



**Flinders**  
UNIVERSITY

Student Name: \_\_\_\_\_

ID: \_\_\_\_\_

## **Primary (R-7) Schooling**

### **2<sup>nd</sup> Year Professional Experience Handbook**

15 day /120 hour placement

2020

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

[flinders.edu.au](http://flinders.edu.au)

## 2020 2nd Year Professional Experience Timetable

Uni Week	Dates (Wk. beg)	Sch Term	Sch Wk.	
	27-Jan 2020 (PH)	1	1	
	3-Feb		2	3-week placement
	10-Feb		3	3-week placement
'0' week	17-Feb		4	3-week placement
	24-Feb		5	28 <sup>th</sup> Feb Semester 1 Literacy workshop
S1 Wk. 1	2-Mar		6	Week 1 Sem 1 Lit/Num
2	9 March (PH)		7	Week 2 Lit/special focus
3	16-Mar		8	Week 3 Lit/special focus
4	23-Mar		9	Week 4 Lit/special focus
5	30-Mar		10	Week 5 Lit/special focus
6	6-Apr		11	Week 6 Lit/special focus
Uni break	13-Apr (PH)			School holidays
Uni break	20-Apr			School holidays
7	27-Apr	2	1	Week 7 Lit/special focus
8	4-May		2	Week 8 Lit/special focus
9	11-May		3	Week 9 Lit/special focus
10	18-May		4	Week 10 Lit/special focus
11	25-May		5	Week 11 Lit/special focus
12	1-Jun		6	Week 12 Lit/special focus
13	8-Jun (PH)		7	Week 13 Lit/special focus
14	15-Jun		8	Week 14 Lit/special focus
Exam Week	22-Jun		9	Lit/special focus make-up days if required Semester 2 Literacy workshop
Exam Week	29-Jun		10	
Uni break	6-Jul			School holidays
Uni break	13-Jul			School holidays
Uni break	20-Jul	3	1	
S2 Wk. 1	27-Jul		2	Week 1 Sem 2 Lit/Num
2	3-Aug		3	Week 2 Lit/Num
3	10-Aug		4	Week 3 Lit/Num
4	17-Aug		5	Week 4 Lit/Num
5	24-Aug		6	Week 5 Lit/Num
6	31-Aug		7	Week 6 Lit/Num
7	7-Sep		8	Week 7 Lit/Num
8	14-Sep		9	Week 8 Lit/Num
Uni break	21-Sep		10	Week 9 Lit/Num
Uni break	28-Sep			School holidays
9	5-Oct (PH)			School holidays
10	12-Oct	4	1	Week 10 Lit/Num
11	19-Oct		2	Week 11 Lit/Num
12	26-Oct		3	Week 12 Lit/Num
13	2-Nov		4	Week 13 Lit/Num
Exam Week	9-Nov		5	3-week placement   Week 14 Lit/Num
Exam Week	16-Nov		6	3-week placement   Lit/Num make up days
Uni break	23-Nov		7	3-week placement
Uni break	30-Nov		8	3-week placement make up days
	7-Dec		9	

<b>CONTENTS</b>	<i>Page no</i>
<b>Contact Information</b>	2
<b>General Information</b>	3
<b>Information for the Pre-service Teacher</b>	4-6
• Learning Outcomes and Success Criteria	5
• Developing General Understandings around Teacher Practice and Decision Making	5
<b>Placement Requirements</b>	6
• Fitness for Placement	6
• Voluntary Withdrawal from Placement	7
• Imposed Withdrawal from Placement	7-8
• Unsatisfactory Professional Experience	8
<b>Information for the Mentor Teacher</b>	9
<b>PST Contribution to School Life</b>	10
<b>Resource Centre Orientation</b>	10
<b>15-day placement: suggested activities</b>	11
<b>Attendance Record</b>	
• 15-day block placement	12
• Literacy School Support Program or one day per week (Semester 1)	13
• Literacy School Support Program or one day per week (Semester 2)	14
<b>Professional reflection and observation templates</b>	15-19
<b>Pre-service Teacher Progress Report</b>	
• Example	20
• Blank report	21
<b>Novice to Graduate Continuum, Australian Professional Standards for Teachers</b>	22-30

# Contact Information

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## SCHOOL PLACEMENT ISSUES:

### WIL Support Officer

Email: Clare or Andy [primaryprofexp@flinders.edu.au](mailto:primaryprofexp@flinders.edu.au)

Please contact your WIL Support Officer regarding any issues about suitability of the School placement, absenteeism or sickness. If the WIL Support Officer is not available, then these issues can be addressed through the Director of Professional Experience.

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### Literacy Program Academic Coordinator:

#### Dr Kerrie Mackey-Smith

Phone: 8201 5396  
Email: [kerrie.mackeysmith@flinders.edu.au](mailto:kerrie.mackeysmith@flinders.edu.au)

### Director of Professional Experience and Placement Academic Coordinator

#### Jackie Thomson

Phone: 8201 3348  
Mobile: 0418 740 215  
Email: [jackie.thomson@flinders.edu.au](mailto:jackie.thomson@flinders.edu.au)

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## Support

### Flinders University Health and Counselling Services

Phone: 8201 2118  
After-hours support: 1300 512 409 or 0488 884 103

### Professional Experience Website

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

Find **staff information** [here](#) , **student information** [here](#) or use the QR code below for mobile devices.



