTENTS

CONTACT INFORMATION

Placement Issues

Please contact your WIL Support Officers regarding Inplace, compliance issues, or the online final report system.

WIL Support (Placement) Team   Kim Lauwrens
- Phone: 8201 5410
- Email: education.placements@flinders.edu.au
- Location: Room 4.69 Level 4, Education Building

Teacher Payments
- Email: cepsw.placements@flinders.edu.au

Academic or Pre-Service Teacher Issues

Please contact your Academic Co-Ordinator regarding absenteeism, potential withdrawal from placement, personal or performance concerns or issues. Each pre-service teacher (PST) will be assigned a University Liaison who will support their placement and observe their teaching during the placement block.

Academic Coordinator Jackie Thomson

- Phone: 82013348
- Email: Jackie.thomson@flinders.edu.au
- Location: 5.66 Education

Information for sites and University Liaisons:

The professional experience website has information, resources and templates for pre-service teachers, school coordinators and mentors.

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

PROFESSIONAL EXPERIENCE CALENDAR 2024

Monday Week Start	Uni Week	School Term/Week		Placement Activities		
1-Jan	Break					
8-Jan	Break					
15-Jan	Break					
22-Jan	Break			**Week 0 Introduction Days may commence**		
29-Jan	Break	Term 1	1			
5-Feb	Break		2			
12-Feb	Break		3			
19-Feb	O-Week		4			
26 Feb	S1 Week 1		5			
4-Mar	Week 2		6	**Final year students continue to complete a minimum of 10 planning days until the end of Term 1**		
11-Mar	Week 3		7			
18-Mar	Week 4		8			
25-Mar	Week 5		9			
1 Apr	Week 6		10			
8-Apr	Break		11			
15-Apr	Break					
22-Apr	Week 7					
29-Apr	Week 8	Term 2	1	**Metro 6- week block start**	**Metro/Country 8- week block start**	**Extended/Intern 10- week block start**
6-May	Week 9		2			
13-May	Week 10		3	**Interim review**		
20-May	Week 11		4		**Interim review**	**Interim review**
27-May	Week 12		5			
3-Jun	Week 13		6	**Final Day 7 June**		
10-Jun	Week 14		7	**Final Report due 21 June**		
17-Jun	Exams		8		**Final Day 21 June**	
24-Jun	Exams		9		**Final Report due 5 July**	
1-Jul	Break		10			**Final Day 5 July**
8-Jul	Break					**Final Report due 19 July**
15-Jul	Break					
22-Jul	S2 Week 1	Term 3	1	**Semester 2 begins- interns continue 1 day per week across school terms 3 and 4**		
29 -Jul	Week 2		2			
5-Aug	Week 3		3			
12-Aug	Week 4		4			
19-Aug	Week 5		5			
26-Aug	Week 6		6			
2-Sep	Week 7		7			
9-Sep	Week 8		8			
16-Sep	Break		9			
23-Sep	Break		10			

EXCELLENCE IN BEGINNING
TEACHING AWARDS

It is with pleasure that we draw your attention to the **Excellence in Beginning Teaching Awards.** This award is presented to a Bachelor of Education/Master of Teaching, graduating pre-service teacher 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 curriculum planning, based on knowledge of student learning, and on principles of inclusivity and social justice
- the identification and implementation of differentiated teaching strategies while sustaining a quality learning programme for an extended period
- high level competence in the assessment, recording and reporting of student learning
- the ability to maintain a positive climate for learning, to develop professional relationships and to apply effective classroom management strategies
- strong reflective practice and the ability to analyse teaching effectiveness, in order to improve their professional competence

Nomination Process

Pre-Service Teachers can be nominated for the award by any **two** of the following:
- A mentor
- The principal or site coordinator
- The University Liaison

Nominations can be made for early childhood, primary, secondary, and special education. Nomination forms are available on the professional experience webpage an 'Exceeded' grade, school staff and University Liaisons may consider submitting a nomination.

Flinders University (Education) will shortlist applicants based on the information provided in the nomination form, school placement reports, the Teaching Performance Assessment (TPA) together with their academic achievement and demonstrated exemplary professional values and behaviour across their course.

Nomination forms can be located on the Professional Experience webpage:
https://staff.flinders.edu.au/colleges-and-services/epsw/education-placement-liaisons-information

Nominees will be notified in September. The Awards ceremony will be held in November, where winners will be announced.

