



**Flinders
University**

Primary R-7

Professional Experience Handbook 2024

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.

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CONTACT INFORMATION

SCHOOL PLACEMENT ISSUES:

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

Placement Officer **Kerry Braun**
Phone: 8201 7800
General WIL Email: education.placements@flinders.edu.au

Teacher Payments Enquiries

Email: Cepsw.placements@flinders.edu.au

Professional Experience Website:

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

ACADEMIC or STUDENT ISSUES:

Please contact the Academic Coordinator, regarding absenteeism, potential withdrawal from placement, personal or performance concerns or issues.

Each pre-service teacher will be assigned a University Liaison to support their placement once the block commences. Any questions or issues may also 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) can also contact:

Jackie Thomson, Academic Coordinator and Senior Lecturer: Partnerships and Professional Experience

Office: Education Building 5.66
Phone 82013348
Mobile 0418 740 215
Email: Jackie.Thomson@flinders.edu.au

Uni Week	Dates 2024 Week begins	School Dates		FLINDERS UNIVERSITY 3rd YR UG/1st YR MTEACH PROFESSIONAL EXPERIENCE DATES	
		Term	Week		
Uni break		1			
Uni break					
Uni break					
Uni break					
'O' week	19 Feb				
1	26 Feb				
2	4 Mar				
3	11 Mar				
4	18 Mar				
5	25 Mar				
6	1 April				
Uni break	8 Apr				
Uni break	15 Apr				
7	22 Apr				
8	29 Apr	2	1		
9	6 May		2		
10	13 May		3		
11	20 May		4		
12	27 May		5		
13	3 June		6		
14	10 Jun		7		
Exam Week	17 Jun		8		
Exam Week	24 Jun		9		
Uni break	1 July		10		
Uni Break	8 Jul				
Supp. exams	15 Jul				
1	22 Jul	3	1		
2	29 Jul		2		
	5 Aug		3		
4	12 Aug		4		
5	19 Aug		5		
6	26 Aug		6		
7	2 Sep		7		
8	9 Sep		8		
Uni break	16 Sep		9		
Uni break	23 Sep		10		
9	30 Sep				
10	7 Oct				
11	14 Oct	4	1		

Preparation for Placement Lecture 1 3641/9141 Wed 29th May 10-11am Humanities North 2 Lecture Theatre
Lecture 2
Lecture 3

Pattern 1 school negotiated
5 Planning days
 School holidays
 School holidays

Teaching Week 1
Teaching Week 2
Teaching Week 3
Teaching Week 4
Make up any days if missed

Pattern 2: School negotiated
Planning days
Teaching Week 1
Teaching Week 2
Teaching Week 3
Teaching Week 4

Return to university for NS2 topics
Preparation for Final Year Lecture 1
Preparation for Final Year Lecture 2
Preparation for Final Year Lecture 3

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, so, **that where possible**, reasonable adjustments can be considered and applied. The PST may wish to discuss this with the University Disability Liaison Officer in the first instance.

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

FLINDERS UNIVERSITY HEALTH AND COUNSELLING SERVICES Tel 8201 2118

Confidential and professional health, counselling and disability services are available to all currently enrolled Flinders University Students, including those studying completely online. Priority will be given to PSTs if they indicate that they are on placement. More information regarding booking appointments can be found at: <https://students.flinders.edu.au/support/hcd>

PRE-SERVICE TEACHER RESPONSIBILITIES

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

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

Make a full-time commitment to your placement.

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

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

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

Any days missed due to illness, public holidays or school closures will need to be made up. Being engaged in staff professional learning on a pupil free day counts towards the 25 -day placement.

SUCCESS CRITERIA

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

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

PLACEMENT ASSESSMENT

The following must be achieved to pass the topic:

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

TASK 1

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

Use this journal to document your observations and insights regarding the following questions: You can choose 2 questions per entry or respond to all, showing how your thinking develops over time.

