



**Flinders
University**

Student Name: _____

Student ID: _____

2nd Year Primary and Secondary Professional Experience Handbook

15 days/120 hours

EDUC2428

2025

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

Resources available on Education Professional
Experience Webpage

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



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Contacts

Staff Member	Role	Contact	Contact For
Shannon Welch	WIL Support (Placement) Officer	8201 7800 education.placements@flinders.edu.au Room 4.69, Education Building	InPlace application and compliance requirements, school placement allocation and Inplace reports.
Jackie Thomson	Academic Coordinator/Senior Lecturer Partnerships and Professional Experience	8201 3348 or 0418 740 215 jackie.thomson@flinders.edu.au Room 5.66, Education Building	PST and school advice and support, professional conduct and placement performance and assessment
Various	Flinders University Health and Counselling Services	8201 2118 1300 512 409 or 0488 884 103 (After-hours support) https://students.flinders.edu.au/support/hcd	Confidential and professional health, counselling and disability services. <i>Priority will be given to students if they indicate that they are on placement.</i>

Part A

Types of Placements & 2025 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. In this first undergraduate placement secondary students are not necessarily placed in their major or minor teaching areas as this placement is an opportunity to observe and teach in a range of areas.

3 Feb– 21 Feb	3-week block
24 Feb – 20 June	1 day per week for 15 weeks
16 June – 4 July	3-week block
21 July – 14 Nov	1 day per week for 15 weeks
3 Nov – 21 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 or end one 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 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 some of the cognitive, social, emotional & cultural issues that may impact student learning
- articulate key factors that contribute to developing 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.

Information for Site Co-ordinators and Mentor Teachers

Thank you for hosting a Pre-Service Teacher (PST) at your school. Flinders University primary and secondary degree PSTs are required to undertake their first placement of 15 days (or equivalent 120 hours) of professional experience in the second year of their undergraduate course.

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 this placement. It is beneficial for PSTs to experience a school induction and as many different classes and settings as possible.

During the placement, PSTs are expected to contribute, observe, teach, reflect and actively engage with students under supervision. Their observations and reflections are to be documented in a reflective journal which PSTs will complete during their placement (Part B of this handbook pages 10-13). These tasks have been designed to enable PSTs to reflect on and apply the knowledge they have learnt from their academic studies and the placement experience.

Towards the end of the placement, PSTs are required to draw upon their learning experiences to plan and deliver at least one lesson with students they have been working with.

Please keep in mind this is the first placement for the PST and they will require support, guidance, 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 (assessed using the Australian Professional Standards for Teachers rubric pages 18-24) by the end of the 15 days.

For this placement, there are two main components of assessment:

- 1. The online InPlace placement report**
- 2. The placement journal and lesson plan**

The InPlace final report opens 10 days before the placement ends. At this time, a notification email will be sent to site coordinators who need to share this with the mentor teacher/s. Once submitted, the report opens for the pre-service teacher, who submits their section. The report is then signed off by the Flinders University Academic topic coordinator and made available on InPlace for the PST to download. If you don't receive the report link or have any problems completing the report, please email education.placements@flinders.edu.au

Please note that Flinders does not assign a University Liaison for the second-year placement. Should you have any concerns regarding the progress of the PST, please contact the Academic Coordinator Jackie Thomson listed at the front of this handbook as quickly as possible. This will enable support for the PST and school in a timely way, whether to remind PSTs of placement expectations, or to be withdrawn from placement. An At-risk notification form can be used to document performance concerns and plan for improvement (page 17).

Mentors are asked to sight the journal reflections and lesson plan and provide feedback before the placement ends. School staff are **not** expected to assess the tasks as these will be submitted to the University for assessment.

Information for the Pre-service Teacher

Placements are a particularly important part of preservice teacher education as they offer the opportunity to connect theory and practice in an authentic classroom setting. Placements enable you to become a reflective practitioner and to build 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. Teaching is a career, that is both immensely rewarding and demanding, so this first placement may provide an opportunity for you to consider whether teaching is the right career for you.

During placement you may be juggling multiple responsibilities with work, sport, family, and other commitments. You may be in the country or away from home and not have family or social supports. All these external stresses can make a placement more challenging, so you are encouraged to reduce other responsibilities during your placement and take care of your physical and mental health. Various contact points and support services are listed at the front of this handbook, and you're encouraged to reach out for support early should any problems arise.

Expectations

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

- 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 as part of the University accreditation requirements.
- 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 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 and send a medical certificate for any longer than 2 days missed to the school and academic coordinator.
- listen openly, reflect and act on mentor, and school coordinator feedback.
- use mobile phones only during break times or with other professionals. Discuss with their mentor teacher if required to answer their phone in class, due to extenuating circumstances.
- download, read and discuss the contents of this handbook with their mentor/s.
- upload the placement journal and lesson plan to the EDUC 2428 FLO site 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 placement. It is not permissible to negotiate a late arrival, a day off or an early departure unless there are extenuating circumstances. The 8am-4pm hours are a minimum requirement, so PSTs are also encouraged to take advantage of opportunities that are available in schools such as going on excursions or being involved in extra-curricular events. However, PSTs cannot miss University academic topic commitments due to being on placement.