[http://www.flinders.edu.au/ehl/education/professional-experience/professional-experience\\_home.cfm](http://www.flinders.edu.au/ehl/education/professional-experience/professional-experience_home.cfm)

# General Information

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## Types of placement

**Second-year professional experience** is undertaken in one of three ways.

1. **3-week block placement:** 15 continuous days in February or November
2. **Literacy or Numeracy School Support placement:** a one day a week placement for 14 weeks, intended to support school students who require personalized instruction or support in literacy or numeracy.
3. **Special focus 15-day placement** e.g. STEM, Performing Arts, Languages, Outdoor Ed, Sustainability, etc

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

## 2020 dates

### 3-week block placement

- Semester 1: 3 – 21 February 2020
- Semester 2: 9 – 27 November 2020

### Literacy or Numeracy School Support placement

- Semester 1: 2 March – 19 June 2020, @ 1 day per week for 14 weeks
- Semester 2: 27 July – 13 November 2020, @ 1 day per week for 14 weeks

### Special interest 15-day placement

- This could be a 3-week block or one-day per week for 15 weeks; to be negotiated by the school.

## Assessment

1. **15 days of attendance** – School coordinator signs daily attendance record throughout placement.
2. **Satisfactory progress** - School coordinator completes the Progress Report at the end of placement.
3. **Five placement tasks** - PST completes the tasks whilst on placement and these are sighted by the School Coordinator. PST submits tasks to the Academic Coordinator via the FLO site (EDUC 2325/2425)

The second-year professional experience is graded Satisfactory (NGP) or Unsatisfactory (Fail). Receiving a Satisfactory grade for Professional Experience Year 2 (PEY2) is one of the pre-requisites for undertaking Professional Experience Year 3.

## Information for the Pre-service Teacher

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This placement focus is on PSTs' developing reflective practice and professional relationships with teachers, individual students and small groups. Pre-service teachers (PSTs) will develop an understanding of the complexities of teacher-student interactions and teaching in a primary school. Pre-service teachers need to be engaged in supporting student learning and making a contribution to their schools. In the handbook, PSTs need to keep a record of their attendance and complete all tasks as well as undertake 5 online FLO tasks. PSTs need their attendance record sheet signed by their mentor teacher on each visit. Mentor teachers will assess whether the placement has been satisfactory or unsatisfactory.

The placement handbook must be completed and submitted to the University by the pre-service teacher within two weeks of the placement ending. Incomplete Handbooks will receive a Fail grade. A Fail grade will result in ineligibility to enrol in further placements.

**As a representative of Flinders University, PSTs must behave in a professional and courteous manner at all times and are expected to:**

- **Wear their name badge** on all school visits.
- **Become familiar with the school's website** to understand their behaviour management policies, special interests, staff profiles etc.
- Ensure that the school has their contact details, including email address and mobile phone number.
- Ensure all correspondence to and from the host school is only using Flinders University email with a signature block that includes, Full Name, Student ID, Course (e.g. BEDSBA, MTS) and mobile number.
- **Be at school from 8:00am – 4pm as a minimum each day.** Be punctual and remain at the school for yard duties and before & after school meetings.
- Dress professionally in neat, clean and appropriate clothes.
- Discuss and provide mentors with relevant information in the handbook, including reporting templates and assessment and reporting processes
- Negotiate responsibilities with their mentor teacher in accordance with the expectations of the placement.
- **If sick, notify the school between 7:30 – 8:00am. Please note: PSTs will need to negotiate with the school coordinator to make up any sick days during Term 1 or 2.**
- Listen openly, reflect on and respond to mentor and school co-ordinator feedback.
- Thank and show appreciation to all staff for their support before they leave.

**PLEASE NOTE: PSTs must provide the school with a copy of their RAN-Certificate on their first visit. PSTs that cannot produce this certificate upon arrival will not be allowed on the school grounds.**

***Make a full commitment to your Professional Experience.  
It is not permissible to negotiate a late arrival, a day off or an early departure.  
You are expected to be there ready to teach and learn  
Maintain your wellbeing to cope with the demands of teaching.***

## Learning Outcomes

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

- observe how teachers interact and work with students
- develop an understanding of school policies and practices
- observe and reflect on effective teaching and learning
- learn about student diversity, inclusion and stages of development
- connect theoretical understandings to teaching
- interact with and support the learning of individual and small groups of students
- contribute to the classroom learning program and to the school
- interact professionally with students, parents and teachers
- become comfortable with the school context and taking the role of the teacher
- enjoy and make an active contribution to the school
- clarify their commitment to becoming a primary teacher

## Success Criteria

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

- understand the work and role of teachers in primary schools;
- interact in professional, and prosocial ways with staff, students and/or the wider school community;
- discuss the cognitive, social, emotional & cultural influences on student achievement;
- articulate key factors that contribute to supportive learning environments for students and staff;
- identify ways in which they have successfully interacted with school staff and students;
- explain how they've contributed positively to student learning;
- provide evidence of their teaching effectiveness;
- set goals for future learning and development.

## Developing understandings about teaching practice and decision making

Pre-service teachers are encouraged to undertake the following learning experiences and professional discussions to develop a deeper understanding of teacher's work and their own practice.