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

Pre-service teachers need to demonstrate fitness to undertake placement. These requirements may include health, other checks or a self-declaration as to the fitness of an individual to undertake a placement. Any such checks or declarations must be accepted by the University as reasonable and must be:

- applicable to all university pre-service teachers involved in such placements,
- related to the requirements of the duties or functions to be carried out in the placement,
- consistent with university policy and Commonwealth and State Government Legislation relating to equal opportunity and discrimination.

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

PSTs WITH DISABILITIES

A PST who has a recognised disability under the DDA (1992) may undertake placement with the provision of *reasonable adjustments* (Disability Standards for Education, 2005)*.* These adjustments enable the PST to access, participate and learn on the same basis as a PST without disabilities.

Where there is a pre-existing medical or other condition and the ability to practice may be impaired, the pre-service teacher should discuss this with a Flinders' Disability Liaison Officer in the first instance. If accommodations are needed for placement the pre-service teacher will provide an Access Plan and discuss the circumstances with the Director of Professional Experience so, if possible, reasonable accommodations can be considered, negotiated with the placement school and applied. Once on placement the pre-service teacher does not need to present the school with or discuss the Access Plan.

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 online. Priority will be given to students if they indicate that they are on placement.
Telephone: 8201 2118
After hours: 1300 512 409 / 0488 884 103

More information & bookings can be found at: http://www.flinders.edu.au/current-students/healthandcounselling/healthandcounselling_home.cfm

Flinders University

MEDICAL EMERGENCY CONTACT FORM

This information is confidential. School coordinators are asked to shred 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: _____

PRE-SERVICE TEACHER RESPONSIBILITIES

Flinders University values integrity, courage, innovation, and excellence. As a representative of Flinders University, PSTs must always behave in a professional and courteous manner. Therefore, PSTs are expected to:

- provide the Site Coordinator with their PST Introductory Form before their placement,
- use their Flinders email and include an email signature on all correspondence,
- show the school a copy of their WWC and RRHAN -EC on their first visit. COVID vaccination proof may also be required. PSTs that cannot produce this certification upon arrival **will not be able to commence placement**.
- always wear their Flinders University name badge when in their placement school,
- be at school from **8am-4pm as a minimum, each day (**unless directed otherwise by the school)
- be punctual and remain at the school for yard duties and before and after school staff meetings,
- dress professionally in neat, clean and appropriate clothing and footwear
- ensure that the school has their contact details, including email address, mobile phone number and medical emergency contact information (form p.7)
- advise the WIL support team if their University Liaison has not made contact by the middle of week one of the placement block,
- respond, in a timely manner, to contact from their University Liaison
- negotiate responsibilities with their mentor teacher in accordance with school and university expectations,
- notify the school between 7.30-8.00 am if they are ill. **Please Note**: PSTs will need to negotiate with the school coordinator, to make up any days missed. If illness exceeds 5 days this may result in a withdrawal from placement. Medical certificates for absences need to be emailed to Jackie Thomson (cc in WIL team).
- provide mentor/s with copies of their unit and lesson plans (for every lesson) **well ahead of teaching** to ensure adequate time for feedback,
- provide their University Liaison with a detailed lesson plan for every lesson observed (at least 2-3 days prior)
- listen openly, reflect and act on mentor, liaison, and site coordinator feedback,
- undertake the interim review process with their mentor (end of week 2 of the block) and provide copies of these forms to their University Liaison
- only use mobile phones during break times. Take any necessary calls during breaks and move to a private area. Discuss with mentor teacher if they may be required to answer their phone in class, due to an emergency.
- **read and discuss with their mentor/s this handbook and download a copy for them.**
- ensure all TPA activities are completed and submitted for assessment within two weeks of the end of placement.
- 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 their 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 to cope with the demands of this teaching block. For any concerns, please contact the Academic Coordinator and/or Flinders Health Counselling Services (p.6).

PUBLIC HOLIDAYS, PUPIL FREE DAYS AND SCHOOL CLOSURE DAYS

Pre-service teachers must complete a minimum number of 40 placement days to meet Initial Teacher Education (ITE) accreditation requirements. Any public holiday or school closure day will need to be made up by the pre-service teacher. If professional development opportunities are offered on pupil free days, pre-service teachers should attend; these days do not need to be made up. Extracurricular involvement is encouraged, but this time is not credited towards the placement days.

PLACEMENT PLANNING DAYS

The 10 Planning days are not structured as a teaching load. They provide an opportunity for PSTs to:
- undertake induction,
- observe and investigate the context for teaching and learning (TPA 2)
- discuss and organise teaching loads with mentors,
- negotiate and prepare for what they are expected to teach, gather information and resources,
- become familiar with school policies and procedures,
- build professional relationships with mentors, students, the school community,
- undertake TPA activities 1 & 2,
- discuss goals and what they can contribute to the school whilst on placement.
- demonstrate an open-minded attitude and willingness to learn and improve,
- complete the Planning Days Attendance Record form (p.25).

