

2nd Year Professional Experience

Handbook

15-day/120-hour placement

A requirement of EDUC2322 (Primary) and EDUC2320 (MSS)

2024

Information for Pre-Service Teachers,

Site Coordinators and

Mentor Teachers

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**Useful Contacts**

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff Member** | **Role** | **Contact** | **Contact For** |
| **Andy Bryer** | WIL Support (Placement) Officer | 8201 7800education.placements@flinders.edu.auRoom 4.69, Education Building | InPlace application and compliance, school placement allocation |
| **Ruth Ratcliffe** | Academic Support for Primary Education PSTs | 8201 3015ruth.ratcliffe@flinders.edu.au Room 5.21, Education Building | Advice and support, professional conduct and academic placement performance and assessment |
| **Dr Steve Corrie** | Academic Support for MSS Education PSTs | 82017878steve.corrie@flinders.edu.au Room 5.20, Education Building |
| **Jackie Thomson** | Director of Professional Experience | 8201 3348 or 0418 740 215jackie.thomson@flinders.edu.auRoom 5.66, Education Building | General placement advice |
| **Various** | Flinders University Health and Counselling Services | 8201 21181300 512 409 or 0488 884 103 (After-hours support)<https://students.flinders.edu.au/support/hcd> | Confidential and professional health, counselling and disability services. *Priority will be given to students if they indicate that they are on placement.*  |

##

# Part A

## **Types of Placements & 2024 Placement Dates**

Second-year professional experience is undertaken either as a 3-week block, or 1 day per week over 15 weeks. Schools can decide the specific focus of the placement for example, STEM, literacy, numeracy, special and inclusive education.

|  |  |
| --- | --- |
| 29 Jan – 16 Feb | 3-week block |
| 26 Feb – 5 July | 1 day per week for 15 weeks |
| 17 June – 5 July | 3-week block |
| 22 July – 15 Nov | 1 day per week for 15 weeks |
| 4 Nov – 22 Nov | 3-week block |

\*Interstate placement dates may vary to align with the state or territory’s school calendar.
\*Private or Independent school placement dates for the Block 3 (mid-year) may start and end 1 week earlier to align with school calendar.

All placement types enable pre-service teachers (PSTs) to be introduced to teaching as a profession, to actively contribute to student success, school life, and to determine whether teaching is the right career choice for them.

##

## Overview of the Placement

**Learning Outcomes**

This professional experience provides an opportunity for pre-service teachers to:

* observe how teachers interact with and support students
* develop an understanding of school policies and practices
* observe and reflect on effective teaching and learning
* learn about student diversity, inclusion, and differentiation
* develop an understanding of the use of ICTs in schools
* connect theoretical understandings to teaching
* practice teaching and support student learning
* contribute to the classroom learning program and to the school
* interact professionally with students, staff and parents/caregivers
* clarify their commitment to becoming a secondary teacher

#### Success Criteria

By the end of this placement, PSTs will be able to:

* understand the role of teachers in contemporary schools
* interact professionally, and ethically with staff, students, and the school community
* understand and discuss some of the cognitive, social, emotional & cultural issues that may impact student achievement
* articulate key factors that contribute to providing supportive learning environments
* explain how they have contributed positively to student learning
* provide evidence of beginning teaching effectiveness
* set goals for their future professional learning and development.

### For the Site Co-ordinator and Mentor Teacher

Flinders University pre-service teachers (PSTs) are required to undertake 15 days (or equivalent of 120 hours) of professional experience in the second year of their program. Thank you for hosting a PST at your site.

PSTs are expected to contribute to your classroom/s. They need to observe, teach and actively assist school students under supervision while on placement. These various interactions should be captured in a reflective journal that all PSTs will complete (see Part B of this handbook). Towards the end of the placement, PSTs are required to draw upon these experiences and reflections to plan and deliver at least one lesson with students they have been working with.