- Observe and listen to the way teachers interact with students and reflect on how these styles and approaches might influence student learning and behaviour.
- Listen for the teacher's use of language and tone of voice when teaching. Does this change depending on who s/he is talking to and what is happening in the lesson?
- As you support students, observe their reactions to you and the ways that they respond to your communication, instructions or suggestions. Are you effective? What evidence do you have to inform your thinking?
- Consider how teachers structure their lessons. How much detail is provided to students? Does this appear to be enough, too much or just right? What differences do you observe in students?
- Do you see aspects of differentiated instruction and planning occurring in classrooms? If yes, in what way? Discuss this with your mentor.
- Notice and reflect upon how content knowledge is taught in a learning area. Is this effective for this group of learners?
- While teaching, observing or supporting a lesson notice if students are 'on' or 'off' task and whether they can work independently. If 'on task' and 'independent' how does the teacher make

this happen? If 'off task' or if students need a lot of support to get started why does this occur? From your observations can you make any connections about the influence of pedagogy on student engagement?

- Observe and record the make-up of the classroom or a group of students. Is it homogenous or diverse? How are you categorising diversity or homogeneity (gender, ethnicity, academic ability etc.)? What are you noticing about the learning needs and engagement levels of different students?
- Observe the culture of the school, classroom and group. Does this vary in different learning situations? Is it positive and constructive? Are students feeling safe and engaged? What factors contribute to this?
- How are students with learning difficulties supported in the school and in classrooms? Discuss this with your mentor, School Counsellor or Spec Ed Teacher. If permitted, get the 'lived' experience of this support from a few of these students. What did you learn?
- Ask about the support structures and identification processes of students who are gifted. What strategies or practices are used in the classroom to meet their learning needs? Are these effective and how do you know?
- Find out how students from diverse religious, cultural and/or linguistic backgrounds are supported in the school/class. If permitted, get the 'lived' experience from a few of these students. What did you learn?
- Consider: How might socio-economic status affect learning in this setting? What about gender? What about mental health?
- How does the school timetable its subjects and lessons? What are the challenges and considerations in this process?
- How is the school engaging with ICT? How is ICT supporting learning? What are the challenges and considerations in this process?
- Find out how the school is using the Australian or IB Curriculum to inform their teaching and learning. How do teachers plan for effective learning?

## Placement Requirements

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### Fitness for Placement

The current legal requirements for working with children and young people can be found on the professional experience website.

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

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

## **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 Topic Coordinator, Jackie Thomson;
3. Return any borrowed materials such as keys, text books etc. to the school;
4. Send an email to Jackie Thomson outlining the reasons for withdrawal; and 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 **before** or **during** placement has consequences. 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.

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 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 determine you should discontinue in the course, you will need to seek course counselling to discuss some of the course options available to you.**

## **Imposed Withdrawal from Placement**

The University Topic Coordinator or 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;
  - a. 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;

3. The pre-service teacher demonstrates gross negligence or misconduct in the performance of an assigned duty;
4. The placement provider is unable to maintain an appropriate placement experience for the pre-service teacher.

**Where a Topic Coordinator or school withdraws a pre-service teacher for reasons 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 pre-service teacher's placement is terminated because of point 4 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**

During the review process there may be issues of concern and a PST may be issued with an 'at risk' notification. This is not a Fail but indicates improvement is needed. However, if at the end of the professional experience the preservice teacher's performance is deemed to be **Unsatisfactory**, a **Fail (F)** grade 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:

- Is identified, meets with the Topic 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 Standards. 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 (**Jackie Thomson**) will write to the PST granting permission with conditions (if any) for the topic to be repeated.

**Please note:** The Professional Experience placement staff will not find alternative or additional placements for PSTs who have been allocated a school in 2020. The exception to this rule is an **unexpected, significant** event such as a personal injury, trauma or a sudden serious illness. Under these circumstances the PST will be provided, where possible, with an alternative placement in the next available round or the University may negotiate with the school for the PST to return at a mutually agreeable time in the same calendar year.

# Information for the Mentor Teacher

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## Context of Professional Experience

Flinders University primary pre-service teachers are required to undertake 15 days, or 120 equivalent hours of professional experience, in the second year of their four-year undergraduate double degree program.

## Connections to University Studies

The first professional experience takes place during the second year of the program, so the pre-service teachers may have only completed two education topics:

1. Teachers and Educational Contexts - a general topic that introduces them to the world of teaching and schooling from the perspective of a new professional educator.
2. English Curriculum Studies 1 - the first topic to be studied that directly explores the delivery of the primary curriculum and teaching and learning strategies.

During their second year, PSTs will study Child Development and undertake a Curriculum Studies topic in mathematics.

## Attendance Record (page 12)

Mentors are asked to provide brief feedback regarding the pre-service teacher's attendance and their professional behaviours and capabilities.

## On-line Learning Placement Tasks

PSTs need to go to the University FLO Site (EDUC 2325 or 2425) for this topic and select and complete 5 online activities, using the template provided on FLO.

Mentor teachers are asked to **sight** the completed tasks **before** placement finishes. They are not expected to read the on-line tasks unless they wish to do so, as reading and grading these tasks is the responsibility of the university.

### For example:

Task	Description of the task and what you have learnt	School Coordinator or Mentor teacher signature
1.		
2.		
3.		
4.		
5.		



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## Examples of how Pre-Service Teachers (PSTs) can contribute to schools

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Ways that PSTs might contribute to school programs include:

- Choir
  - Sports coaching
  - Music
  - Language learning
  - Performing Arts
  - Visual Arts-Drawing, creating, painting
  - ICT and Digital media- computer simulation, gaming, statistics, coding and software engineering
  - Environmental programs
  - Graphic Design
  - Historical Knowledge
  - Working with students with additional and specialist educational needs
  - Creative writing
  - Health and nutrition
  - Design and technology
  - Debating
  - Chess
  - Gardening/Cooking/landscaping
- and so on

## Resource Centre Orientation

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These ideas may assist the student teacher to become familiar with the school resource centre.