PLACEMENT SUCCESS CRITERIA

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

- articulate how their teaching methodologies impact student learning and wellbeing,
- use the curriculum to plan appropriate and differentiated learning experiences for all students, and to cater for learner diversity,
- identify and use data and evidence-based approaches to improve 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,
- critically discuss roles and responsibilities of educators within a school community
- create a positive and inclusive learning environment for students,
- develop professional relationships with staff, students, and parents/caregivers,
- evaluate how their teaching programs have responded to student learning and mentor feedback over time,
- critically reflect on, gather evidence, and make judgments on their effectiveness as a teacher against the *Graduate* level of the Australian Professional Standards for Teachers
- behave in a manner that displays knowledge and understanding in accordance with the professional and ethical requirements of a teacher in Australian school,
- demonstrate originality, creativity, and professional collaboration in their teaching as well as growth and development over time.

TEACHING PERFORMANCE ASSESSMENT (TPA)

All final year PSTs are required to complete five Teacher Performance Assessment (TPA) activities during their final placement (see overview p.23). These activities are the core business of teaching and learning and require PSTs to critically reflect on and analyse their teaching practice and to gather quality evidence. 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, student, mentor, university liaison and site coordinator 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, 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.**

THE ROLE OF THE MENTOR TEACHER

Thank you for mentoring a Flinders' pre-service teacher. The information below outlines some key responsibilities.

The planning days

PSTs will spend 10 planning days in their placement school prior to the 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 if you could:

• Make clear your expectations about the preparation of units and lesson plans; discuss the subjects/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 resources, policies 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, teach and manage student issues (learning, well-being and behaviour). Invite them to ask questions about your practice, classroom management strategies and educational philosophy.

Final Year Placement Teaching Block

At the commencement of the teaching block, PSTs should have completed Teacher Performance Assessment (TPA) activities 1 and 2. Additionally, it would be of great assistance to their development if you could:

• Give guidance and verbal/written feedback on all aspects of teaching performance.
• Contact the University Liaison or University Academic Coordinator at any time if you have any concerns about the learning, teaching and/or behaviour of a PST.
• Give specific verbal and written feedback as required on PST planning, delivery of lessons, classroom management and ability to build professional relationships.
• Undertake the **Interim Review around week 2 of the placement block,**
• Provide feedback on **TPA activities 3, 4, and 5** and complete relevant sections of the **Final online Report** within two weeks of the placement ending.
• Consider nominating the PST for the Medal for Excellence if they have been graded at 'Exceeded' in their final report.

Reports

Please note that PSTs should be made aware of their final placement grade before they leave the school. Once all parties have completed their sections, online reports are processed by the University, and then pre-service teachers can download their report.

THE ROLE OF THE UNIVERSITY LIAISON

A University Liaison is allocated to each PST for the teaching block.

The University Liaison is expected to:
- clarify university expectations for school coordinator/mentors as necessary,
- facilitate communication between all parties involved in the placement,
- work with PSTs to identify and discuss professional issues,
- observe PSTs teaching twice, (3 times for extended placements) and provide written feedback on aspects of planning, teaching, and assessment,
- discuss the progress of PSTs with school staff as necessary
- support the PSTs in reflecting upon and analysing placement success criteria (p.10)
- be informed of the interim review process outcome,
- liaise with the University Academic Coordinator if issues of concern arise,
- support an 'at risk' if there are issues of concern, and offer strategies to the PST for improvement plus forward documentation to the Academic Coordinator,
- possibly undertake additional visits (by negotiation with the Director of Professional Experience) for PSTs identified as 'at risk of fail', if required,
- explain the online reporting process to school staff if needed,
- negotiate with the mentor and school coordinator regarding completion of the online report and final grade.
- **ensure relevant sections of the final reports are completed and submitted to the university by the deadline.**

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

Before the first visit, the University Liaison will:
- contact the PST/s site coordinator and mentor to negotiate suitable times to visit the school, meet and observe the first teaching lesson.

During Visit 1 the University Liaison will:
- sight the PST's 'Record of School Visits' (p.24) to confirm completion of the 10 planning days,
- observe the PST teaching a lesson, provide constructive written feedback and advice,
- meet with the mentor(s) and site coordinator to discuss the PST's progress & the Interim Review and if there are concerns discuss the At-Risk process.