What have you noticed about how teachers design effective teaching and learning programs with consideration of students' backgrounds and abilities? (Description)

What learning theories and approaches underpin your understandings about effective teaching and learning? (Analysis)

What have you learnt about student learning and yourself as a beginning teacher? How will this help you improve your teaching practice? (Conclusions)

What have been your successes and challenges during this placement and what goals will you set for your final placement? (Critical reflection).

Both journal entries are to be approximately 300 words in length.

TASK 2

Use the **Goal Setting Planner** provided on the topic FLO site to review **APST Standard One** and identify the evidence you **currently have** for this standard. What evidence will you need to gather to achieve the Graduate level during your final professional experience? Be brief but specific and use dot points to describe the evidence (you don't need to upload the actual evidence).

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

TASK 3

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

TASK SUBMISSION

Upload your journal entries, lesson plan and the Goal Setting Planner (Standard one only) as one document onto the EDUC 3641/9141 FLO site.

DUE DATE: Within two weeks of placement completion

PREPARATION FOR PLACEMENT

During the 5 planning days PSTs can undertake the following:

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

MORE SUGGESTED ACTIVITIES FOR PLANNING DAYS

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

UTILISING THE SCHOOL RESOURCE CENTRE

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

1. Tour the Resource Centre
2. Introduce yourself to all Resource Centre staff.
3. Spend time browsing resources to see what's available.
4. Find out:
 - how to book the resource teacher's time
 - how to book rooms/areas in the library resource centre including computers or interactive whiteboard
 - how to book resources such as AV, digital cameras, laptops, ipads etc.
5. Find out about Resource Based Learning:
6. Become familiar with how to borrow resources.
7. Find out about the availability of and how to use electronic resources, school intranet, search engines and interactive whiteboards.
8. Explore resources which support literacy and reading:
 - the school's reading program, levelled books, guided readers.
 - phonics resources
 - literature based reading programs.
 - availability of book chats and/or book promotion
 - special programs such as the Premiers Reading Challenge or events such as Book Week
 - ideas about how to assist students to select suitable reading materials.

THE ROLE OF THE UNIVERSITY LIAISON

A University Liaison is allocated to each pre-service teacher for the placement block to:

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

Before the first visit, the University Liaison will:

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

During Visit 1 the University Liaison will:

- sight the PST's 'Record of School Visits' to confirm the completion of 5 planning days.
- observe the PSTs teaching a lesson, provide constructive written feedback and advice.
- meet with the mentor(s) and School Coordinator to discuss the PST's progress & the Interim Review and, if there are concerns, discuss the At-Risk process.

During Visit 2 the University Liaison will:

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

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

WITHDRAWAL FROM PLACEMENT

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

VOLUNTARY WITHDRAWAL FROM PLACEMENT

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

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

IMPOSED WITHDRAWAL FROM PLACEMENT

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

1. Teaching performance; despite adequate, timely feedback from the mentor or others, the PST is unable to develop a sufficient level of independence with the majority of core roles and responsibilities reasonably required
2. The PST breaches the legal, ethical, or professional codes of conduct of the organisation providing the placement.
3. The PST demonstrates gross negligence or misconduct in the performance of an assigned duty; or the Pre-Service Teacher performs in a manner detrimental to self or others.
4. The placement provider is unable to maintain an appropriate placement experience for the PST.

Where a PST is withdrawn for reasons 1-3 listed above, a FAIL grade will be recorded against the topic irrespective of when this occurs e.g. before or after census date.

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

UNSATISFACTORY PROFESSIONAL EXPERIENCE

During the Interim Review process, a PST may be issued with an At-Risk notification. **This is not a Fail** but indicates issues of concern and that improvement is needed. However, if at the end of the Professional Experience the PST's performance is deemed to be **Unsatisfactory**, a **Fail (F)** grade will be given by the University for the topic.

A PST who fails a placement:

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

Please refer to the Education Professional Experience webpage and topic FLO sites for Complaint Resolution Process.