1. Tour the library/ resource centre to know where resources are located
2. Meet library resource centre staff
3. Browse different sections to see what is available in specialised subjects
4. Find out how to:
  - book the teacher librarian's time
  - book rooms/areas in the library resource centre including computers
  - book electronic and hard copy resources such as digital cameras, laptops, iPad etc.
5. Find out about Resource Based Learning
  - How do teachers plan with the teacher librarian?
  - Can you find examples of RBL teaching units?
6. What resources are available to support literacy?
  - Does the school have a reading program, levelled books, guided reading?
  - How are students supported to choose and access appropriate texts?

## 15-day placement: suggested activities

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### Orientation Activities- Please tick if completed

Site Orientation (guided tour)	
Observe/work with junior primary children (R-2)	
Observe/work with middle primary children (3-7)	
Observe and sketch the layout of classrooms or play areas features	
Look at weekly timetable/programs (collect examples)	
Undertake yard duty or play supervision with your mentor teacher	
Support a School Services Officer (SSO) or Child Care Worker for part of day	

### Developing Communication Skills

'Listen' to how teachers talk to students	
Listen to students talking and playing together (language used, interests etc)	
Record examples of how teachers organise and manage students	
Interact with students and build professional relationships with them	
Practise 'active' listening and responding appropriately to students	
Learn about the site behaviour management policy and how to apply it	
Practise using positive and effective behaviour management strategies	
Initiate professional communications with staff and parents	

### Undertake a Professional Role

Attend staff meetings	
Assist with preparation for and tidying up after activities e.g. art, sports, eating	
Read to a child or group of children	
Listen to children read	
Lead learning activities with an individual or small group of students	
Assist staff with organising resources	
Help children with their belongings: hats, sunscreen, footwear etc.	
Show initiative and support teachers	



**ATTENDANCE RECORD**  
**Second Year Professional Experience 2020**  
**3-week block placement or 15 days**

**Pre-service Teacher Name:** \_\_\_\_\_

**ID:** \_\_\_\_\_

**Name of School:** \_\_\_\_\_

**Start Date:** \_\_\_\_\_

Visit	Date of Attendance	Hours Attended Minimum 8 hours per day	Signature of a School Coordinator/ Staff Member
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

**I have sighted the 5 online tasks:    Yes   /   No**

**School Coordinator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**ATTENDANCE RECORD**  
**Second Year Professional Experience 2020**  
**120 hours, Literacy School Support Program**  
**Semester 1**

Pre-service Teacher Name: \_\_\_\_\_

ID: \_\_\_\_\_

Name of School: \_\_\_\_\_

Uni Week Semester 1	Week Beg.	School Term & Week		Hours attended Must attain 112 hours in the school	Verified by signature
	25 February	1	4	8-hour workshop	<i>School Coordinator</i>
Visit 1	2 March 2020		5		
Visit 2	9 March (PH)		6		
Visit 3	16 March		7		
Visit 4	23 March		8		
Visit 5	30 March		9		
Visit 6	6 April		10		
	13 April (PH) <small>Uni and school break</small>			No attendance	
	20 April <small>Uni and school break</small>			No attendance	
Visit 7	27 April	2	1		
Visit 8	4 May		2		
Visit 9	11 May		3		
Visit 10	18 May		4		
Visit 11	25 May		5		
Visit 12	1 June		6		
Visit 13	8 June (PH)		7		
Visit 14	15 June		8		
Make-up visit if required	22 June		9		

I have sighted the five placement tasks:                      Yes / No

School Coordinator signature: \_\_\_\_\_ Date: \_\_\_\_\_



**ATTENDANCE RECORD**  
**Second Year Professional Experience 2020**  
**120 hours, Literacy School Support Program**  
**Semester 2**

Pre-service Teacher Name: \_\_\_\_\_

ID: \_\_\_\_\_

Name of School: \_\_\_\_\_

Uni Week Semester 2	Week Beg.	School Term & Week		Hours attended Must attain 112 hours in the school	Verified by signature
			1	8-hour workshop	<i>School Coordinator</i>
<b>Visit 1</b>	27 July 2020	<b>3</b>	2		
<b>Visit 2</b>	3 August		3		
<b>Visit 3</b>	10 August		4		
<b>Visit 4</b>	17 August		5		
<b>Visit 5</b>	24 August		6		
<b>Visit 6</b>	31 August		7		
<b>Visit 7</b>	7 Sept		8		
<b>Visit 8</b>	14 Sept		9		
	21 Sept Uni break		10		
<b>Uni resumes</b>	28 Sept Uni & school hol			No attendance	
<b>Visit 9</b>	5 Oct (PH)			No attendance	
<b>Visit 10</b>	12 October	<b>4</b>	1		
<b>Visit 11</b>	19 October		2		
<b>Visit 12</b>	26 October		3		
<b>Visit 13</b>	2 November		4		
<b>Visit 14</b>	9 November		5		
<b>Make-up visit</b>	16 Nov			6	

I have sighted the five placement tasks: Yes / No

School Coordinator signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Professional Reflections

## PST Professional reflections

*The following templates are to be used by PSTs to record professional reflections. All sections must be typed or written neatly. Minimum of 400 words per page.*