During Visit 2 the University Liaison will:
- observe the PST teaching a lesson and provide constructive written feedback on teaching performance, and areas of growth,
- meet with the mentor and school coordinator to discuss any issues or concerns,
- discuss with the mentor and school coordinator about the final report, TPA and proposed grade.

WITHDRAWAL FROM PLACEMENT

Please note, withdrawing **before** or **during** placement has consequences. If a PST intends to remain in the course, their degree will most probably be extended by 6-12 months. In addition, the PST may need to complete an application form requesting another placement. In this application, the PST will need to indicate why they withdrew and what actions they 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. If the PST determines that they wish to withdraw from the B Ed/M Teach course, they can seek course counselling to explore available course options by contacting askflinders@flinders.edu.au

Voluntary Withdrawal from Placement

Pre-Service Teachers who withdraw from placement for personal reasons need to**:**
- firstly, discuss their circumstances with the site coordinator and mentor teacher,
- seek further advice on the implications of this decision from their University Liaison and University Academic Coordinator,
- confirm withdrawal from placement and reasons in writing to all parties- cc' mentor teacher, site coordinator, University Liaison, University Academic Coordinator and Education Placements team.
- return any student work, marking or borrowed materials such as keys, textbooks etc. to the school,
- formally withdraw from the placement topic through the Flinders University Student Enrolment system; doing this _**before**_ census date will ensure a Withdraw (W) grade rather than a Fail (F)
- contact Askflinders for a new study plan.

Imposed Withdrawal from Placement (Site or University Imposed)

The **Director of Professional Experience, Academic Coordinator or placement site** may withdraw a PST from placement at any time for the following reasons: The Pre-Service Teacher breaches the legal, ethical, or professional codes of conduct of the organisation providing the placement.

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, feedback, in the professional judgement of school staff and the university liaison, the PST is not demonstrating a sufficient level of growth and independence towards achieving the placement success criteria (p.10) and the Graduate Standard.
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, or Director of Professional Experience 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 and Graduate Standard. This notification is not a failure 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 may not receive an *at-risk* notification. In this situation, their placement may be withdrawn by the school/Academic Coordinator and the PST asked to leave the school. This will result in a failure grade for the placement.

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

- PSTs will be contacted to meet with the Director of Professional Experience and Course Coordinator to discuss the placement and may be 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 may be asked to apply in writing for permission to repeat a placement indicating a clear plan for improvement. This application will be sent to 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 APSTs 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 Education Placement (WIL) team and Academic Coordinator are advised of this decision.
- The PST will need to contact 'Ask Flinders' askflinders@flinders.edu.au to request a new study plan.

PLACEMENT STRUCTURE:
METRO STANDARD 6-WEEK BLOCK

WEEK 0 (TERM 1)

If the placement is organised early enough, PSTs may attend induction, orientation and professional development as specified by the school from the beginning of the school year to experience setting up and preparing for a new class. **This forms part of the minimum 10 planning days** in preparation for the placement block. Planning days are:

- **not structured as a *teaching load***
- negotiated full day visits for the PST to get to know their mentor teacher/s, students, the school context, and policies,
- for the PST to become familiar with the learning environment, to discuss what they will be expected to teach in Term 2, to gather information, resources, and to plan and complete TPA activities 1 & 2.
- During the 6-week block of teaching in Term 2, PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they do this will depend on the context and individual readiness. However, all PSTS are expected to be organised to **teach at least two lessons each day, from the first day of Term 2**. Overall PSTs should be teaching approximately 900+ minutes a week or up to an 80% teaching load. A suggested progression of responsibilities is as follows:

WEEKS 1 and 2 (TERM 2) PLACEMENT BLOCK

- assume responsibility for some class routines from day one,
- send completed unit plans to mentors at least one week in advance of teaching to receive feedback and to adjust as required,
- continue to observe, discuss, reflect, and plan with mentor/s,
- teach **at least** 2 lessons each day (about 50 – 100 minutes each day)
- provide the mentor with lesson plans at least 2-3 days before teaching the lesson to receive advice and adjust, if necessary,
- reflect on teaching performance with the mentor/s,
- **PST and mentor undertake the Interim Review process around the end of week 2**
- **discuss and begin to undertake TPA activities 3-5.**

WEEKS 3 to 6 PLACEMENT BLOCK

- provide a copy of the Interim Review and discuss learning goals with the University Liaison
- plan for and teach **at least** 4 lessons each day, leading up to 80-100% of a full teaching load in the last two weeks.
- continue to observe, discuss, reflect and plan with mentor/s
- ensure unit plans conclude either at the end of **week 5 or early week 6** to ensure all student work is marked and returned by the end of placement,
- undertake and complete TPA activities 3-5 and provide evidence to mentor/s.