GUIDELINES FOR THE 4 WEEK TEACHING BLOCK

Suggested developmental learning experiences for the pre-service teacher as they develop confidence to assume the role of the class teacher.

LEARNING OPPORTUNITIES

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

WEEK 1

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

WEEK 2

- Assume greater teaching responsibility.
- Plan for and teach at least 2 lessons per day.
- Continue to observe, discuss, reflect and plan with mentor teacher/s.
- Plan for an increased teaching load in week 3
- Undertake the Interim Report process with the mentor and provide copies to University Liaison.

WEEKS 3 / 4

- Plan units and lessons and discuss them with the mentor teacher **well in advance**.
- Teach approximately 60% of a fulltime teacher's load (between 700 and 800 minutes a week).

INFORMATION FOR THE MENTOR TEACHER

Thank you for mentoring a Flinders' pre-service teacher (PST). For third year undergraduates this is their 2nd placement but for Master of Teaching pre-service teachers this is their first placement. The following is an overview of the 25-day placement and some suggestions for mentoring.

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

DURING THE 5 PLANNING DAYS

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

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

4 WEEK CONTINUOUS BLOCK OF TEACHING

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

- give guidance on all aspects of teaching performance.
- support the PST to gather evidence of the impact of their teaching.
- contact the University Liaison or Academic Coordinator at any time if you have any concerns regarding the learning, teaching and/or behaviour of the PST.
- give specific verbal and written feedback as required on unit planning, delivery of lessons, classroom management procedures and professional relationships.
- complete the **Interim Review**
- complete the **Novice to Graduate** assessment tool and discuss your decisions with your PST.
- complete the **Final Report** which will be sent to your school coordinator as an email link.

ASSESSMENT AND REPORTING

REPORTING TIMELINE

TERM 2: Monday 1 July Professional Experience planning days may start (or be added to the block). This depends on the school's preference.

TERM 3: Monday 22 July 4-week placement block starts or 5 planning days plus 4-week block.

Week 1 University Liaison contacts PST, school coordinator and mentor teachers to arrange first school visit.

Week 2 University Liaison observes PST teaching and provides feedback.

Week 2/3 **Interim Review** (mentor teacher) and **Interim Self-Assessment** (pre-service teacher) undertaken for discussion.

Copies of Interim Review and Interim Self-Assessment forwarded to University Liaison

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

Email links for the **final report** are sent to the site coordinator, who forwards to mentor teacher/s. The University Liaison and pre-service teacher each receive the link to add comments after the school. The report is generally sent to the school in the last week of the placement block.

REPORTING PROCESS

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

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

INTERIM REPORT TEMPLATES & INFORMATION

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



Flinders University

RECORD OF PLANNING DAY SCHOOL VISITS

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

PST Name		Student ID	
Site			
Mentor/s		Year Level/s	
Visit	Date of Attendance	Hours Attended 8am – 4pm	Signature of School Staff Member
1.			
2.			
3.			
4.			
5.			

Mentor/ Liaison signature:

Date:

PST Signature:

Date:



FLINDERS UNIVERSITY EMERGENCY CONTACT FORM

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

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

Pre-service teacher's name: _____

Contact Person(s) Name: _____

Contact Phone Number(s): _____

Relationship to pre-service teacher: _____

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

Signature: _____

Medicare Number: _____

Ambulance Subscription: _____

Allergies: _____

Important Medical Information: _____

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

Are you presently on Medication? YES/NO _____

If yes, please list with dosage _____

Blood Group: _____

RESOURCES: PLANNING for TEACHING

Planning for learning and teaching encompasses the following components:

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

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

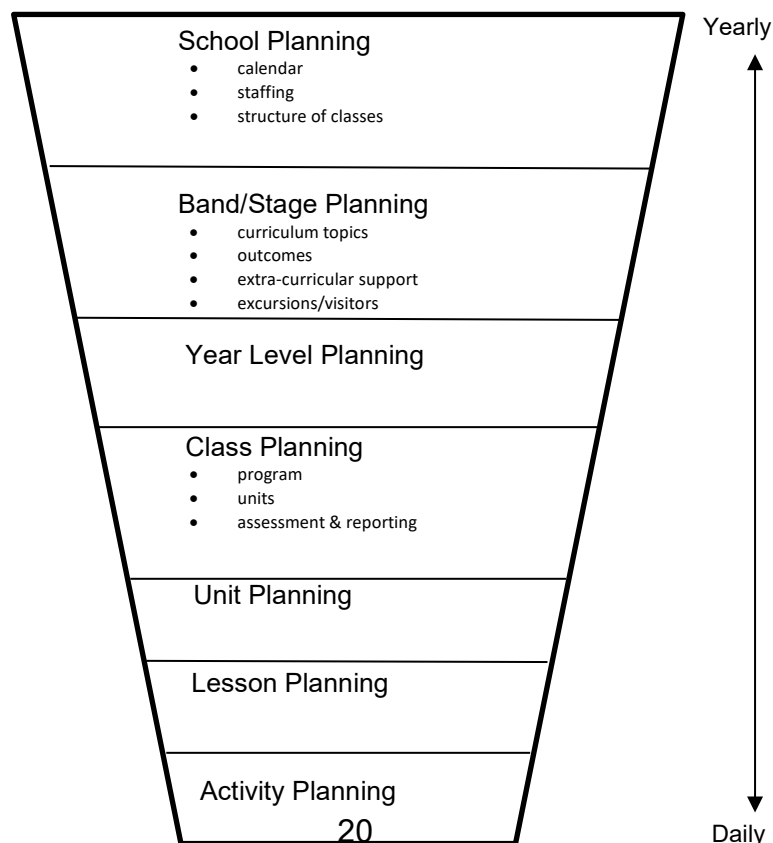
Unit Planning

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

Lesson planning

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

(2010). *Learning for teaching, teaching for learning*. Cengage Learning, Australia, p131)



GUIDELINES FOR INCLUSIVITY AND STUDENT ENGAGEMENT

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

Examples of student diversity/needs	Learner diversity in the class	Possible adjustments
<ul style="list-style-type: none"> • ATSI • EALD • Socio-economic • Disability • Disengaged • Mental health/trauma. • Rural or remote • Learning disability • Neurobehavioral (ADD, ADHD) • Gender • Gifted & Talented 		

REFLECTIVE QUESTIONS FOR LESSON PLANNING (EXAMPLE)

When preparing a lesson plan, consider the following questions:

- What do I want the students to know, understand and do?
- Why is this important? How will I know if they have learnt it?
- Is the content and flow of my lesson organised into a logical sequence?
- Have I selected and used appropriate resources so that **all** students can access and engage in the planned tasks reasonably independently?
- Have I planned effectively for students who already have prior knowledge of the subject matter?
- Do my resources consider the needs of students whose literacy/numeracy abilities are not yet at year level?
- Is the lesson inclusive of students' interest and learning preferences?
- What previous feedback do I need to consider?

LESSON PLANNING

There are many ways of developing lesson plans and the following are examples only. Mentor teachers and university topics may provide other examples. As the pre-service teacher develops expertise, they may not need to write up every lesson in as much detail. However, the ability to effectively plan for student learning is critical.

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

The lesson intentions describe what students will learn in terms of the skills, knowledge, attitudes and values within the lesson.

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

The lesson introduction encompasses gaining learner attention, stimulating motivation, explaining the purpose of the lesson and reviewing pre-requisite knowledge.

The teaching-learning phase includes specific teaching activities such as explicit teaching or demonstration and also guided exploration by the students as they practice either in groups or as individuals by undertaking learning activities.

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

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

AUSTRALIAN CURRICULUM RESOURCES AND LESSON PLANS

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

Lesson Plans <http://www.australiancurriculumlessons.com.au/2013/11/29/teaching-year-34-capacity-4-lessons-will-help>

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

Teaching for Effective Learning Framework

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

Understanding by Design

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

LESSON PLAN (EXAMPLE 1)

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

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

STUDENT LEARNING OUTCOMES: (What will students learn?)