PSTs can work and observe in classrooms, learning centres, ICT programs, H & PE programs, etc. Secondary PSTs may be placed according to their major or minor subject areas, but this is not a requirement for their second-year placement. It is beneficial for PSTs to experience a school induction and as many different classes and settings as possible.

Please keep in mind this is the first placement the PST and they will require support, clear guidelines, and encouragement*.* A list of ways that PSTs may get involved and contribute to their school whilst on placement is provided on page 6. When guiding PSTs and providing feedback, please remember that the aim is for them to be at or above the Novice level (according to the Australian Professional Standards for Teachers) by the end of the 15 days.

## Assessment

For the second-year placement, there are two main components of placement assessment:

1. The online InPlace placement report.
2. The placement journal (including planning and implementing a lesson).

InPlace reports open 10 days before the placement ends. At this time a notification email will be sent to site coordinators who need to share this directly with the mentor teacher, both need to complete brief sections and submit online. Once these are submitted, the report opens for the pre-service teacher, who also submits a section. The report is then checked by one of the placement topic coordinators at Flinders University, at which point it becomes available for download by the PST. Site coordinators and mentors are asked to complete the online report promptly upon completion of the placement, as this is required for the PST to pass this component of their degree program.

Please note that the university does not assign any liaison for the second-year placement. Should you have any concerns regarding the progress of the PST, it is important that you contact the Primary or Middle/Secondary Academic Support contact listed at the front of this handbook – please don’t wait until the end of the placement. This will allow us to remind our PSTs of the expectations which are held, and the need to either meet these expectations or be withdrawn from placement.

The PST is expected to complete the journal and lesson planning in the second half of this booklet. Site coordinators or mentors are asked to sight the journal reflections and lesson plan and discuss key aspects of the lesson delivery before placement finishes. You are **not** expected to assess the lesson plan as these will be submitted to the University for assessment within 10 days of placement completion.

### Additional Information for the Pre-service Teacher

Placements are a particularly important part of your preservice teacher training as they offer the opportunity to transform theory into practice in a classroom setting. Placement enables you to develop reflective practice and to form professional relationships with teachers, and students. Pre-service teachers need to be actively engaged in supporting student learning and making a valuable contribution to their schools.

It is worth noting that successful teachers usually view teaching as a career, that is both immensely rewarding although demanding, so this first placement provides an opportunity to see whether teaching is for you.

Placement can also be challenging as many of you are juggling multiple responsibilities during university, with additional work, sporting, family, and other commitments. Some of you are studying away from home and may not have the same family or social supports as other students. All these external stresses can make placement more challenging. For these reasons we encourage all PSTs to ‘clear the decks’ as much as possible so they can dedicate themselves to their placement whether that be a 3-week block or one day/week x 15. Various contact points and support services are listed at the front of this booklet, and we encourage you to get in touch early should any problems arise.

####

#### Expectations

**Flinders University values include Courage, Innovation, Integrity and Excellence. As a representative of Flinders University, PSTs are always expected to always act in a professional and courteous way.They must therefore:**

* Introduce themselves to the school placement co-ordinator, mentor teachers and other staff at the beginning of the placement.
* be at school from 8am-4pm as a minimum, each day (unless directed otherwise by the school). Note, all students must complete a minimum of 120 hours of professional experience in their second year of study.
* wear their Flinders University name badge on all school visits.
* be punctual and remain at the school for staff meetings and yard duties before and after school.
* dress professionally in neat, clean and appropriate clothing and footwear.
* ensure that the school has their contact details, including Flinders University email address, mobile phone number and emergency contact information (see page 10).
* negotiate their responsibilities with their mentor teacher in accordance with the expectations of this professional experience.
* 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.
* listen openly, reflect and act on mentor, and school coordinator feedback.
* only use mobile phones during break times or with other professionals. Take any necessary calls during breaks, move to a private area. Discuss with their mentor teacher if they may be required to answer their phone in class, in extenuating circumstances.
* read and discuss the contents of this handbook with their mentor/s.
* upload the placement journal and lesson plan no more than 10 days after placement is completed.
* thank and show appreciation to all school staff for their support during their placement.