DURING THE BLOCK

- be observed teaching, two lessons, by the University Liaison
- if possible, be observed teaching by the site coordinator.

After placement the PST will add their comments to the relevant section of online report. This occurs after the site coordinator, mentor and University Liaison have submitted their assessment.

PLACEMENT STRUCTURE: COUNTRY 8-WEEK BLOCK

10 planning days in Term 2 Weeks 1-2 followed by 6-week continuous teaching block in Weeks 3-8

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

WEEKS 1 and 2
The 10 planning days in preparation for the placement block are:
- not structured as a teaching load
- for the PST to become familiar with the learning environment, to discuss what they will be expected to teach, to gather information, resources, and to plan and complete TPA activities 1 & 2.

WEEKS 3 and 4
- assume responsibility for some class routines,
- send completed unit plans to mentors well in advance of teaching to receive feedback and to adjust as required,
- continue to observe, discuss, reflect and plan with mentor/s
- teach **at least** 2 lessons each day (about 50 – 100 minutes each day)
- provide the mentor with lesson plans at least 2-3 days before teaching the lesson to receive feedback and adjust, if necessary,
- reflect on teaching performance with the mentor/s,
- **PST and mentor undertake the Interim Review process around the end of Week 4**
- **discuss and begin to undertake TPA activities 3-5.**

WEEKS 5 to 8
- provide a copy of the Interim Review to the University Liaison and discuss learning goals
- continue responsibility for home group/class routines,
- plan for and teach **at least** 4 lessons each day, leading up to 80-100% of a full teaching load in the last two weeks,
- continue to observe, discuss, reflect and plan with mentor/s,
- ensure unit plans conclude either at the end of week 7 or early week 8 to ensure all student work is assessed and returned by the end of placement.
  undertake and complete TPA activities 3-5 and provide evidence to mentor/s.

DURING THE BLOCK
- be observed teaching, two lessons, by the University Liaison
- if possible be observed teaching by the site coordinator

After placement the PST will add their comments to the relevant section of online report. This occurs after the site coordinator, mentor and University Liaison have submitted their assessment.

Final Year Placement and Academic Study Links

Academic Study Links

During school Term 1, PSTs may also be completing academic studies in the topics below.

PSTs study Senior Years Teaching (year 11 and 12) within their specialist learning areas.

Differentiation for Diverse Learners

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 differentiation and review lesson plans.

Designing Personalised Curriculum for Learners with Complex (Bachelor of Education – Special Education Double Degree)

This topic examines research in 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.

Targeted teaching for Students with Additional Needs. (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.

Observing and teaching in the Senior Years on Final Placement

In the final year placement, secondary PSTs need to spend some 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 that senior year teachers may have concerns about handing these classes over to PSTs. Therefore, teaching in the senior school for PSTs could involve 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.

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

SPECIAL EDUCATION PLACEMENTS ONLY

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

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 may undertake **additional experiences** explained in the table (p. 24).

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** explained in the table (p. 24).

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** explained in the table (p. 24). **Please note** *A special education mainstream placement involves teaching in classes where more than 25% of students are provided with 'reasonable adjustments' at QDTP or higher.*

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.

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

SPECIAL EDUCATION ADDITIONAL LEARNING OPPORTUNITIES

Special education pre-service teachers are required to negotiate additional learning opportunities. These opportunities will strengthen knowledge of key special and inclusive education concepts taught at university and develop knowledge of key responsibilities of the special educator. To record these additional experiences, please annotate the table below. Remember, a site will not be able to provide you with every opportunity listed below; but whichever you achieve will be helpful for your learning and future career.

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

Specialized Programs and Interventions

I participated in specialized programs across the site; I developed programs.☐

I participated in modified curriculum and/or programs such as MOVE/FLO/ABLES.☒

I sought teacher and student viewpoints about the use of these actions/strategies.☐

Assessment and Reporting

I observed and implemented a variety of screening, needs-based and progress monitoring assessments at the site. ☐

I sought information about how assessments data were used, who for and how often.☐

I sought out reporting processes used at the site; I discussed the benefits and challenges of these processes.☐

Leadership

I Interviewed school leaders about special education at this site. ☐

I determined the strengths and challenges of special education and future directions at this site.☐

I discussed the facilitators and barriers to change in the field of special education, generally. ☐

I discussed the challenges/benefits of using the Australian Curriculum. ☐

TEACHING PERFORMANCE ASSESSMENT (TPA) OVERVIEW

Overview of the six assessment activities and evidence to be collected. The full TPA Handbook will be on the TPA and Topic sites. Pre-service teachers are encouraged to attend an information session prior to placement.