Contributing to School Life

PSTs have varied interests, passions, and abilities that they can contribute to schools. Here are just some ways that they might be involved.

- Choir
- Coaching
- Sports
- Music
- Speaking a second or third language
- Performing Arts
- Drawing, creating, sculpting
- Computer science and STEM
- 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

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 Flinders University policy and Commonwealth and State Government legislation relating to equal opportunity and discrimination.

A pre-service teacher who cannot demonstrate fitness to undertake a placement or who won't 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. The Access Plan is not shared with the school.

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 mentor teacher.
2. Seek further advice on the implications of this decision from the University Academic Co-ordinator (Jackie Thomson).
3. Send an email to the relevant WIL Placement Officer and Academic Coordinator confirming their reasons for withdrawal; and if relevant provide a medical certificate to verify the claim.
4. Return any borrowed materials such as keys, textbooks etc. to the school.
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 another placement and your degree may take longer. You may be invited to meet with the Academic Coordinator and Course Coordinator to determine if, and under what conditions, another placement may be undertaken. Study plan advice will need to be sought from ask flinders.

If you decide to discontinue in the course, you will need to seek course counselling from askflinders@flinders.edu.au to discuss 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 (F) 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 above 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 **Unsatisfactory**, (not at novice level or above for all APSTs) a **Fail (F)** grade will be given by the University for the placement topic. If these circumstances should arise, the PST will be invited to meet with the Academic Coordinator and Course Coordinator to discuss the placement and determine if, and under what conditions, another placement may be undertaken. Study plan advice will need to be sought from ask flinders and the PSTs degree may take longer.

Medical Emergency Contact Form

This information is confidential. Site Coordinators are asked to shred this form after the placement has concluded.

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

Pre-service teacher's name: _____

Contact Person(s) Name: _____

Contact Phone Number(s): _____

Relationship to pre-service teacher: _____

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

Signature: _____

Medicare Number: _____

Ambulance Subscription: _____

Allergies: _____

Important Medical Information: _____

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

Are you presently on Medication? YES/NO _____

If yes, please list with dosage _____

Blood Group (if known) _____

Part B: Placement journal and lesson plan

Australian Professional Standards for Teachers (APST) Focus Areas – Observations & Reflections

Pre-service Teachers please familiarise yourself with this document before you go on placement and complete while you are on placement, not after. You may not be able to complete the questions sequentially as you will be responding to what happens in your classroom.

The Australian Institute for Teaching and School Leadership (AITSL) has developed the Australian Professional Teaching Standards (APST) to guide teachers' work. Across your degree the 7 APSTs with 37 focus areas 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. The rubric on pages 18-24 will help you to better understand these Standards so that you can articulate and evidence your professional learning and practice.

This template is designed to help you reflect on some of the standards related to this topic and to undertaking professional experience. The standards highlighted below are not an exhaustive list of what you will learn on placement. You are encouraged to practise noticing and identifying how your mentor teacher/s demonstrate these standards, and practice how you do this yourself. Some of the following questions will help you to design and teach your lesson plan and to connect theory and practice. Please type your responses, be succinct, clear, specific and observe word limits. Do not write your responses in class when you're supposed to be actively engaged in the teaching and learning program.

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Your placement handbook with your journal and lesson plan needs to be submitted for assessment on the EDUC 2428 FLO site, no later than 10 days after the conclusion of your placement.

At the start of your placement.

Context is critical in education. Provide details below about your school context (size of school, socioeconomic status, location, key policies, special programs etc.)

Response guide – 4 sentences minimum

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

Response guide – 4 sentences minimum.

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

Does your placement school have a Reconciliation Action Plan (RAP)? Is yes, what did you observe about this in practice and were you able to contribute to any actions during your placement?

During your placement

APST DOMAIN 1 – Professional Knowledge

STANDARD 1 – Know students and how they learn.

During your academic studies you have started to learn about various learning theories (for example: constructivist, humanist, and behaviourist). Describe how you have seen contemporary teaching and learning theories and research demonstrated by your mentor/s during placement?

Response guide – 4 sentences minimum

During your academic studies you have gained knowledge about learner diversity. Describe how you have observed teachers cater for diversity during placement?

Response guide – 4 sentences minimum

APST DOMAIN 2 – Professional Practice

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

Reflect on and describe the teaching strategies that your mentor teacher uses to engage students individually, in small groups and the whole class.