***During Week 1 for 15 days placement /First 4 days for literacy support program***

**Date:**

**Focus:** Interacting with children/students

**Observations:**

*What surprised you?*

*What have you really enjoyed?*

*Has anything concerned you?*

**Planning for learning:**

*What did you learn about teacher planning for effective learning?*

*What would you like to know more about?*

***Week 2 for 15 day placement / Days 5-10 for literacy support program***

**Date:**

**Focus:** Interacting with the whole community

**Observations:**

*Reflect on your interactions with students, parents and staff. What have you learnt?*

*What have you found rewarding or challenging?*

*Has anything concerned you?*

**Planning for learning:**

*What are your learning goals for your professional growth?*

***Week 3 for 15-day placement/ Days 10 – 15 for literacy support program***

**Date:**

**Focus:** Acting as a professional

**Observations:**

*Have you been able to assume the role of a teacher? Give examples.*

*What have you enjoyed?*

*Has anything surprised or concerned you?*

**Planning for learning:**

*What do you need to know more about and how will you work towards success in your next professional experience?*

# Focused observation and reflections

## An example of how you might code focussed observations

Ms J (mentor):

*Alright year 5s, I need you to do me a favour please, three ... two ... one ... Thank you ... What I need you to do, is make sure you're sitting so you're facing the whiteboard ... So, maybe you three students can come and sit near this edge of the desk LANG (pointing to an edge of a desk)*

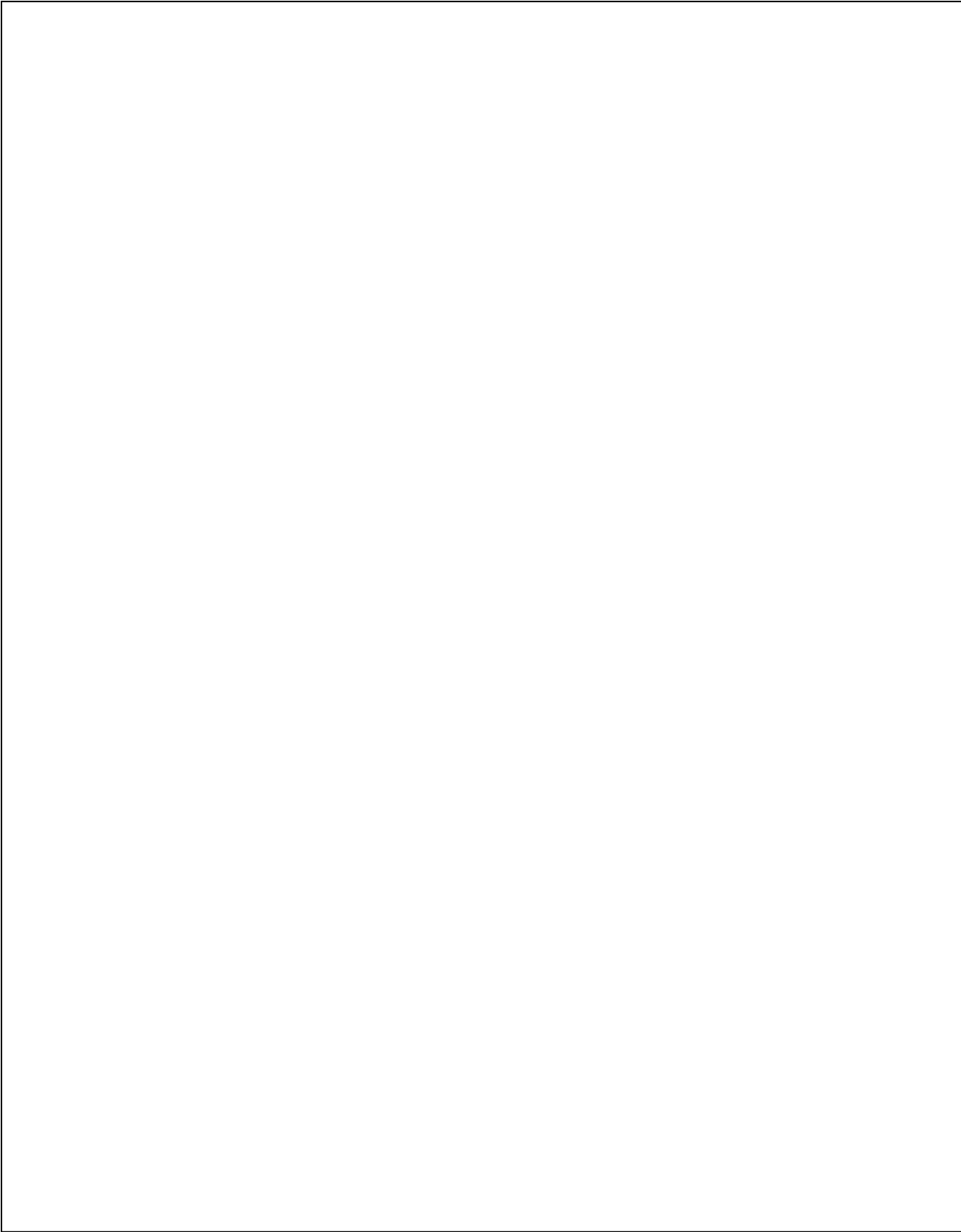
The main purpose of this talk is to organise the learning space TS & LS. Ms J does not really want the students to do her a favour, literally. More, she is indicating that she is asking respectfully which was supported by her friendly tone as she asks for student cooperation with seating arrangements MS. "Three ... two ... one ..." is often used by Ms J across the lessons I observed to signal to the students that she wants their attention MS.