**Please note:** PSTs are expected to make a full-time professional commitment to their Professional Experience placement. It is not permissible to negotiate a late arrival, a day off or an early departure apart from in extreme extenuating circumstances. The 8am-4pm hours need to be taken as a minimum, and PSTs are strongly encouraged to take advantage of opportunities that are available in terms of joining their school for excursions or extra-curricular events surrounding their placement.

***Flinders University, and AITSL/TRB-SA requirements mean that PSTs are expected to be at the school every day, ready to teach and ready to learn.***

## Assessment

There are two main components of placement assessment:

1. The InPlace placement report.
2. The placement journal (including planning and implementing a lesson).

InPlace reports open 10 days before the placement ends. At this time a notification email will be sent to site coordinators who need to share this directly with the mentor teacher. Once submitted, the report opens for the pre-service teacher, who also submits a section. The report is then viewed by the Flinders University topic coordinator, who will then make it available on InPlace for download by the PST. More information about this reporting process will be available on Canvas. Please check correspondence on the EDUC2320/2322 topic site throughout the year.

The placement journal and lesson plan example template can be found towards the end of this booklet. The journalling tasks and lesson plan have been designed to allow you to reflect and act on the knowledge you developed during the 8 weeks of lectures and workshops in the topic and to apply them during your placement. The placement journal and lesson plan need to be submitted on the EDUC2320/2322 topic site, no later than 10 days after the conclusion of your placement. Both the placement report and placement journal/lesson plan will be checked by Ms Ruth Ratcliffe (Primary) and Dr Steve Corrie (MSS) to ensure the pre-service teacher successfully completed the requirements for their professional experience placement.

## Contributing to School Life

**PSTs have varied interests, passions, and abilities. Here are just some ways that PSTs might contribute to the school:**

* + Choir
	+ Coaching
	+ Sports
	+ Music
	+ Speaking a second or third language
	+ Performing Arts
	+ Drawing, creating, sculpting
	+ Computer science
	+ Environmental education – climate change, sustainability, biodiversity, ornithology etc.
	+ Graphic Design
	+ Digital media
	+ Artificial intelligence
	+ Computer simulation and gaming
	+ Historical and Cultural Knowledge
	+ Working with students with additional and specialist educational needs
	+ Creative writing
	+ Software engineering
	+ Health and nutrition
	+ Statistics, ICT, coding
	+ Design and technology
	+ Debating
	+ Chess
	+ Gardening / Cooking / landscaping
	+ Automotive / home economics
	+ STEM

## Placement Requirements

#### Fitness for Placement

Pre-service teachers need to demonstrate fitness to undertake a school placement. These requirements may include health, compliance checks and 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 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 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 pre-service teacher needs to provide an Access Plan and discuss the circumstances with the Topic Coordinator so that, where possible, reasonable accommodations can be considered and applied. The pre-service teacher may wish to discuss this with the University Disability Liaison Officer in the first instance.

#### Voluntary Withdrawal from Placement

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

1. In the first instance discuss their circumstances with the school co-ordinator and/or mentor teacher.
2. Then seek further advice on the implications of this decision from the Academic Co-ordinator.
3. Return any borrowed materials such as keys, textbooks etc. to the school.
4. Send an email to the relevant WIL Placement Officer and Academic Coordinator outlining the reasons for withdrawal; and if relevant provide a medical certificate to verify the claim.
5. Formally withdraw from placement through the Flinders University Student Enrolment system; doing this ***before*** census date will ensure a Withdraw No Fail (WN) grade is recorded rather than a Fail (F) or Withdraw Fail (WF) grade.

Please note withdrawing or removing yourself **before** or **during** placement has consequences. Specifically, if you intend to remain in the course you may need to provide medical documentation outlining your fitness to undertake placement and your degree may take longer. An application to ***Repeat the Placement*** will need to indicate why you withdrew and what steps you’re taking to ensure your next attempt will be successful. This evidence will then be reviewed by the Director of Professional Experience, Jackie Thomson and relevant Course Coordinator who will determine if, and under what conditions, you may undertake another placement. In this occurrence, your next placement will usually occur within nine months to one year of the original placement date.