Response guide – 4 sentences minimum

To be completed AFTER you have implemented your lesson:

What learning strategies did you include in the planning and teaching of your lesson? Explain your pedagogical choices. What worked well during the lesson, and what could have been improved? What feedback did you receive? How did you assess student learning?

Response guide – 4 sentences or more.

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

For successful learning to occur a positive classroom environment needs to be established. This supports and encourages student engagement and achievement. What are some of the ways that your mentor teacher builds positive relationships with students, and creates a fair and equitable learning environment?

Response guide – 4 sentences minimum

Did you observe any disruptive behaviour? Was it low, mid or high-level disruption? Why do you think the student demonstrated this behaviour? Was the teacher's response effective in resolving the behaviour? Why or why not? What have you learnt about effective behaviour management?

Response guide – 4 sentences minimum

What are some of the social-emotional learning programs that support student safety and well-being at your placement school? Did you have any opportunity to learn about and engage with these programs?

Response guide – 4 sentences minimum

APST DOMAIN 3 – Professional Engagement

STANDARD 6 – Engage in professional learning

Seeking and applying feedback on your teaching is critical to success. Describe the constructive feedback that you've received and how you applied this during your placement.

Response guide – 4 sentences minimum

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

How does your mentor teacher connect with parents/carers and build effective professional relationships? What interactions have you had with other teachers, parents/carers during your placement? How did you engage professionally?

Response guide – 4 sentences minimum

Lesson Plan Example template

This template is provided as an example only with the intention that it will be modified to suit the specific context of your placement site, teaching area and students. It is important for PSTs to learn to design learning. Schools and sectors may use different approaches.

Year level:	Learning area:	
Learner diversity in class: (e.g. all girls, mixed year levels, students with disabilities, E/ALD)		
Curriculum Achievement Standard		
Learning intentions:	By the end of the lesson what will students know, understand and be able to do (KUD) ...	
Introduction Time to be spent in minutes	Content Knowledge	Strategies used: Teaching Strategies used (TSU) Behaviour Strategies used (BSU) Assessment Strategies used (ASU)
Body of Lesson Time to be spent in minutes	Applying and Developing Content Knowledge: student learning experiences.	Strategies used: Teaching Strategies used (TSU) Behaviour Strategies used (BSU) Assessment Strategies used (ASU)
End of lesson Time to be spent in minutes	Closure of the lesson: Reflecting on and assessing student learning	Strategies used: Teaching Strategies used (TSU)

		Behaviour Strategies used (BSU) Assessment Strategies used (ASU)
<p>Use of ICT</p> <p>General Capabilities (GC) from the Australian or SA Curriculum</p> <p>Cross Curriculum priorities (CCP) from the Australian or SA Curriculum</p>	<p>What ICTs will be used to support student learning?</p> <p>What capabilities will be included to enhance student learning?</p> <p>Which CCPs will you include (for example Aboriginal and Torres Strait Islander perspectives?)</p>	
<p>What feedback did you receive on your teaching of the lesson?</p>		
<p>Reflection Make some brief notes on what was successful, what you could have done differently for future lesson planning.</p>		

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.

Mentor Signature : _____

Date _____

Site Coordinator Signature : _____

Date _____

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

Pre-service Teacher Signature : _____

Date _____

PRE-SERVICE TEACHER ASSESSMENT CONTINUUM

PURPOSE

Based on the APSTs, this document has been developed to assess the developmental learning of pre-service teachers at Flinders University: from Year 2 to Graduation. It is designed to enable:

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

Novice is the expected performance level for preservice teachers in year 2 (15-day placement)

Emerging level is the expected performance level for preservice teachers in Year 3 Undergraduate/Year1 Master of Teaching (25-day placement)

Graduate level is the expected performance level for preservice teachers in their final year (40-day placement).

To pass this placement PSTs must be assessed at the **novice level** or higher for all Standards

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.	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.
1.2 Understand how students learn	Can articulate research that 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.

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.
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.
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.
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	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

		learning of students with disability	
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.
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.
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.
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.
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.
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.

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.
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.
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.
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.
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.

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.
4.4 Maintain student safety	Understands policies and practices that maintain student safety.	Shows awareness of school, system, curriculum and legislative requirements to maintain student safety and wellbeing	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
4.5 Use ICT safely, responsibly and ethically	Follows established school protocols for the safe, responsible and ethical use of ICT.	Recognises the need to practice safe, responsible and ethical use of ICT in learning and teaching.	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
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.

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.
5.3 Make consistent and comparable judgements	Can identify effective assessment that enable teachers to make fair judgements about student progress	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.
5.4 Interpret student data	Discusses student achievement data to 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.
5.5 Report on student achievement	Investigates 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.

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 to inform 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 some appropriate sources that can develop professional learning and practice	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.	Can accept and apply feedback from a supervisor/mentor.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

Focus	Novice	Emerging	Graduate
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.
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.
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 students, mentors and school 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.