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

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

KEY REFERENCES & RESOURCES:

TEACHING PROCESS

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

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

LESSON PLAN (EXAMPLE 2)

Lesson Plan		
Curriculum Learning Area e.g. English/PE/Hist	Year level	Time started
Curriculum Content taken from Australian Curriculum, IB or SACE		
Achievement Standard or Performance objective	As a result of engaging with this lesson, students are working towards the achievement standard/performance objective.	
Learner diversity in class e.g. all girls, mixed year levels, students with disabilities, E/ALD gifted, ATSI etc. Adjustments used in response to learner diversity	: :	
Stated learning Intentions or outcomes for the lesson	As a result of engaging with this lesson students will...	
Introduction Time spent _____mins	Content taught/structured	•
Main Time spent _____mins	Content and structure	
Close Time spent _____mins	Content Summary	
What ICT, capabilities and/or CCP will I use and how will this support or enhance learning? Complete as needed Use of ICT: Use of the Capabilities Cross curriculum priorities		

Teaching strategies	Introduction Main Close	
Behaviour support strategies	Entry and start of lesson Main Close	
Assessment and feedback	Formative Summative	
Resources (ICT and hard copy)		
Contingency plan if something unexpected happens		

PST LESSON SELF EVALUATION

Lesson Taught:

Date:

1. Lesson Outcomes	Met / Not Met What evidence do I have of this?								
2. Effectiveness of teaching strategies used	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Teaching Strategy</td> <td style="width: 40%;">Was this Effective?</td> </tr> <tr> <td>1.</td> <td>Yes / No</td> </tr> <tr> <td>2.</td> <td>Yes / No</td> </tr> <tr> <td>3.</td> <td>Yes / No</td> </tr> </table> <p>General Comments:</p> <p>What will I teach next time?</p>	Teaching Strategy	Was this Effective?	1.	Yes / No	2.	Yes / No	3.	Yes / No
Teaching Strategy	Was this Effective?								
1.	Yes / No								
2.	Yes / No								
3.	Yes / No								
3. Effectiveness of <i>classroom management</i> strategies on student behaviour and emotional wellbeing	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Strategy</td> <td style="width: 50%;">Was this Effective?</td> </tr> <tr> <td>1.</td> <td>Yes / No</td> </tr> <tr> <td>2.</td> <td>Yes / No</td> </tr> <tr> <td>3.</td> <td>Yes / No</td> </tr> </table> <p>General Comments</p> <p>What will I teach next time?</p>	Strategy	Was this Effective?	1.	Yes / No	2.	Yes / No	3.	Yes / No
Strategy	Was this Effective?								
1.	Yes / No								
2.	Yes / No								
3.	Yes / No								
4. Effectiveness of <i>task design</i> and content for student learning	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Curriculum content learnt</td> <td style="width: 50%;">Yes / No</td> </tr> <tr> <td>By whom?</td> <td>All/ Most/ Some / None</td> </tr> </table> <p>What worked well? / What will I try next time?</p>	Curriculum content learnt	Yes / No	By whom?	All/ Most/ Some / None				
Curriculum content learnt	Yes / No								
By whom?	All/ Most/ Some / None								
5. Accommodations or adjustments for students with special needs and abilities	<p>Did I meet the learning needs for students with special needs and abilities in this class?</p> <p>Very / somewhat / not at all/ I don't know</p> <p>What do I need to do to better meet the needs of all learners next time?</p>								
6. Assessments	Assessments approaches used 1. 2.								
<p>Were these approaches effective in determining what students learned today? Yes / No</p> <p>Did they identify any misconceptions related to the content? Yes/No</p> <p>Did they enable me to measure individual progress? Yes / No</p> <p>Did they enable me to measure my effectiveness as a teacher? Yes/ No</p> <p>What assessment approaches could I use next time?</p>									