**If you decide to discontinue in the course, you will need to seek course counselling from** **askflinders@flinders.edu.au** **to discuss some of the course options available to you.**

#### Imposed Withdrawal from Placement

The University Academic Coordinator or placement school may withdraw a pre-service teacher from placement for the following reasons:

1. The pre-service teacher is consistently unable, after due instruction and guidance, to accept and act on feedback.
2. The pre-service teacher performs in a manner detrimental to self or others.
3. The pre-service teacher breaches the legal, ethical, moral, or professional codes of conduct of the organisation providing the placement or of the industry concerned.
4. The pre-service teacher demonstrates gross negligence or misconduct in the performance of an assigned duty.
5. The placement provider is unable to maintain an appropriate placement experience for the pre-service teacher.

**Where a school or Academic Coordinator withdraws a pre-service teacher 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 a pre-service teacher’s placement is terminated because of point 5 the pre-service teacher 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

If at the end of the professional experience the preservice teacher’s performance is deemed to be **Not Satisfactory**, a grade of **Fail (F)** will be given by the University for the professional experience topic. If these circumstances should arise, the PST’s attention is drawn to the following procedure.

A PST who fails a professional experience:

* Meets with the Director of Professional Experience and Course Coordinator and is advised of the process to apply to repeat the topic if applicable;
* Must apply in writing for permission to repeat a placement indicating a clear plan for improvement against the APSTs. This will be provided to the Topic Coordinator and assessed according to the PSTs academic record, reasons for the request and ability to plan for improvement based on the AITSL Standards. If approved, the Director, Professional Experience will write to the PST granting permission with conditions (if any) for the topic to be repeated.



## **Medical Emergency Contact Form**

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

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

|  |  |
| --- | --- |
| **Pre-service teacher's name:** |  |
| **Contact Person(s) Name:** |  |
| **Contact Phone Number(s):** |  |
| **Relationship to pre-service teacher:** |  |

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

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| --- | --- |
| **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:**  |  |

# Part B

## Australian Professional Standards for Teachers (APST) Focus Areas - Journal & Reflections

*Familiarise yourself with this document before you go on placement. Complete while you are on placement, not after. Don’t expect to be able to complete the questions sequentially. You will need to jump around the document in response to what happens in your classroom. There is space at the end of the document for any further reflections, questions, resources and contacts.*

The Australian Institute for Teaching and School Leadership (AITSL) developed a series of standards to guide teachers’ work, the Australian Professional Teaching Standards (APST). Across the course of your degree these 37 standards are taught, practised, and assessed. When you graduate you are expected to be able to demonstrate all standards at a graduate level. To do this, it is important that you engage with these standards in both your academic and placement topics.

This template is designed to help you reflect on some of the standards related to this topic and to professional experience. The standards highlighted below are in no way an exhaustive list of what you will learn on placement and there is space at the end of this document if there are other standards you want to discuss. We encourage you to practise identifying how your mentor teachers demonstrate these standards, and increasingly how you do this yourself. Some of the following questions will help you develop and deliver your lesson plan and allow you to ‘connect the dots’ between the academic and placement components of this topic and your degree more generally.

**Before we begin….**

Context is critical in education. Provide details below about your school context (size of school, socioeconomic status, location, special programs etc.) *Response guide – 4 sentences or more.*

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Provide details about your class context (number of students, gender balance, learning needs, etc)

*Response guide – 4 sentences or more.*

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Who are the Traditional Owners of the land on which your placement school is located?

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Does your placement school have a Reconciliation Action Plan (RAP)? Is yes, were you able to contribute to any actions during your placement?

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**APST DOMAIN 1 – Professional knowledge**

**STANDARD 1 – Know students and how they learn.**

During this topic you have learnt about various learning theories (constructivist, humanist, and behaviourist). How have you seen these various theories demonstrated during placement? Note down anecdotes that illustrate each theory.