Activities 1 & 2 to be completed during planning days BEFORE the professional experience teaching block	
Evidence to be collected	
Activity 1. Plan your Professional Learning	**Activity 2.** Investigate the Context for Learning
Goal Setting Planner (GSP) (template provided) Use the template to identify and describe brief and specific evidence you may already have and what you will need to collect to meet the APST Graduate Teacher Standard for each focus area. **Professional Learning Plan (PLP) (template provided)** Create a succinct professional learning plan (3 goals) that clearly identifies the APST focus areas you will address and how you will achieve them.	**School Context Statement and Whole Class Data with Analysis (Part A)** Identify and demonstrate understanding of the class context, the diversity of students you will be teaching and how they learn. Include whole class assessment data and identify students' strengths and learning needs. **Preliminary Case Study Information (Part B)** Through negotiation with your Mentor Teacher/s collect and analyse demographic, academic and engagement data for two case study students to demonstrate personalised planning for teaching and learning. Select one student who requires specific educational adjustments and one who does not.

Activities 3, 4 & 5 will be completed DURING the professional experience teaching block		
Minimum evidence to be collected		
Activity 3. Plan for Learning and Assessment	**Activity 4.** Teach and Manage Student Learning	**Activity 5.** Assess, Provide Feedback and Report on Student Learning

1. Unit plan
2. Three sequential lessons that show evidence of:
  o Pre-assessment or observational data
  o Differentiated tasks,
  o Class learning goals and intended outcomes,
  o Educational adjustments
	• Analysis of your teaching video
	• Constructive feedback from Mentor Teacher or University Liaison
	• Feedback that includes observation data about
	  o use of ICT, and other resources
	  o managing challenging behaviour
	  o use of varied communication strategies
		1. Analysis of whole class assessment data
		2. Reflections on the use of data to inform practice.
		3. Feedback from and provided to students,
		4. Records of student learning and documentation of reporting
		5. In-depth analysis of assessment data for case study students

Evidence from TPA tasks 1-5 will be presented in an ePortfolio AFTER the professional experience teaching block.
This activity will be assessed at Flinders University as part of the Capstone topic EDUC 4820/9401.

PROFESSIONAL EXPERIENCE: PLANNING DAYS ATTENDANCE RECORD

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

Visit	Date of Attendance	Hours Attended Min 8am – 4pm	Signature of School Staff Member
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

The 10 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 and forwarded to the university liaison or show them at the first visit. Please keep a copy of this document as evidence of completing 10 planning days.

Mentor/School Coordinator Signature

Date:

Pre-Service Teacher Signature:

Date:

RESOURCES: PLANNING for TEACHING

Planning for learning and teaching encompasses the following components:
- Curriculum content and knowledge
- Classroom management
- Resources and materials
- Interpersonal and intrapersonal skills
- Knowledge of human development
- Planning skills
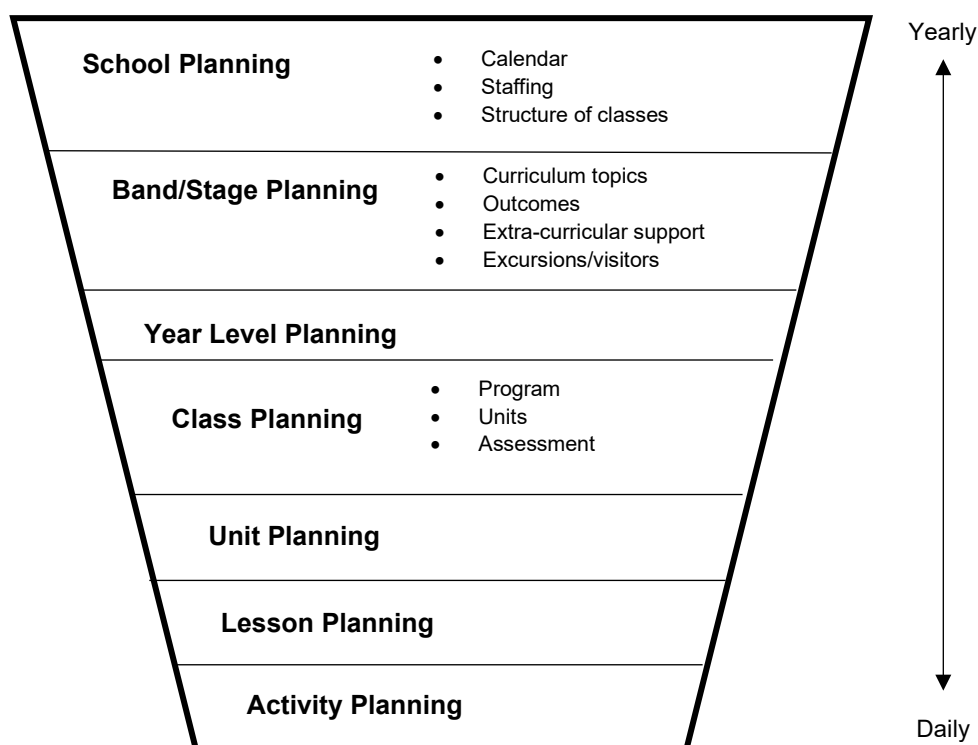- Teaching and learning strategies.