Focus	Code
Lesson structure	LS
Relationship building	RB
Management strategies	MS
Teaching strategies - pedagogy	TS
Use of resources	R
Use of language - pedagogy	LANG
Student interactions	SI
<i>You may create your own focus or codes, as long as they are consistent to support later analysis of happenings</i>	

## Observation Template

<b>Date:</b>		<b>Focus:</b>	
<b>Observations (initial)</b>			
<b>Reflections (within 48 hrs)</b>			
<b>Inferences (so what does this mean?)</b>			

**Draw the classroom layout: note seating arrangements, resources and ease of movement. Describe how the environment supports student learning.**




## SECOND YEAR PRE-SERVICE TEACHER PLACEMENT REPORT: EXAMPLE ONLY

- Indicate, *on balance*, whether this placement was **Unsatisfactory**, **Satisfactory** or **Above Satisfactory**, based on the eight criteria below. Criteria 2 & 8 have a greater *weighting in Year 2*.
- To do this, please highlight each description, including part descriptions, to reflect the performance of this PST at your school.
- If the PST was not provided with an opportunity (or sufficient opportunity) to demonstrate a skill or disposition, please write **N/A**. See example under *Use of ICT*

	UNSATISFACTORY <input type="checkbox"/>	SATISFACTORY <input checked="" type="checkbox"/>	ABOVE SATISFACTORY <input type="checkbox"/>
Criteria	Not yet at Novice Standard (Unsatisfactory)	At Novice Standard (Satisfactory)	Above Novice Standard (Highly Satisfactory)
<b>Know students &amp; how they learn</b> Standard 1.1 1.2 1.3 1.4 1.6	In conversation, the PST could not identify <b>student characteristics</b> that influence learning. In conversation, the PST was not able to <b>theorise</b> why observed teaching practices were effective/ineffective for student learning.	In conversation, the PST could identify <b>some student characteristics</b> that influence learning. In conversation, the PST could <b>theorise</b> in part, why observed teaching practices were effective/ineffective for student learning.	In conversation, the PST could identify several student characteristics that influence learning. In conversation, the PST could <b>theorise</b> why observed teaching practices were effective/ineffective for student learning and had internalized theory as part of his/her professional practice.
<b>Professionalism</b> Standard 4.4 7.1 7.2	The PST required an unreasonably high degree of staff supervision and advice when applying safe and ethical practices within and outside the classroom. Limited knowledge or demonstration of protective practices expected of Australian teachers. <b>Did not establish and/or maintain professional boundaries with staff and/or students and/or families.</b>	The PST attempted to apply safe and ethical practices both within and outside the classroom over placement, however, needed some support and guidance. Knowledge and demonstration of protective practices expected of Australian teachers was sound. <b>Established and maintained professional boundaries with staff, students and families most of the time.</b>	This PST demonstrated sound knowledge of protective practices expected of Australian teachers. This person consistently applied safe and ethical practices and behaviours both within and outside the classroom, at all times.  <b>Established and maintained professional boundaries with staff, students and families at all times.</b>
<b>Teaching &amp; Learning Practice</b> Standard 2.1 2.4 2.5 Standard 4.1 2.4 2.5	In conversation, this PST could only provide <b>limited</b> examples of <b>observed teaching practices</b> that facilitate learning for students with diverse needs and abilities. By the end of this placement, the PST was unable to identify and/or explain teacher <b>factors</b> that influence effective/ineffective classroom management despite on-going information and advice.	In conversation, this PST could provide <b>specific</b> examples of <b>observed teaching practices</b> that facilitate learning for students with diverse needs and abilities. By the end of this placement, the PST could identify and explain several <b>teacher and contextual factors</b> that influence effective/ineffective classroom management.	In conversation, this PST provided <b>several</b> examples of <b>observed teaching practices</b> that facilitate learning for students with diverse needs and abilities.  By the end of this placement, the PST could identify and explain several <b>teacher and contextual factors</b> that influence effective/ineffective classroom management.
<b>Use of ICT</b> APST: Standard 2.6 4.5	This PST did not use and/or seek to explore how ICT was used by staff to engage or support student learning.	This PST investigated how <b>ICT is used by staff in this school to engage or support student learning</b> . This PST used ICT in the classroom to facilitate student learning. <b>N/A</b>	This PST investigated and experimented with ICT to augment and challenge student learning. This PST collaborated on projects that support the use of ICT with staff.
<b>Impact on school community</b> Standard 2.1 2.4 2.5 5.4	This PST did not contribute and/or participate in the wider school community.	This PST contributed to and participated in the wider school community in one or two ways.	This PST contributed to and participated in the wider school community in several ways.
<b>Self-reflection</b> Standard 6.1 6.3	This PST was not able to use feedback to reflect realistically on personal performance. Had difficulties identifying future learning goals despite advice and guidance from staff.	This PST used feedback satisfactorily to reflect, evaluate & assess personal performance. Needed guidance to set realistic learning goals for future placements	This PST used feedback accurately to reflect, evaluate and assess personal performance. <b>Could independently set realistic learning goals for future placements.</b>
<b>Communication and relationships</b>	Communication and/or relationships with students and staff were largely ineffective, distant and/or inappropriate.	This PST attempted to communicate appropriately with students and staff on most occasions, and in most situations. Established positive, affective relationships with students and staff. Was approachable and friendly.	This PST communicated appropriately with students, staff and the wider school community at all times. Established positive, affective relationships with students, staff and the wider school community. Was highly approachable, engaging and friendly.
<b>Suitability for teaching</b>	This PST demonstrated a lack of personal/professional commitment that indicates a possible lack of suitability for teaching. We recommend Flinders University staff discuss career alternatives with this PST.	This PST demonstrated personal dispositions and a professional commitment that is likely to be well suited to a career in teaching.	This PST demonstrated personal dispositions and a professional commitment that appears very well suited to a career in teaching.