*For example, when students are working on a group task you may see social-constructivist learning theory in action, whereas when a teacher uses positive reinforcements such as a sticker chart to encourage desired behaviour you are seeing the implementation of behaviourist learning theory.*

 *Response guide – 4 sentences or more**.*

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**Focus area 1.2 Understand how students learn** *Demonstrate knowledge and understanding of research into how students learn and the implications for teaching*

**STANDARD 2 - Know the content and how to teach it.**

In what ways did the teaching practices you observed respond to the theories of learning and development discussed during the lecture and workshop series? Write some reflections about what you noticed.

*For example, a common teaching practice for managing cognitive load is ‘chunking’. That is when complex information is taught in smaller, more manageable ‘chunks’. Teachers might also ask students to summarise content or present content in another form. Teachers might scaffold an activity for students using the ‘I do, we do, you do model’.*

 *Response guide – 4 sentences or more.*

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When you are at the stage of developing your lesson plan (towards the end of your placement) consider how you selected and organised content for the learning experience/s in your lesson plan? What learning theories (constructivist/behaviourist/humanist) have you drawn on to guide this planning?

*For example, how did you select content from the Australian Curriculum? How did you decide from a range of teaching strategies? What learning theories are you basing your planning on?*

*Response guide – 4 sentences or more.*

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**Focus area 2.2 Content selection and organisation** *Organise content into an effective learning and teaching sequence*

**APST DOMAIN 2 – Professional Practice**

**STANDARD 3 – Plan for and implement effective teaching and learning.**

The ICAP framework helps teachers reflect on their lesson planning. Learning can be passive, active, constructive, or interactive. Activities that are constructive and interactive encourage deeper cognitive engagement (sometimes called higher-level thinking). Choose a particular lesson to observe and make some notes in relation to the ICAP framework.

*For example: A lesson may begin with a period of passive learning where students are expected to look and listen, and often progresses through to more active, constructive and interactive learning. Write some observations of what students and teachers are doing in relation to ICAP through the lesson.*

*Response guide – 4 sentences or more.*

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What strategies did your mentor teacher use meet the needs of diverse learners and ensure that all students had challenging but achievable learning goals?

 *Response guide – 2 sentences or more.*

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***To be completed AFTER you have implemented your lesson:*** Part of being a successful teacher is being attuned to the classroom context. We encourage you to plan your lesson carefully and be responsive to how learning unfolds in the moment. This may lead you to draw on additional learning strategies beyond the initial planning. What learning strategies did you include in the planning *and enactment* of your lesson? Explain your pedagogical choices.

*Response guide – 4 sentences or more.*

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**Focus areas 3.1 Establish challenging learning goals** *Set learning goals that provide achievable challenges for students of varying abilities and characteristics.*

**3.3 Use teaching strategies** *Include a range of teaching strategies.*

**STANDARD 4 – Create and maintain supportive and safe learning environments.**

For successful learning to take place a positive classroom environment needs to be established. A positive classroom environment supports and encourages students to engage in learning, allows students to take risks, or make mistakes and rewards achievement.

What are some ways your teacher creates a positive classroom environment?

*Response guide – 4 sentences or more.*

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How does your mentor teacher manage disruptive behaviour? Choose a lesson to observe in which you pay particular attention to behaviour management. Note down any disruptive behaviour. Is it low, mid or high-level disruption? How does your mentor teacher respond? Why do you think the student demonstrated this behaviour? Was the teacher’s response effective in resolving the behaviour? Consider your learnings about development and behaviour when answering these questions.

*Response guide – 4 sentences or more.*

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What are some of the programs available to support student well-being at your placement site? Did you have any opportunity to engage with these programs?