The Pre-Service Teacher should be involved in sequential planning at two different levels: unit planning and lesson planning.

Unit Planning

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

Lesson planning

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

Planning Level	Details	Frequency
School Planning	• Calendar • Staffing • Structure of classes	Yearly
Band/Stage Planning	• Curriculum topics • Outcomes • Extra-curricular support • Excursions/visitors	
Year Level Planning		
Class Planning	• Program • Units • Assessment	
Unit Planning		
Lesson Planning		
Activity Planning		Daily

LESSON PLANNING

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

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

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

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

The teaching-learning phase is often written up with a guiding timeline and includes specific teaching activities such as explicit teaching or demonstration and guided exploration by the students as they practice undertaking learning activities either in groups or as individuals. It includes resources, timings and formative assessment to determine whether lesson intentions have been met.

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

Australian Curriculum Sample Lesson Plans
https://www.australiancurriculumlessons.com.au/

Understanding by Design
https://www.edutopia.org/sites/default/files/resources/stw-normal-park-normal-understanding-by-design.pdf

PST SELF EVALUATION SHEET

Lesson Taught: Date:

1. Lesson Outcomes	Met / Not Met What evidence do I have of this?

2. Effectiveness of teaching strategies used	**Teaching Strategy** **Was this Effective?** 1. Yes / No 2. Yes / No 3. Yes / No General Comments: What will I try or repeat next time?
3. Effectiveness of classroom management strategies on student behaviour and emotional wellbeing	**Strategy** **Was this Effective?** 1 Yes / No 2. Yes / No 3. Yes / No General Comments: What will I try or repeat next time?
4. Effectiveness of task design and content for student learning	**Curriculum content learnt** Yes / No By whom? All / Most / Some / None What worked well? / What will I try next time?
5. Accommodations or adjustments for students with special needs and abilities	**How effectively did I meet the learning needs for students with special needs and abilities in this class?** Very / Somewhat / Not at all / I don't know What do I need to do to better meet the needs of all learners next time?
6. Assessments	**Assessments approaches 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 as a teacher?   Yes / No

What assessment approaches will I use next time?

PRE-SERVICE TEACHER DEVELOPMENTAL ASSESSMENT GUIDE

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

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

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

- **Novice** level is the performance aim line for preservice teachers in year 2.

- **Emerging** level is the performance aim line for preservice teachers in year 3/ Master of Teaching Year 1.

- **Graduate level is the performance aim line for preservice teachers in year 4/Master of Teaching Year 2.**

- **Proficient** is above the performance aim line for preservice teachers because it is **intended to reflect a minimum of 6 months of independent teaching.** However, it may provide a basis for discussion about where the PST is moving towards in their teaching or indicate advanced knowledge.

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

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

ASSESSING PRE-SERVICE TEACHER DEVELOPMENT

NOVICE TO GRADUATE LEARNING CONTINUUM

PRE-SERVICE TEACHER ASSESSMENT CONTINUUM

PURPOSE

- To enable pre-service teachers to self-assess, evaluate, document and monitor their growth towards APST: Graduate Standard.
- To enable school coordinators and mentors to assess and assign a grade for professional experiences undertaken by Flinders University pre-service teachers.

BACKROUND

Based on the APST, this document has been developed to assess the developmental learning of pre-service teachers at Flinders University: from Year 2 to Graduation.
Pre-service teachers are encouraged to use this assessment tool to:
1. Authenticate their current performance against the Novice to Graduate continuum
2. Identify gaps in their knowledge
3. Develop specific learning objectives to maintain satisfactory progress towards the Graduate Standard.