## SECOND YEAR PRE-SERVICE TEACHER PLACEMENT REPORT:

	Pre-service Teacher name:		PST ID:
	Name of School:		Date:
	School Coordinator name:		School Coordinator signature:
<p><i>On balance, this placement was:</i></p> <p>           UNSATISFACTORY <input type="checkbox"/>                        SATISFACTORY <input type="checkbox"/>                        ABOVE SATISFACTORY <input type="checkbox"/> </p>			
Criteria	Not yet at Novice Standard (Unsatisfactory)	At Novice Standard (Satisfactory)	Above Novice Standard (Highly Satisfactory)
<b>Know students &amp; how they learn</b> Standard 1.1 1.2 1.3 1.4 1.6	In conversation, the PST could not identify <b>student characteristics</b> that influence learning. In conversation, the PST was not able to <b>theorise</b> why observed teaching practices were effective/ineffective for student learning.	In conversation, the PST could identify <b>some student characteristics</b> that influence learning. In conversation, the PST could <b>theorise</b> in part, why observed teaching practices were effective/ineffective for student learning.	In conversation, the PST could identify several student characteristics that influence learning. In conversation, the PST could <b>theorise</b> why observed teaching practices were effective/ineffective for student learning and had internalized theory as part of his/her professional practice.
<b>Professionalism</b> Standard 4.4 7.1 7.2	The PST required an unreasonably high degree of staff supervision and advice when applying safe and ethical practices within and outside the classroom. Limited knowledge or demonstration of protective practices expected of Australian teachers. <b>Did not establish and/or maintain professional boundaries with staff and/or students and/or families.</b>	The PST attempted to apply safe and ethical practices both within and outside the classroom over placement, however, needed some support and guidance. Knowledge and demonstration of protective practices expected of Australian teachers was sound. <b>Established and maintained professional boundaries with staff, students and families most of the time.</b>	This PST demonstrated sound knowledge of protective practices expected of Australian teachers. This person consistently applied safe and ethical practices and behaviours both within and outside the classroom, at all times.  <b>Established and maintained professional boundaries with staff, students and families at all times.</b>
<b>Teaching &amp; Learning Practice</b> Standard 2.1 2.4 2.5 Standard 4.1 2.4 2.5	In conversation, this PST could only provide <b>limited</b> examples of <b>observed teaching practices</b> that facilitate learning for students with diverse needs and abilities. By the end of this placement, the PST was unable to identify and/or explain teacher <b>factors</b> that influence effective/ineffective classroom management despite on-going information and advice.	In conversation, this PST could provide <b>some</b> specific examples of <b>observed teaching practices</b> that facilitate learning for students with diverse needs and abilities. By the end of this placement, the PST could identify and explain several <b>teacher factors</b> that influence effective/ineffective classroom management.	In conversation, this PST provided <b>several</b> examples of <b>observed teaching practices</b> that facilitate learning for students with diverse needs and abilities. By the end of this placement, the PST could identify and explain several <b>teacher and contextual factors</b> that influence effective/ineffective classroom management.
<b>Use of ICT</b> APST: Standard 2.6 4.5	This PST did not use and/or seek to explore how ICT was used by staff to engage or support student learning in literacy/numeracy.	This PST investigated how ICT is used by staff in this school to engage or support student learning. This PST used ICT in the classroom to facilitate student learning.	This PST investigated and experimented with ICT to augment and challenge student learning. This PST collaborated on projects that support the use of ICT with staff.
<b>Impact on school community</b> Standard 2.1 2.4 2.5 5.4	This PST did not contribute and/or participate in the wider school community.	This PST contributed to and participated in the wider school community in one or two ways.	This PST contributed to and participated in the wider school community in several ways.
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<b>Communication and relationships</b>	Communication and/or relationships with students and staff were largely ineffective, distant and/or inappropriate.	This PST attempted to communicate appropriately with students and staff on most occasions, and in most situations. Established positive, affective relationships with students and staff. Was approachable and friendly.	This PST communicated appropriately with students, staff and the wider school community at all times. Established positive, affective relationships with students, staff and the wider school community. Was highly approachable, engaging and friendly.
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# AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

## **NOVICE TO GRADUATE ASSESSMENT CONTINUUM**

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# PRE-SERVICE TEACHER ASSESSMENT CONTINUUM

## PURPOSE

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

## BACKGROUND

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

Pre-service teachers are encouraged to use this assessment tool to:

1. Authenticate their current performance against the Novice to Graduate continuum
2. Identify gaps in their knowledge
3. Develop specific learning objectives to maintain satisfactory progress towards the Graduate Standard.