LESSON FEEDBACK PRO-FORMA

For, Mentors, Site Coordinators or University Liaisons

Name of Pre-Service Teacher:	Date:
Curriculum Learning area: Unit Title: Lesson/ learning focus:	Year level:
Preparation: (Lesson plan provided, used appropriate resources, was well organised, learning outcomes were made visible to students, suitable adjustments provided for varied learning abilities, use of technology, flexibility etc.)	
Presentation: (Appropriate tone for the lesson and audience, well sequenced, scaffolding provided, effective use of questioning, clear explanations, resources accessible for all learners, friendly, relaxed, good pace, built in thinking skills, reflection and consolidation etc.)	
Content Knowledge:	
Managing student learning: (addressed prior knowledge, assessed for misconceptions, provided constructive and timely feedback, used suitable teaching strategies, set learning to appropriate level of challenge, offered timely support, reinforced growth mindset etc.)	
Managing student wellbeing and behaviour (demonstrated fair and consistent practices, used prompt corrective feedback, noticed appropriate/inappropriate behaviours, remained calm, provided clear behavioural expectations, showed empathy etc.)	
General Comments and focus for next lesson:	

ELECTRONIC TEMPLATES

Interim review reporting templates for 2024 can be found at:

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

INTERIM REVIEW – COMPLETED BY THE MENTOR (EXAMPLES ONLY)

Name	Student ID:
	Learning Area:
	Date:

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 (Strength and Development Areas):

Professional Practice (Strength and Development Areas):

Professional Engagement (Strength and Development Areas):

INTERIM REVIEW – COMPLETED BY THE PRE-SERVICE TEACHER

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

Please complete this independently of your mentor and discuss it with him/her at the end of Week 2 (May 13th). The purpose of this review is to ensure that you can accurately assess your own performance and develop a plan for your personal development over the remaining weeks of this professional experience.

Please provide written reflections regarding your **areas of strength** and **areas needing improvement or further development**:

Professional Knowledge
Professional Practice
Professional Engagement

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



FLINDERS UNIVERSITY PROFESSIONAL EXPERIENCE: AT RISK NOTIFICATION

Pre-Service Teacher Name:

Site: **Date:**

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

PROFESSIONAL RELATIONSHIPS: Strengths and areas for improvement
PROFESSIONAL KNOWLEDGE: Strengths and areas for improvement
PROFESSIONAL PRACTICE: Strengths and areas for improvement

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

University Liaison Signature : _____ Date _____

Mentor Teacher Signature : _____ Date _____
:

Site Coordinator Signature : _____ Date _____

I have read the above and understand the site's concerns.

Pre-service Teacher Signature : _____ Date _____

Improvement review date	Achieved /Not Achieved	Name and Signature:



Flinders
University

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

FLINDERS UNIVERSITY ASSESSING PRE-SERVICE TEACHER DEVELOPMENT

NOVICE TO GRADUATE LEARNING CONTINUUM

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PRE-SERVICE TEACHER DEVELOPMENTAL ASSESSMENT GUIDE

PURPOSE

- To enable mentors/school coordinators and university liaisons to assess and evaluate the growth and performance of PSTs against the APST Graduate level
- To enable pre-service teachers to assess, evaluate, document and monitor their growth towards the APST Graduate level and beyond.

BACKGROUND

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

CONSIDERATIONS

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

- **Novice** level is the performance aim line for preservice teachers in year 2.
- **Emerging** level is the performance aim line for preservice teachers in year 3/ Master of Teaching Year 1.
- **Graduate level is the performance aim line for preservice teachers in year 4/Master of Teaching Year 2.**

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

Professional Knowledge

Standard 1 – Know students and how they learn

FOCUS	NOVICE	EMERGING	GRADUATE
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 w

Standard 2 – Know the content and how to teach it			
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 safe and support for student well-being.	Describe strategies that support students' wellbeing and safety working within school and/ 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.