*Response guide –2 sentences or more.*

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**Focus areas 4.3 Manage challenging behaviour** *Demonstrate knowledge of practical approaches to manage challenging behaviour*

**4.4 Maintain student safety** *Describe strategies that support students’ well-being and safety working within school and/or system, curriculum and legislative requirements*

**STANDARD 5 – Assess, provide feedback and report on student learning.**

Make note of the assessment strategies you see your mentor teacher using. Is it always easy to identify when assessment strategies are being implemented? Why or why not? *Response guide – 4 sentences or more.*

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As you prepare your lesson plan consider some student assessment data (this could be as simple as a work sample in roughly the same curriculum area as your lesson plan). Make some notes regarding what you are interpreting about the student/s’ learning from the data. Consider how your lesson plan is responsive to these interpretations. *Response guide – 4 sentences or more.*

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**Focus areas 5.1 Assess student learning** *Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.*

**5.4 Interpret student data** *Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.*

**APST DOMAIN 3 – Professional Engagement**

**STANDARD 6 – Engage in professional learning.**

What professional learning opportunities are evident at your placement school? Have a look in the staffroom or ask your mentor teacher. Is there an opportunity for you to participate in these? Have you engaged in any other professional development opportunities? Are you subscribed to any professional journals or organisations? Are there any particular aspects of professional learning that you anticipate you will prioritise?

*Response guide – 4 sentences or more.*

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Seeking and applying feedback can be easier said than done. Reflect on how you have sought and applied constructive feedback from your mentor teacher/s during placement.

*Response guide – 4 sentences or more.*

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**Focus areas 6.2 Engage in professional learning and improve practice** *Understand the relevant and appropriate sources of professional learning for teachers.*

**6.3 Engage with colleagues and improve practice** *Seek and apply constructive feedback from supervisors and teachers to improve teaching practices*

**STANDARD 7 – Engage professionally with colleagues, parents/carers and the community.**

How do you observe your mentor teacher connecting with parents/carers? What strategies do they use to build effective relationships? What interactions have you had with parents/carers during your placement? What questions do you have?

*Response guide – 4 sentences or more.*

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**Focus area 7.3 Engage with the parents/carers** *Understand strategies for working effectively, sensitively, and confidentially with parents/carers.*

Are there any additional focus areas you feel you had a chance to develop and demonstrate throughout the placement experience?

*Response guide – personal choice.*

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## Lesson Plan – Example template

*This template is provided as a guide with the intention that it will be modified to suit the specific requirements of the site,
student and subject contexts.*

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| --- | --- |
| **Year level:** | **Learning area:**  |
| **Learner diversity in class:** (e.g. all girls, mixed year levels, students with disabilities, E/ALD) |
| **Achievement Standard (taken from the Australian Curriculum):**  |
| **As a result of engaging with this lesson, students are working towards …”.***To find this information to the year level achievement standard or ask the mentor- cut and paste above* |
| **Learning intentions:**  | By the end of the lesson students have … |
| **Introduction**Time spent\_\_\_\_mins   | Content Knowledge  | Strategies used: Teaching Strategies used (TSU) Behaviour Strategies used (BSU) Assessment Strategies used (ASU) |
| **Body of Lesson** Time spent\_\_\_\_mins | Content Knowledge  | Strategies used: Teaching Strategies used (TSU) Behaviour Strategies used (BSU) Assessment Strategies used (ASU) |
| **End of lesson** Time spent\_\_\_\_mins | Content Knowledge  | Strategies used: Teaching Strategies used (TSU) Behaviour Strategies used (BSU) Assessment Strategies used (ASU) |
| **Use of ICT****General Capabilities (GC)****Cross Curriculum priorities (CCP)** | [What ICT was used and how did it support or enhance learning?](https://flo.flinders.edu.au/mod/book/edit.php?cmid=1340487&id=150021)Which GC were used? How did they/it support or enhance learning for students?Which CCP were used? How did they/it support or enhance learning for students? |
| What else was happening in the class that appears important to learning? Interview the mentor to seek his/her opinion. |  |
| **Reflection** Make some brief notes on what was successful, what you might change, and how your experience might inform future lesson planning.  |  |

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