## CONSIDERATIONS

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

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

**PROFESSIONAL STANDARDS FOR TEACHERS: A PST DEVELOPMENTAL CONTINUUM**

**DOMAIN 1: PROFESSIONAL KNOWLEDGE**

*Standard 1: Know students and how they learn*

<b>Focus</b>	<b>Novice</b>	<b>Emerging</b>	<b>Graduate</b>
<b>1.1 Physical, social and intellectual development and characteristics of students</b>	<b>Identifies and discusses ways in which student characteristics may affect learning.</b>	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.
<b>1.2 Understand how students learn</b>	<b>Can articulate how research informs an understanding of how students learn.</b>	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.
<b>1.3 Students with diverse linguistic, cultural, religious and socio economic backgrounds</b>	<b>Discusses the diverse linguistic, cultural, religious and socioeconomic backgrounds of students and seeks to understand the potential implications for learning.</b>	Begins to plan teaching strategies that will 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.
<b>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</b>	<b>Can discuss and identify teaching that positively influences Aboriginal and Torres Strait Islander students learning outcomes.</b>	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.
<b>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b>	<b>Identifies and discusses instructional strategies used by teachers to meet the needs of students across the full range of abilities.</b>	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.
<b>1.6 Strategies to support full participation of students with disability</b>	<b>Describes some school and teaching practices that work towards supporting the participation and learning progress of students with disabilities.</b>	Shows awareness of legislation about students with disabilities in Australian schools. Asks for help in selecting teaching strategies that support the participation and learning of students with disability in a particular class.	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

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

<b>Focus</b>	<b>Novice</b>	<b>Emerging</b>	<b>Graduate</b>
<b>2.1 Content and teaching strategies of the teaching area</b>	<b>Demonstrates some knowledge of the structure of the curriculum, its content and effective teaching strategies.</b>	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.
<b>2.2 Content selection and organisation</b>	<b>Analyses curriculum content selection with mentor/s to understand or reveal advantages for student learning.</b>	Able to organise a series of lessons for the content of a particular teaching area.	Organises content into an effective learning and teaching sequence.
<b>2.3 Curriculum, assessment and reporting</b>	<b>Begins to connect assessment practices with teacher judgement about student learning</b>	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.
<b>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b>	<b>Expresses respect for Aboriginal and Torres Strait Islander people and understanding that reconciliation between Indigenous and non-Indigenous Australians is to inculcate in the curriculum.</b>	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.
<b>2.5 Literacy and numeracy strategies</b>	<b>Examines literacy and numeracy strategies across the curriculum.</b>	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.
<b>2.6 Information and Communication Technology (ICT)</b>	<b>Investigates how ICT supports effective teaching and learning.</b>	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.

## DOMAIN 2: PROFESSIONAL PRACTICE

### Standard 3: Plan for and implement effective teaching and learning

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	Names several 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 learning 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 accurately evaluate personal teaching performance for 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.

*Standard 4: Create and maintain supportive and safe learning environments*

<b>Focus</b>	<b>Novice</b>	<b>Emerging</b>	<b>Graduate</b>
<b>4.1 Support student participation</b>	<b>Identifies effective strategies for enabling student participation.</b>	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.
<b>4.2 Manage classroom activities</b>	<b>Independently manages some classroom activities.</b>	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.
<b>4.3 Manage challenging behaviour</b>	<b>Applies existing classroom rules and school-based behaviour management policies.</b>	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.
<b>4.4 Maintain student safety</b>	<b>With support, implements policies and practices that maintain student safety.</b>	Shows awareness of school, system, curriculum and legislative requirements and is increasingly able to maintain student safety and support for student well-being.	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and Legislative requirements.
<b>4.5 Use ICT safely, responsibly and ethically</b>	<b>Follows established school protocols for the safe, responsible and ethical use of ICT.</b>	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.

*Standard 5: Assess provide feedback and report on student learning*

<b>Focus</b>	<b>Novice</b>	<b>Emerging</b>	<b>Graduate</b>
<b>5.1 Assess student learning</b>	<b>Investigates and reviews a range of assessment approaches to make inferences about pedagogy, curriculum and student learning.</b>	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.
<b>5.2 Provide feedback to students on their learning</b>	<b>Uses a range of feedback techniques and discusses impact of advice on the quality of student work and learning.</b>	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.
<b>5.3 Make consistent and comparable judgements</b>	<b>Identifies effective assessment moderation practices that enable teachers to make fair judgement around student progress and the national achievement standards.</b>	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.
<b>5.4 Interpret student data</b>	<b>Discusses student assessment data to pinpoint achievement and determine relevant changes to teaching practices.</b>	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.
<b>5.5 Report on student achievement</b>	<b>Investigates and analyses approaches to report student learning.</b>	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.

### DOMAIN 3: PROFESSIONAL ENGAGEMENT

#### Standard 6: Engage in professional learning

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 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.

<i>Standard 7: Engage professionally with colleagues, parents/carers and the community</i>			
<b>Focus</b>	<b>Novice</b>	<b>Emerging</b>	<b>Graduate</b>
<b>7.1 Meet professional ethics and responsibilities</b>	<b>Can articulate the Professional Practices of Australian teachers and can act responsibly and ethically at all times.</b>	Is understanding of 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.
<b>7.2 Comply with legislative, administrative and organisational requirements</b>	<b>Gains and provides mandatory certification to work with students.</b>	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.
<b>7.3 Engage with the parents/carers</b>	<b>Establishes a positive rapport with parents/carers under the guidance of supervising teachers.</b>	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.
<b>7.4 Engage with professional teaching networks and broader communities</b>	<b>Initiates engagement with peers, mentors and university staff.</b>	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.