CONSIDERATIONS

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

- **"Novice"** level is the expected *performance* for preservice teachers in year 2;
- **"Emerging"** level is the *performance* for preservice teachers in year 3/Year1 MTeach;
- "**Graduate"** level is the *performance* for preservice teachers in year 4/Year 2 MTeach.

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS: PRE-SERVICE TEACHER DEVELOPMENTAL CONTINUUM

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.	Understands 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 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 socio-economic backgrounds	Discusses the diverse linguistic, cultural, religious and socioeconomic backgrounds that students may have and seeks to understand the potential implications for learning.	Uses teaching strategies that meet the need of students with diverse linguistic, cultural, religious and socio-economic backgrounds.	**Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.**	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Can discuss and identify teaching that positively influences Aboriginal and Torres Strait Islander students learning outcomes.	Demonstrates some knowledge of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	**Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.**	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
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.	**Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.**	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
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.	Demonstrates understanding of legislation regarding students with disabilities in Australian schools. Seeks support to select teaching strategies that support the participation and learning of students with disability	**Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.**	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

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 structure of the curriculum, its content and effective teaching strategies.	Applies and adapts teaching strategies appropriate to the curriculum content.	**Demonstrates knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.**	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
2.2 Content selection and organisation	Analyses curriculum content selection with mentor/s to understand impact on student learning.	Able to plan 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.	Includes assessment tasks as an integral component of the teaching and learning process and gathers basic 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 important to include in the curriculum.	Shows respect and understanding of indigenous culture and promotes reconciliation into teaching	**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.

2.5 Literacy and numeracy strategies	Examines literacy and numeracy strategies across the curriculum.	Selects teaching strategies that support literacy and numeracy development across learning areas	**Know and understand literacy and numeracy teaching strategies and their application in teaching areas.**	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
2.6 Information and Communication Technology (ICT)	Investigates how ICT supports effective teaching and learning.	Uses some ICTs to enhance learning across the curriculum and for developing ICT literacy.	**Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.**	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

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 most 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 to 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	**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 appropriate teaching resources , including ICTs	**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.

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3.5 Use effective classroom communication	Uses a range of effective communication strategies to support student learning.	Demonstrates a growing range of effective communication strategies in the classroom	**Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.**	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
3.6 Evaluate and improve teaching programs	Reviews teaching strategies to evaluate personal teaching performance to improve student learning	Uses a range of evaluation strategies to consider their teaching performance and student learning achievements.	**Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.**	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
3.7 Engage parents/ carers in the educative process	Discusses the involvement of parents/carers in the educative process.	Looks for appropriate opportunities to engage parents and carers in their child's learning	**Describe a broad range of strategies for involving parents/carers in the educative process.**	Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.

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.	Begins to identify and plan for inclusive learning that supports student participation	**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	Begins to demonstrate the capacity to independently organise classroom activities and gives 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.	Uses some proactive and ethical strategies for preventing and managing 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.

4.4 Maintain student safety	With support, implements policies and practices that maintain student safety.	Shows awareness of school, system, curriculum and legislative requirements to increasingly maintain student safety and wellbeing	**Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.**	Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.
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.**	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

		Standard 5 Assess provide feedback and report on student learning		
Focus	**Novice**	**Emerging**	**Graduate**	**Proficient**
5.1 Assess student learning	Investigates and reviews a range of assessment approaches to make inferences about pedagogy, curriculum and student learning.	Uses a range of formative and summative assessment strategies including informal and formal approaches.	**Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.**	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
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 students with constructive and timely feedback to support their learning	**Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.**	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
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.	Begins to independently assess, and interpret student learning to make reliable judgements about student achievement.	**Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.**	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.

5.4 Interpret student data	Discusses student achievement data to pinpoint achievement and determine relevant changes to teaching practices.	Begins to use formal and informal student assessment data to inform teaching	**Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.**	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
5.5 Report on student achievement	Investigates and analyses approaches to report student learning.	Begins to keep accurate and reliable records of student achievement, and understands the importance of using these to report to students, parents/carers.	**Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.**	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records

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 to inform professional learning needs.	**Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.**	Use the Australian 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 some appropriate sources that can develop professional learning and practice	**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.	Can accept and apply feedback from 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.

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 always act responsibly and ethically.	Understands the ethical expectations of the teaching profession when making decisions.	**Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.**	Meet codes of ethics and conduct established by regulatory authorities, systems and schools
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, 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.